

How to
Master Skills for the

TOEFL

新托福考试专项进阶
——高级听力

Listening
Advanced

Gerald de la Salle | Jasmine C. Swaney | Monika N. Kushwaha | E2K

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Introduction

A. Information on the TOEFL® iBT

The Format of the TOEFL® iBT

Section	Number of Questions	Timing	Score
Reading	<ul style="list-style-type: none"> • 3~5 Passages <ul style="list-style-type: none"> – approximately 700 words each – 12~14 questions per passage 	60~100 min.	30 points
Listening	<ul style="list-style-type: none"> • 2~3 Conversations <ul style="list-style-type: none"> – 12~25 exchanges each (3 min.) – 5 questions per conversation • 4~6 Lectures <ul style="list-style-type: none"> – 500~800 words each (3~5 min.) – 6 questions per lecture 	60~90 min.	30 points
BREAK		10 min.	
Speaking	<ul style="list-style-type: none"> • 2 Independent Tasks (preparation: 15 sec. / response: 45 sec.) <ul style="list-style-type: none"> ① 1 personal experience ② 1 personal choice/opinion • 2 Integrated Tasks: Read-Listen-Speak (preparation: 30 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> – reading: 75~100 words (45 sec.) – conversation: 150~180 words (60~80 sec.) ② 1 academic course topic <ul style="list-style-type: none"> – reading: 75~100 words (45 sec.) – lecture: 150~220 words (60~90 sec.) • 2 Integrated Tasks: Listen-Speak (preparation: 20 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> – conversation: 180~220 words (60~90 sec.) ② 1 academic course topic <ul style="list-style-type: none"> – lecture: 230~280 words (90~120 sec.) 	20 min.	30 points
Writing	<ul style="list-style-type: none"> • 1 Integrated Task: Read-Listen-Write (20 min.) <ul style="list-style-type: none"> – reading: 230~300 words (3 min.) – lecture: 230~300 words (2 min.) – a summary of 150~225 words • 1 Independent Task (30 min.) <ul style="list-style-type: none"> – a minimum 300-word essay 	50 min.	30 points

B. Information on the Listening Section

The Listening section of the TOEFL® iBT measures test takers' ability to understand spoken English in English-speaking colleges and universities. This section has 2~3 conversations that are 12~25 exchanges (about 3 minutes) long and 4~6 lectures that are 500~800 words (3~5 minutes) long. Each conversation is followed by 5 questions and each lecture by 6 questions. Therefore, test takers have to answer 34~51 questions in total. The time allotted to the Listening section is 60~90 minutes, including the time spent listening to the conversations and lectures and answering the questions.

1. Types of Listening Passages

(1) Conversations

- _ Between a student and a professor or a teaching assistant during office hours
- _ Between a student with a person related to school services such as a librarian, housing director, bookstore employee, etc.

(2) Lectures

- _ Monologue lectures delivered by a professor unilaterally
- _ Interactive lectures with one or two students asking questions or making comments
- * One lecture may be spoken with a British or Australian accent.

2. Types of Questions

Basic Comprehension Questions

- (1) Listening for Main Ideas _ This type of question asks you to identify the overall topic or main idea of a lecture or conversation.
- (2) Listening for Main Purpose _ This type of question asks you why the speakers are having a conversation or why a lecture is given.
- (3) Listening for Major Details _ This type of question asks you to understand specific details or facts from a conversation or lecture.

Pragmatic Understanding Questions

- (4) Understanding the Function of What Is Said
 - _ This type of question asks you why a speaker mentions some point in the conversation or lecture.
 - _ This involves replaying part of the listening passage.
- (5) Understanding the Speaker's Attitude
 - _ This type of question asks you what a speaker's feelings, opinions, or degree of certainty is about some issue, idea, or person.
 - _ This may involve replaying part of the listening passage.

Connecting Information Questions

- (6) Understanding Organization _ This type of question asks you how the listening passage is organized or how two portions of the listening passage are related to each other.
- (7) Connecting Content _ This type of question asks you to classify or sequence information in a different way from the way it was presented in the listening passage.
- (8) Making Inferences _ This type of question asks you to draw a conclusion based on information given in the listening passage.

