

# **TOEFL 基础听力6**

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# 课程目标

- 复习服务类高频场景和办公室课程相关场景的词汇。
- 练习办公室场景中**学术类的三类材料**，巩固对 conversation 结构的熟悉和掌握以及提取 problems 和 solution 能力。
- 通过较难的学术类对话练习 Key words 和 details 搭配记忆，听懂不同学科的具体学术讨论内容。

# Office Hours

- Academic: Practice
  - TPO 26 – C2 Paper Topic and Revision
  - TPO 13 – C1 Class Assignment or Project
  - TPO 19 – C1 Discussion on Course Content
  - 真经5

## TPO26C2 (生物类 jellyfish)



listening\_passage2\_1.mp3

**tips:**

- ① 记录开头寒暄**Q & A**关键词，尤其注意**Answers**。
- ② 注意**academic**部分的列举。（换行-分点记）
- ③ 真正的**Purpose**可能在最后。注意关键语句。

1. Why does the student go to see the professor?
  - A. To obtain notes from a class she missed
  - B. To discuss a conference she attended
  - C. To ask about a possible topic for a research paper
  - D. To clarify information about volunteering in the community

2. What does the student say about the conference she attended?

- A. It will help convince students to get involved in the community
- B. It taught her a lot about marine ecosystems
- C. It helped her gain a volunteer position at a local organization
- D. Few students were involved in the conference

3. What caused the woman to become interested in bioluminescence?

- A. It was mentioned in the notes from a class she missed
- B. She observed the phenomenon while on a recent trip to a conference
- C. A volunteer she worked with told her about seeing some bioluminescent fish
- D. She heard a talk about bioluminescence at a conference she attended

4. According to the professor, why were the jellyfish that the student saw glowing?
- A. They were avoiding predators by blending in with their surrounding
  - B. They were trying to confuse predators with bright flashes of light
  - C. They were communicating with each other
  - D. They were trying to light up the dark water so they could see prey



5. What does the professor imply about the student's proposed research topic?

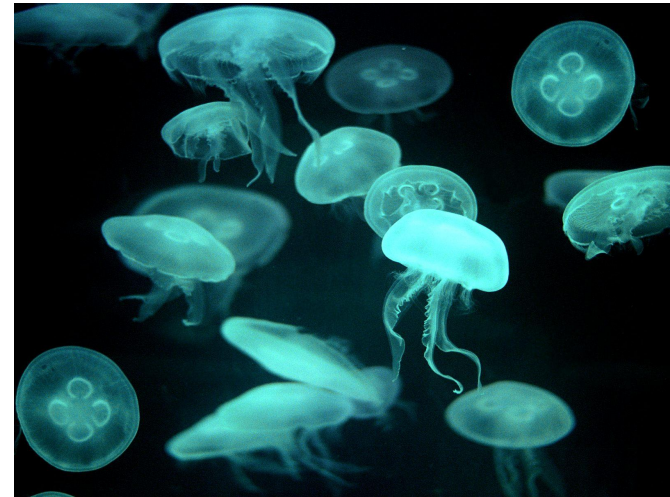
A. A variety of bioluminescent organisms should be included in the research

B. Writing about the topic might be difficult because there is so much information on it

C. The student should choose a topic that has already been covered in class

D. The student should explain how bioluminescence benefits various species of jellyfish differently

- volunteerism 志愿精神
- bioluminescence 生物发光
- bioluminescent
- illuminate/illumination
- defense
- aquatic organism 水生生物
- startle 使受到惊吓
- dim sunlight 淡淡的日光
- blend in



