

北大清华托福备考联盟慕课
携手开启托福课程免费时代

TOEFL

LISTENING SECTION

听说读写四门课，讲遍精华八小时；
只要干货省时间，不要灌水凑课时；
我们用最短的时间精通备考，
我们有更多的时间锤炼高分。

课程主讲：李文勍

清华大学建研院 6A2 建筑室主任
(本套慕课发布时已申请离职)

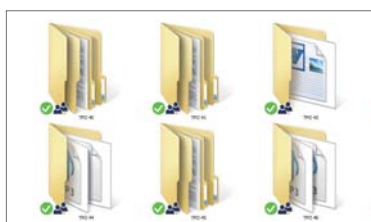
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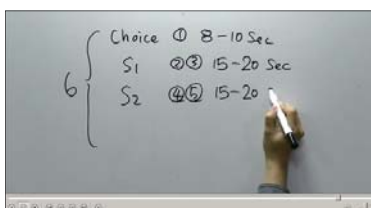
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四科精选备考资料一次搜齐
省心踏实地练



备考疑难问题留言订制答疑
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托福考试总体介绍

TOEFL iBT 简介

托福TOEFL (Test of English as a Foreign Language) 是由美国教育测验服务处ETS (Educational Testing Service) 举办的英语能力考试, 是留学标准化考试中针对申请人的语言能力进行的测试, 分数要求可查询各学校官网。中国大陆采用的考试形式是TOEFL iBT (Internet Based Test) 基于互联网的测试。

考试科目、分数、时间

考试一般安排在周末, 成绩的申请有效期是两年。考试分为阅读、听力、口语、写作四科, 每科30分, 总分120分。考完阅读和听力, 休息10分钟, 再考口语和写作。考试时间因加试不同因人而异, 整个考试持续约3.5-4个小时左右。

托福考试四科概况

四科总分 120 分	考试内容	题量	时长	加试
阅读 30 分	3 篇阅读文章	每篇 12-14 道题目	60 分钟	+1 篇阅读 +20 分钟
听力 30 分	2 段对话	每篇 5 道题目	60 分钟	+1 段对话 +2 段讲座 +30 分钟
	4 段讲座	每篇 6 道题目		
中间休息			10 分钟	
口语 30 分	2 道独立口语 2 道读听说综合口语 2 道听说综合口语	6 道题目	20 分钟	无
写作 30 分	综合写作 (读听写) 独立写作 (命题作文)	2 道题目	50 分钟	无

托福考试报名

包括账户注册、报名、预定考位、查询成绩、成绩复议、更改考期、邮寄成绩都在网站上操作; 考试须携带国家法定证件, 考试当天需要拍照并签署协议。

中国大陆报名 教育部考试中心托福报名网站: <http://toefl.etest.net.cn/cn/>

海外报名 ETS官网注册考试: <http://www.ets.org/toefl>



English Language Learning
教育部考试中心托福®网考报名网站 NEEA TOEFL iBT ONLINE REGISTRATION

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登录

请输入您的NEEA用户ID和密码登录。

NEEA用户ID:

密码:

验证码: 看不清楚?

新用户?