How to Use This Book

How to Master Skills for the TOEFL® iBT Listening Advanced is designed to be used either as a textbook for a TOEFL® iBT listening preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of 8 units, this book is organized to prepare you for the test with a comprehensive understanding of the test and thorough analysis of every question type. Each unit consists of 6 parts and provides a step-by-step program that provides question-solving strategies and the development of test-taking abilities. At the back of the book are two actual tests of the Listening section of the TOEFL® iBT.

1 Overview

This part is designed to prepare you for the type of question the unit covers. You will be given a full description of the question type and its application in the passage. You also will be given some useful tips as well as an illustrated introduction and sample.

Unit 1 Listening for Main Ideas

Overview

Introduction

In order to understand the main idea of the listening passage, you must be able to recognize the primary topic or central theme. The speakers may provide this information at the beginning of the passage, or it may be implied during the course of the passage. If the latter is the case, then you must be able to generalize or determine the information based upon the content of the passage.

Question Types

1. What problem does the man have?
2. What are the speakers mainly discussing?
3. What is the main topic of the lecture?
4. What is the lecture mainly about?
5. What aspect of X does the professor mainly discuss?

Useful Tips

- Listen very carefully to the beginning of the passage.
- Recognize the various key words that will enable you to determine the main idea.
- Determine the main idea by recognizing the various examples, explanations, and summaries that are associated with it.
- Determine what problem and solution the speakers in the conversation are referring to.
- Avoid choosing answers that are either irrelevant to the passage or were not covered during the entire course of the passage.
- Avoid nonspecific answers that are too general.
- Make good use of your notes.

Sample iBT Question

What aspect of the Industrial Revolution does the professor mainly discuss?

(A) Its causes
(B) Its definition
(C) Its effects on England
(D) Its effect on manpower

Script

Today, class, I am going to be speaking to you about the Industrial Revolution. The term "Industrial Revolution" refers to the technological, social, economic, and cultural changes that occurred in England in the late eighteenth century. This change eventually spread around the world, meeting many big cities based upon the ideas of manufacturing and expansion. Prior to the Industrial Revolution, the production and harvesting of products was completed through manual labor. The Industrial Revolution replaced this manpower with machines and power.

The answer to the above question is D because at the beginning of the lecture, the professor mentions what the term "Industrial Revolution" refers to. You can usually find main ideas at the beginning of lectures.

2 Practice with Conversations

This part is one of the two practical exercise sections where you can actually practice and improve your ability to solve questions. With a total of 4 conversations, you will be able to confirm your understanding of the question types and master skills presented in each unit. Well-organized notes will be given to help you understand the material, and glossed vocabulary will also be given to help you solve the questions. Dictation practice material is downloadable at www.darakwon.co.kr.

Unit 1 Listening for Conversations

Practice with Conversations

Listen to part of a conversation between a student and a librarian.

1. What is the conversation mainly about?

(A) How to read books about poetry learning
(B) Where to find the card catalog
(C) How books are organized within a library
(D) How to locate geography books

2. What organizational system does the library employ?

(A) Librarians shelve the books wherever they want.
(B) It uses the Dewey Decimal System.
(C) Books are ordered according to color.
(D) Books are ordered according to size.

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

Why does the student say that?

(A) She does not care about the Math and Science category for dogs.
(B) She has more research to do.
(C) She is not curious about how to research something else.
(D) She wants to test the librarian's knowledge.

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

1) Student needs help at _____
2) Has to write a paper about _____
3) Kinds _____ for help
4) Learn about _____
5) Student finds _____ for the book.

5. Complete the following summary with the words given below.

A student entered the library and asked the librarian to help her find a specific book. The librarian was happy to help and explained to the student that the library was organized using the _____. She told the student that this particular system of categorizing books broke the book categories down into _____. The librarian named the different categories, for example, the two categories Arts and Recreation and _____. The librarian told the student that after she determined what category her book fell under, she should locate the _____ a system of filing drawers that contain cards with particular numbers for every single book in the library. The librarian continued to explain that, within the card catalog, each of the ten categories were further _____ into subcategories. The student looked up her book number in the card catalog, _____ the number on a slip of paper, and located the book on the shelf.