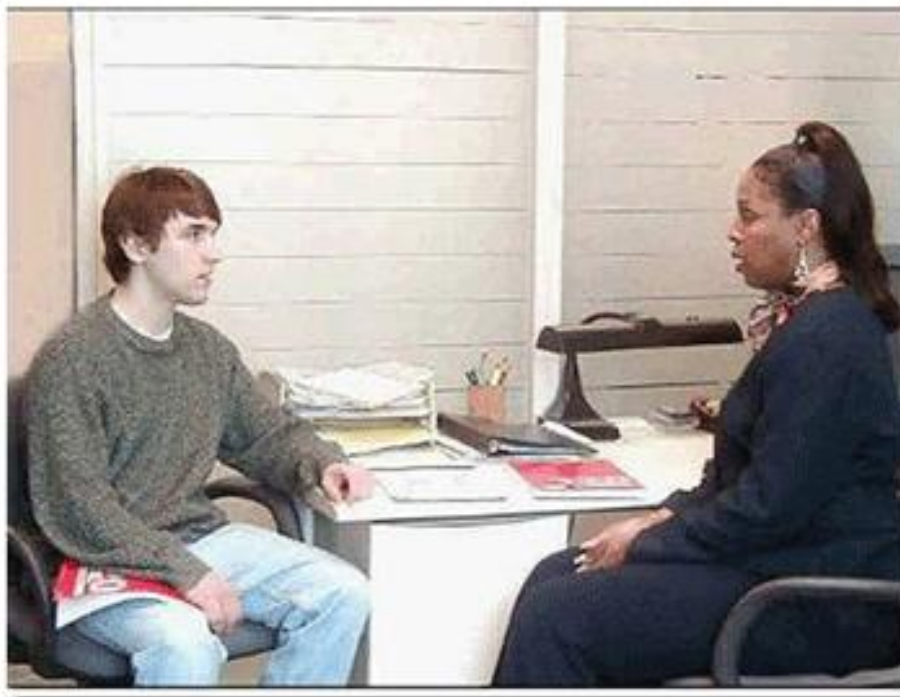
# 课堂作业解释

## (class assignment or project)

# TPO13C1 (心理学)



listening\_passage1\_1.mp3



## Tips:

- ① 有关作业讲解的，记录**作业要求/步骤！**
- ② 学术部分考点：**举例子—for example**

1. Why does the student go to see the professor?
  - A. To report on the research he has done
  - B. To ask for permission to observe a class
  - C. To get help understanding an assignment
  - D. To ask about a question on a recent test

2. According to the professor, what should the student do after completing the first observation?

- A. Look for another child to observe
- B. Research the child's developmental stage
- C. Report his progress to the class
- D. Submit the notes he took during the observation

3. Why does the student mention a child playing with a toy car?
- A. To identify a behavior that would show a child's imagination developing
  - B. To identify a behavior that might illustrate egocentric thinking
  - C. To give an example of a behavior he has observed
  - D. To give an example of a behavior he would not need to describe

4. Why should the student contact the education department secretary?

- A. Her child attends a school run by the university.
- B. She has a list of families that might be able to help the man.
- C. She can contact students who have worked on a similar project.
- D. She will explain how to observe a class without disturbing it.



5. Listen again.



listening\_repeat1\_5.mp3

What does the professor mean when she says this:



listening\_question1\_5.mp3

- A. The man's paper has a strong introduction.
- B. The man has already started his research project.
- C. The assignment cannot be submitted late.
- D. The man does not fully understand assignment.

- synthesis 合成
- exhibit 展现
- Piaget's stages of cognitive development  
皮亚杰的认知发展阶段论
- pre-operational stage 前运算阶段
- egocentric 自我中心

**Sensorimotor  
period**  
感知运动阶段  
**0-2**

**Preoperational  
period**  
前运算阶段  
**2-7**

**Concrete  
operational  
period**  
具体运算阶段  
**7-11**

**Formal  
operational  
period**  
形式运算阶段  
**11- adult**

**FOR 30306**



Children from birth to 2 years learn through trial & error.

## Preoperational

Children develop language, memory, and intuitive intelligence through make believe play between 3 and 7 years of age.



# Piaget's 4 Stages of Cognitive Development



Logical thinking and concrete referencing develops from 7 to 11 years.

## Concrete Operational

## STAGE 4 **Formal Operational**



Adolescents and adults attain lifelong intellect through hypothetical and abstract thinking.

# 课堂内容答疑

## (Course Content)

# TPO24C2



listening\_passage2\_1.mp3



## Tips:

- ① 文章依靠问句推动。
- ② 学术部分专有名词记开头字母大写。
- ③ 学术部分笔记形成流程图，注意重复、否定、记名词/动词关键词。

1. Why does the student go to speak with the professor?
  - A. To discuss material that might be on the final exam
  - B. To review his answers to the midterm exam
  - C. To get information about a class he missed
  - D. To find out about the services of the tutoring center

2. What does the professor tell the student about the tutoring center?

**Click on 2 answers**

A. It will have extended hours during the final-exam period.

B. It is located in a building near where he works

C. He can improve his writing skills there.

D. He can get help with geography there.

3. What aspect of the hydrologic cycle is the student confused about?

- A. How the process of evaporation works
- B. How topographical features affect precipitation
- C. How water vapor in the atmosphere becomes rain
- D. How lake water fits into the cycle



4. In the conversation, the professor describes the process that causes lake-effect snowstorms. Indicate whether each of the following is a step in the process:

	YES	NO
Arctic air blows across a lake and picks up moisture	<input type="radio"/>	<input type="radio"/>
Cold air temperatures cause lake water to freeze	<input type="radio"/>	<input type="radio"/>
Frozen lake water cools the air above it	<input type="radio"/>	<input type="radio"/>
Water vapor condenses and becomes snow	<input type="radio"/>	<input type="radio"/>
Warm air rises when it reaches the shore	<input type="radio"/>	<input type="radio"/>

5. Listen again.



listening\_repeat2\_5.mp3

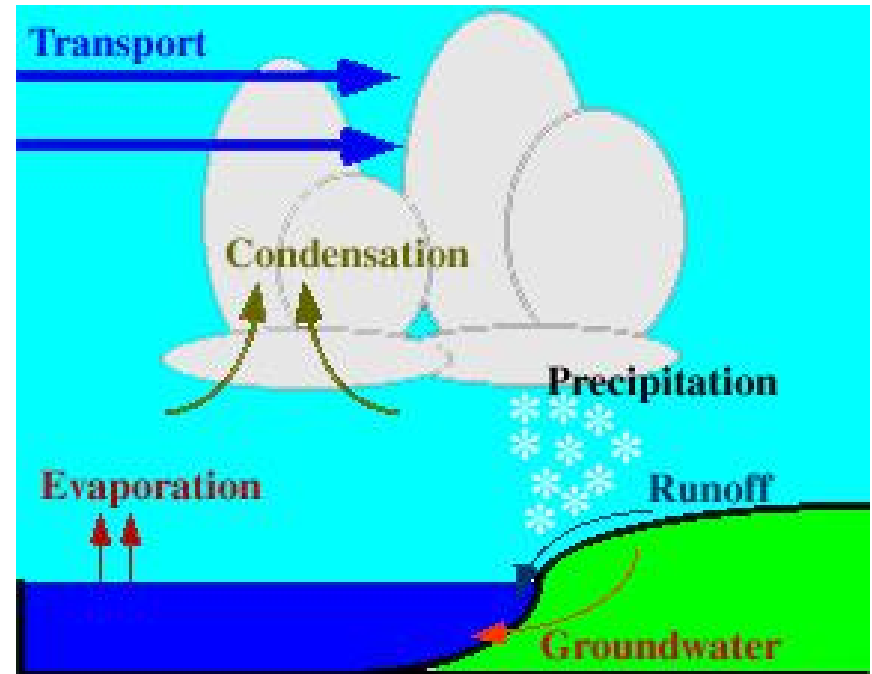
Why does the professor say this:



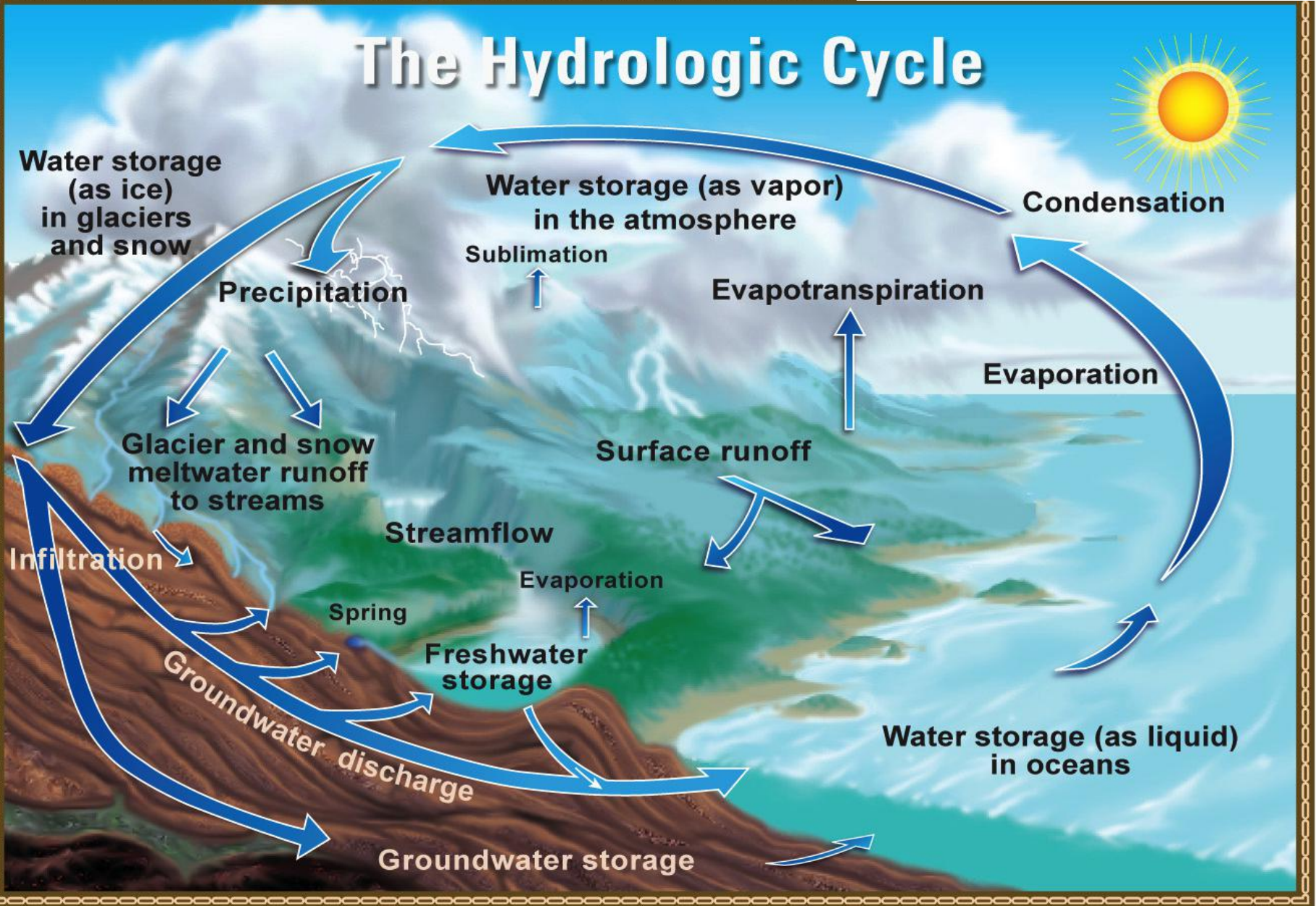
listening\_question2\_5.mp3

- A. To make sure the student knows he'll have to be familiar with topographical features for the final exam
- B. To remind the student of a diagram that she presented in class
- C. To point out the severity of weather conditions near the lakeshore
- D. To reinforce the connection between her example and the student's question

- hydrologic cycle 水循环
- vapor 蒸汽
- precipitation 降水
- evaporation and condensation 蒸发和液化
- topography 地形



# The Hydrologic Cycle





## LAKE EFFECT SNOW FORMATION

Ideal Conditions:

- Unfrozen Lake
- Air Temp  $13^{\circ}\text{C} < \text{Water Temp}$
- Distance across Lake = 100+ km

WINDY

Cold Air

Warm Moist Air

Steam Fog

"Relatively" Warm Lake

SNOW



# 真经5 Test 4 C1 P58



T4C1.mp3

- 1. Why does the student go to see the professor?
- A. To ask the professor to recommend sources of information for a research paper
- B. To get advice about a possible topic for a research paper
- C. To find out why the mine industry in the western United States declined in the 1800s
- D. To find out how to improve the first draft of a paper she is writing

- 2. What aspect of the history of Park City, Utah, interests the student?
- A. How Park City became the main source of silver in the United States
- B. Why Park City recovered from a national recession more quickly than other towns did
- C. The reasons Park City went through periods of economic hardships and success
- D. The reasons Park City became a destination popular among skiers



- 3. What does the professor say were two important factors in the decline in silver mining in Park City, Utah? Click on 2 answers
- A. The higher wages being paid to miners in other places
- B. A national downturn in economic activity
- C. The increasing cost of extracting silver
- D. A decline in the price being paid for silver

- 4. Why does the professor mention the town of Bodie, California?
- A. To give an example of a former mining town that survived without becoming a ski resort
- B. To give an example of a town that remained a mining town well into the 1900s
- C. To emphasize the economic problems in the mining industry during the early 1900s
- D. To illustrate the wide appeal of skiing in the United States in the early 1900s

- 5. What do the student and professor agree that the student should do as part of her research? Click on 3 answers.
- A. Consider the role of flooding in the decline of Bodie, California
- B. Determine why most failed mining towns did not recover economically
- C. Look at the history of mining towns in the context of the history of the United States as a whole
- D. Try to find firsthand accounts of life in mining towns
- E. Investigate in detail the events in a few specific towns

# Assignment

- 1. 本次课程的复习和场景单词记忆
- 2. 对话练习+精听：
- Test 1 C1 P4 Architecture 课程作业
- Test 2 C1 P22 Studio art 购买 art supplies
- Test 6 C2 P102 American literature 论文选题探讨
- Test 6 C2 P102 American literature 论文选题探讨
- TPO 25 C2
- TPO 27 C2
- TPO 34 C2
- TPO 02 C1
- TPO 12 C1

Thank You  
Best Wishes!