注册新用户将为您创建个人档案, 以记录所有与您相关的考试信息。

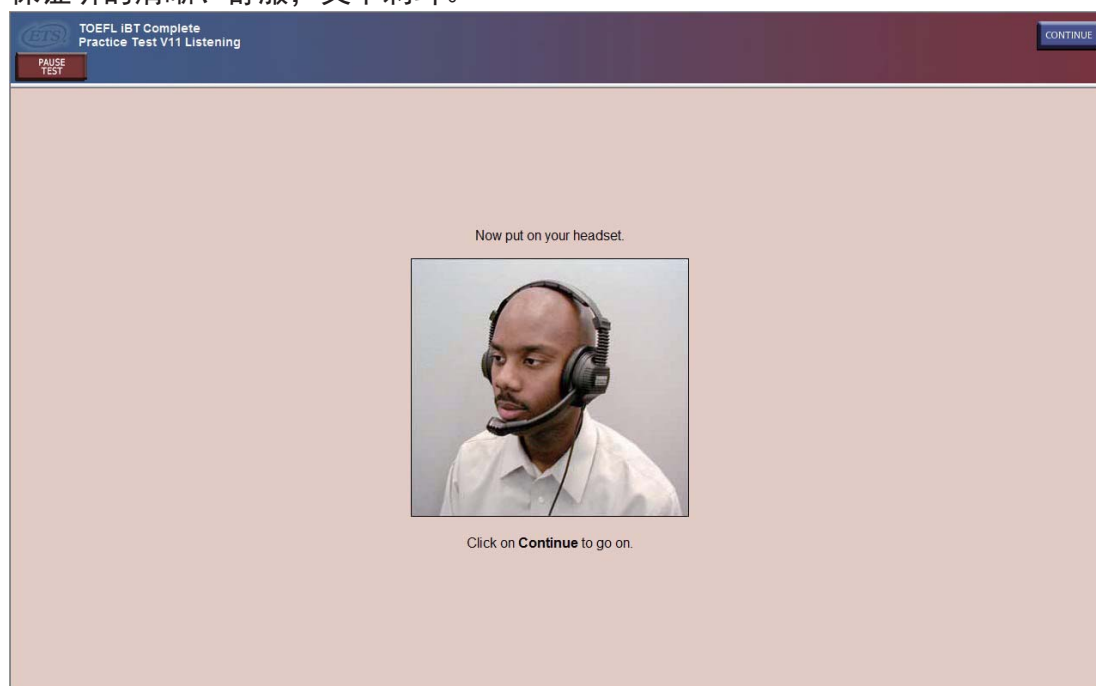
公告

关于开放2013年托福考位的通知和重要事项提醒
自即日起开放2013年中国托福考试报名。请考生在报名时务必仔细阅读托福考试相关服务条款和规定。
重要提醒事项: 1. 自2013年1月托福考试起, 考试日到达考点报到时间提前到上午8:30。晚上8:30到场的考生将被拒绝入场。请考生根据本网提供的考场地址, 提前了解所报考场周边交通情况, 妥善安排考试日交通, 避免迟到; 2. 托福考试要求中国大陆考生必须持二代身份证原件并经过核验后才能参加考试。为避免因身份证原因不能通过核验影响如期考试, 请考生提前检查所持二代身份证是否有破损、电子芯片失效、过期等问题。未办理二代身份证的考生, 特别是未成年考生, 请先到户籍所在地派出所办理二代身份证, 再进行托福考试报名。3. 考生报名时提交的个人邮寄地址 (包括中文和英文) 将被用于向考生邮寄重要通知和考试成绩, 请慎重准确填写。