Dewey Decimal System
card catalog

write down
ten broad areas
break down
Categories and Subcategories

3 Practice with Lectures


This part is the other practical exercise section where you can actually practice and improve your ability to solve questions. With a total of 4 lectures, you will be able to confirm your understanding of the question types and master skills presented in each unit. Glossed vocabulary and well-organized notes will be given to help you understand the material and answer the questions. Dictation practice material is downloadable at www.darakwon.co.kr.

Practice with Lectures

Unit 1 | Listening for the main

Practice with Lectures

A Listen to part of a lecture in a music class.



MUSIC

1. What is this lecture mostly about?

(A) What is arias in opera
(B) The history of opera
(C) Why opera is emotional
(D) The life of Richard Wagner

2. What is the difference between a play and an opera?

(A) The words in an opera are sung
(B) An opera takes more action
(C) Operas are only performed in Italian
(D) Plays have more complicated plots

3. Listen again to part of the lecture. Then answer the question.
Why does the professor say that?

(A) He is lecturing the class about types of operas.
(B) He is explaining the history of the opera type of dramatic performance.
(C) He is answering a complaint made by the student about the singing in operas.
(D) He is explaining to the student why most people think that operas are boring.

notes led to finding ideas: characteristics led to role or occasion part or point, observation led to the way it was, the first or a class, thought to be interesting, considered part of something, characterized as interesting, considered led to answer, central led to meaning in history, related led to connection, observation led to part or point

4. Listen to the lecture, and fill in the blanks to complete the lecture notes.

1) Professor says he will discuss _____
 2) Student asked they are _____ A) Doesn't understand them
 3) Professor begins discussion on operas _____ B) has _____ about opera
 4) Describes arias _____ C) Begins with _____
 5) Says operas are popular in many countries _____ D) Moves to modern operas
 6) Explains sometimes of arias _____ E) Can express of heart
 7) Explains sometimes of arias _____ F) Operas were _____
 8) Explains sometimes of arias _____ G) Operas _____
 9) Explains sometimes of arias _____ H) Operas _____

5. Complete the following summary with the words given below.

An opera is a form of drama that includes " _____ or a combination of both. The _____ were the first to simplify these elements in stages, but I wasn't until _____, when the first _____ that what we now call modern opera was developed. The factors were the only ones to compare modern operas to _____, which took to follow. Eventually, opera spread across Europe and even into _____ This kind of widespread interest in opera led to many different developments and types. There are also the opera _____ and _____ One such development was the operetta, which is a " _____ that is often comical in nature. But no matter what the type, opera shows many similar elements, such as the aria, a _____ involving a singer's solo song.

very short operas
complete musical passage
during the Renaissance
German
Italian
music
dancing
modern
Dutch
type

14

15

4 Integrated Listening & Speaking

The TOEFL® iBT is different from previous tests in that it is more integrated than ever. So in this part, you are given the chance to experience the iBT style study by linking your listening skills with your speaking skills. Listen to the different versions of the previous lectures, and answer the questions. But remember! This time you have to say the answers. There is no writing.

Integrated Listening & Speaking

Unit 1 Listening to Kim Kats

A Listen to a different version of the previous lecture, and say the answers out loud.

- Professor says will discuss opera
- Student claims they are boring
- Don't understand them
- Has never like about opera
- Professor begins discussion on opera
- Begin with the ancient Greeks
- Move to modern opera in the Renaissance
- Describes orris
- Illustrates a singer's singing
- Can express different emotions
- Says opera are popular in many countries
- Explains varieties of opera
- Opera verve - dramatic opera
- Opera comique - comical opera
- Opera- short - comical opera

B Listen to a different version of the previous lecture, and say the answers out loud.

- Professor mentions oral plaque
 - Can hold up on teeth because of sugar
 - Is yellowish, sticky film of bacteria
 - Can cause periodontitis or gingivitis
- Plaque can harden into tartar
 - A hard substance
 - Irretrievable once it is red and swollen
 - Can cause gingivitis
- Teethbrush dental care
 - Brush regularly
 - Visit the dentist often
 - Follow good prevent plaque

- How would you describe an opera?
- Who was the first to develop opera?
- What is an aria?

- How would you describe oral plaque?
- If oral plaque is not properly removed, what can it build up into?
- What should you do to try to prevent the build-up of oral plaque?

22

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5 TOEFL iBT Practice Test


This part will give you a chance to experience an actual TOEFL® iBT test. You will be given a conversation with 5 questions and a lecture with 6 questions. The topics are similar to those on the actual test, as are the questions.

TOEFL[®] Practice Test

Unit 1 | Listening, the basics

Unit 1 | Listening, the basics

Listen to part of a conversation between two college students.



1. What is this conversation mostly about?

☐ A. Examining and studying

☐ B. Whether to live with a cat or a dog

☐ C. The benefits of living off campus

☐ D. The history of apartment buildings

2. Why was the woman livid in her choice of apartments?

☐ A. She wanted to have a dog.

☐ B. She does not like to exercise.

☐ C. She was afraid that certain apartments would cause her to study less.

☐ D. She did not want to live off campus.

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

What was most important to the man when searching for a place to live?

☐ A. He wanted to be able to have a dog.

☐ B. He wanted to have nice furnishings.

☐ C. He wanted to live very close to City.

☐ D. He wanted his new place to be affordable.

4. What can be inferred about the man?

☐ A. He is a dog lover.

☐ B. He is not wealthy.

☐ C. He does not enjoy exercise.

☐ D. He prefers dormitories to off-campus life.

5. What is the man probably going to do next?

☐ A. Return to his apartment.

☐ B. Go to the unemployment building.

☐ C. Attend a class.

☐ D. Continue searching with the woman.

6 Vocabulary Review

This part offers you a chance to review some of the words and phrases you need to remember after finishing each unit. Vocabulary words for each unit are also provided at the back of the book to help you prepare for each unit.

Vocabulary Review

A Choose and write the correct word that matches each definition.

evolve	emerge	evanescent	elude	preemptive
elaborate	emerge	essential	elude	decide
evolve	emerge	essential	elude	decide

- _____ obviously someone
- _____ something required beforehand
- _____ help or aid
- _____ something involved in payment
- _____ courageous
- _____ necessary
- _____ to mislead or lie
- _____ persistent; not giving up
- _____ to produce or show
- _____ to develop slowly
- _____ regarded due to internal pressure
- _____ being the only one of its kind
- _____ an overused expression
- _____ to accept
- _____ a flower field where rice is grown

B Listen to the definitions, and fill in the blanks. Then choose the correct word.

opens	Dewey Decimal System	oneir	plaque	portraiture	rice
-------	----------------------	-------	--------	-------------	------

- This is a built-up of yellowish, sticky _____ that occurs _____ on our teeth.
- This is a naturally occurring _____ that is generally grown in _____.
- This is a form of drama that incorporates _____ and _____.
- This is a system of _____ found in a _____.
- This is a form of _____ that became popular during the _____.

Unit 1 - Listening for Main Ideas

Step A

<input type="checkbox"/> subtle	<input type="checkbox"/> affirm	<input type="checkbox"/> anthropologist	<input type="checkbox"/> anti-dumping
<input type="checkbox"/> area	<input type="checkbox"/> believe	<input type="checkbox"/> bookstore	<input type="checkbox"/> easily
<input type="checkbox"/> ethnic	<input type="checkbox"/> decimal	<input type="checkbox"/> deficiency	<input type="checkbox"/> discrepancy
<input type="checkbox"/> domestication	<input type="checkbox"/> extinction	<input type="checkbox"/> gingham	<input type="checkbox"/> habitat
<input type="checkbox"/> hereditary	<input type="checkbox"/> model	<input type="checkbox"/> pseudonym	<input type="checkbox"/> advice
<input type="checkbox"/> scavenger	<input type="checkbox"/> scattering	<input type="checkbox"/> speculate	<input type="checkbox"/> stipulation
<input type="checkbox"/> subspecies	<input type="checkbox"/> sunrise	<input type="checkbox"/> traits	<input type="checkbox"/> truly

Step B


Noun	Verb	Adjective	Adverb
<input type="checkbox"/> information	<input type="checkbox"/> intimate	<input type="checkbox"/> international	<input type="checkbox"/> internationally
<input type="checkbox"/> distribution	<input type="checkbox"/> distribute	<input type="checkbox"/> distributable	
<input type="checkbox"/> cultivation	<input type="checkbox"/> cultivate	<input type="checkbox"/> cultivatable	
<input type="checkbox"/> righteousness	<input type="checkbox"/> righteous	<input type="checkbox"/> rightness	<input type="checkbox"/> rightness
<input type="checkbox"/> deliver	<input type="checkbox"/> deliver	<input type="checkbox"/> deliverable	<input type="checkbox"/> deliverably
<input type="checkbox"/> preacher	<input type="checkbox"/> preach	<input type="checkbox"/> preachable	<input type="checkbox"/> preachably
<input type="checkbox"/> luxury	<input type="checkbox"/> luxuriate	<input type="checkbox"/> luxurious	<input type="checkbox"/> luxuriously
<input type="checkbox"/> indication	<input type="checkbox"/> indicate	<input type="checkbox"/> indicable	
<input type="checkbox"/> deferment	<input type="checkbox"/> defer	<input type="checkbox"/> deferable	
<input type="checkbox"/> assistance	<input type="checkbox"/> assist	<input type="checkbox"/> assistive	
<input type="checkbox"/> recommendation	<input type="checkbox"/> recommend	<input type="checkbox"/> recommendable	
<input type="checkbox"/> registration	<input type="checkbox"/> register	<input type="checkbox"/> registrable	
<input type="checkbox"/> accurately	<input type="checkbox"/> accurately	<input type="checkbox"/> accurately	<input type="checkbox"/> accurately
<input type="checkbox"/> consideration	<input type="checkbox"/> consider	<input type="checkbox"/> considerate	
<input type="checkbox"/> stipulation	<input type="checkbox"/> stipulate	<input type="checkbox"/> stipulatory	

7 Actual Test

This part offers two full practice tests that are modeled on the Listening section of the TOEFL® iBT. This will familiarize you with the actual test format of the TOEFL® iBT.

Actual Test 01

Conversation 1-5 Listen to part of a conversation between a student and a school official.



- What problem does the student have?
 - (A) He cannot find his classroom.
 - (B) He cannot find his girlfriend.
 - (C) He does not have a key to a room.
 - (D) He does not have a student ID card.
- Why is the school official worried?
 - (A) He is afraid he could lose his job.
 - (B) He is afraid the student could hurt himself.
 - (C) He does not want to see the student fail the class.
 - (D) He does not want to be demoted.
- According to the school official, what does the student need in order to get a key?
 - (A) A registration signature
 - (B) A registration card
 - (C) A key card
 - (D) The professor's written permission
- What can be inferred about the student?
 - (A) He is not very diligent.
 - (B) He lacks originality.
 - (C) He is a genius.
 - (D) He is very persistent.

Actual Test 02

Conversation 1-5 Listen to part of a conversation between a student and a school official.

- What problem does the student have?
 - (A) He cannot find his classroom.
 - (B) He cannot find his girlfriend.
 - (C) He does not have a key to a room.
 - (D) He does not have a student ID card.
- Why is the school official worried?
 - (A) He is afraid he could lose his job.
 - (B) He is afraid the student could hurt himself.
 - (C) He does not want to see the student fail the class.
 - (D) He does not want to be demoted.
- According to the school official, what does the student need in order to get a key?
 - (A) A registration signature
 - (B) A registration card
 - (C) A key card
 - (D) The professor's written permission
- What can be inferred about the student?
 - (A) He is not very diligent.
 - (B) He lacks originality.
 - (C) He is a genius.
 - (D) He is very persistent.

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PART

1

Basic Comprehension

Basic comprehension of the listening passage is tested in three ways: listening for the main ideas, listening for the main purpose, and listening for the major details. Listening for the main ideas is to identify the overall topic of the contents. Listening for the main purpose is to search for the reason behind the contents. For questions about the major details, you must understand and remember explicit details or facts from a lecture or conversation.

- **Unit 1 Listening for Main Ideas**

Music / Agriculture / Public Health / Literature

- **Unit 2 Listening for Main Purpose**

Zoology / Geology / Astronomy / Climatology

- **Unit 3 Listening for Major Details**

Dramatics / Literature / Language / Entomology

Unit 1

Listening for Main Ideas

1

Listening for Main Ideas

Overview**■ Introduction**

In order to understand the main idea of the listening passage, you must be able to recognize the primary topic or central theme. The speakers may provide this information at the beginning of the passage, or it may be imparted during the course of the passage. If the latter is the case, then you must be able to generalize or determine the information based upon the content of the passage.

■ Question Types

1. What problem does the man have?
2. What are the speakers mainly discussing?
3. What is the main topic of the lecture?
4. What is the lecture mainly about?
5. What aspect of X does the professor mainly discuss?

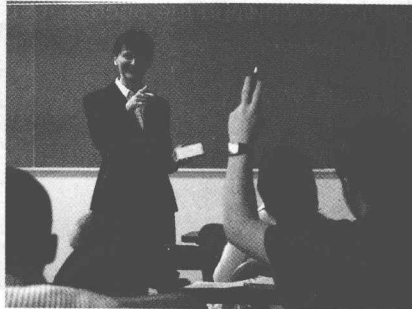
■ Useful Tips

- Listen very carefully to the beginning of the passage.
- Recognize the various key words that will enable you to determine the main idea.
- Determine the main idea by recognizing the various examples, explanations, and summaries that are associated with it.
- Determine what problem and solution the speakers in the conversation are referring to.
- Avoid choosing answers that are either irrelevant to the passage or not covered during the entire course of the passage.
- Avoid nonspecific answers that are too general.
- Make good use of your notes.



Sample iBT Question

1-01



What aspect of the Industrial Revolution does the professor mainly discuss?

- (A) Its causes.
- (B) Its definition.
- (C) Its effects on England.
- (D) Its effect on manpower.

Script

Today, class, I am going to be speaking to you about the Industrial Revolution. The term "industrial revolution" refers to the technological, social, economic, and cultural changes that occurred in England in the late eighteenth century. This change eventually spread around the world, creating many big cities based upon the ideals of manufacturing and capitalism. Prior to the Industrial Revolution, the production and harvesting of products was completed through manual labor. The Industrial Revolution replaced this manpower with machine power.

Correct Answer

The answer to the above question is B because at the beginning of the lecture, the professor describes what the term "industrial revolution" refers to. You can usually find main ideas at the beginning of lectures.

Practice with Conversations



A Listen to part of a conversation between a student and a librarian. 1-02



1. What is the conversation mainly about?

- (A) How to read books about puppy training.
- (B) Where to find the card catalog.
- (C) How books are organized within a library.
- (D) How to locate geography books.

2. What organizational system does the library employ?

- (A) Librarians shelve the books wherever they want.
- (B) It uses the Dewey Decimal System.
- (C) Books are shelved according to color.
- (D) Books are shelved according to size.

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

Why does the student say this?

- (A) She does not care about the Math and Science category for dogs.
- (B) She has more research to do.
- (C) She is just curious about how to research something else.
- (D) She wants to test the librarian's knowledge.

• **assistance (n)** help or aid • **recommend (v)** to mention favorably • **memorize (v)** to learn by heart; to commit to memory • **initially (ad)** occurring at the beginning • **narrow (v)** to have limited or restricted something • **arrange (v)** to put into a specific order • **straightforward (a)** plain and open • **category (n)** a general class of ideas that relate to one another

4. Listen to the conversation, and fill in the blanks to complete the conversation notes.

- 1) Student needs help at _____
- 2) Has to write a paper about _____
- 3) Asks _____ for help
- 4) Learns about _____
 - A) Divides books into _____ areas
 - B) Books have call numbers from _____
- 5) Librarian explains how to use _____
- 6) Student finds _____ for the book

5. Complete the following summary with the words given below.

A student entered the library and asked the librarian to help her find a specific book. The librarian was happy to help and explained to the student that the library was organized using the ⁽¹⁾ _____. She told the student that this particular system of categorizing books broke the book categories down into ⁽²⁾ _____. The librarian named the different categories, for example, the two categories Arts and Recreation and ⁽³⁾ _____. The librarian told the student that after she determined what category her book fell under, she should locate the ⁽⁴⁾ _____, a system of filing drawers that contains cards with particular numbers for every single book in the library. The librarian continued to explain that, within the card catalog, each of the ten categories were further ⁽⁵⁾ _____ into subcategories. The student looked up her book number in the card catalog, ⁽⁶⁾ _____ the number on a slip of paper, and located the book on the shelf.

Dewey Decimal System
ten broad areas
card catalog

wrote down
broken down
Religions and Mythology