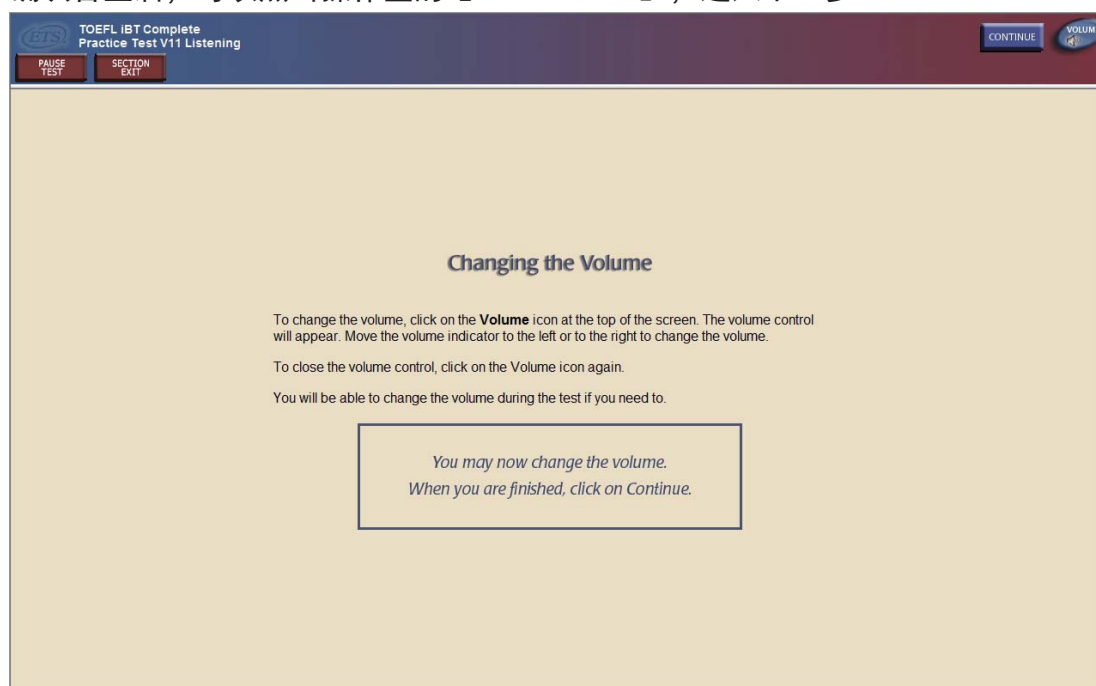
1/10 托福听力-上机操作

听力考试安排				
Section 1	对话 Conversation 1	2-3分钟	5道题	除去音频的播放时间外， 17道题的答题时间共计： 10分钟
	讲座 Lecture 1	5-6分钟	6道题	
	讲座 Lecture 2	5-6分钟	6道题	
Section 2	对话 Conversation 2	2-3分钟	5道题	除去音频的播放时间外， 17道题的答题时间共计： 10分钟
	讲座 Lecture 3	5-6分钟	6道题	
	讲座 Lecture 4	5-6分钟	6道题	

1. 调整音量：阅读分项结束后，直接进入听力考试，我们需要调整耳机的音量，保证听的清晰、舒服，又不刺耳。

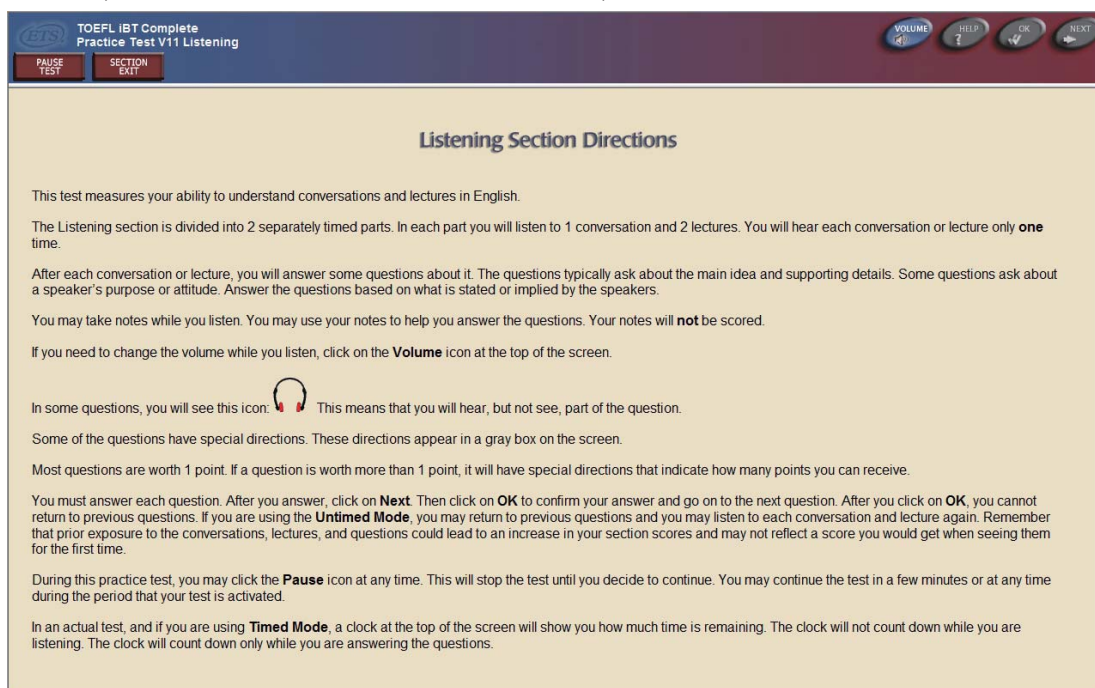


确认音量后，可以点击操作区的【CONTINUE】，进入下一步。



1/10 托福听力-上机操作

2. 听力热身：在正式开始听力考试前，会有听力分项说明，建议大家听完英文语音说明，让自己有一个英文语境的适应过程，经过热身后的答题状态会更理想。



The screenshot shows the 'Listening Section Directions' screen from the TOEFL iBT Complete Practice Test V11 Listening software. The interface includes a top navigation bar with buttons for 'PAUSE TEST', 'SECTION EXIT', 'VOLUME', 'HELP', 'OK', and 'NEXT'. The main content area contains the following text:

Listening Section Directions


This test measures your ability to understand conversations and lectures in English.

The Listening section is divided into 2 separately timed parts. In each part you will listen to 1 conversation and 2 lectures. 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.

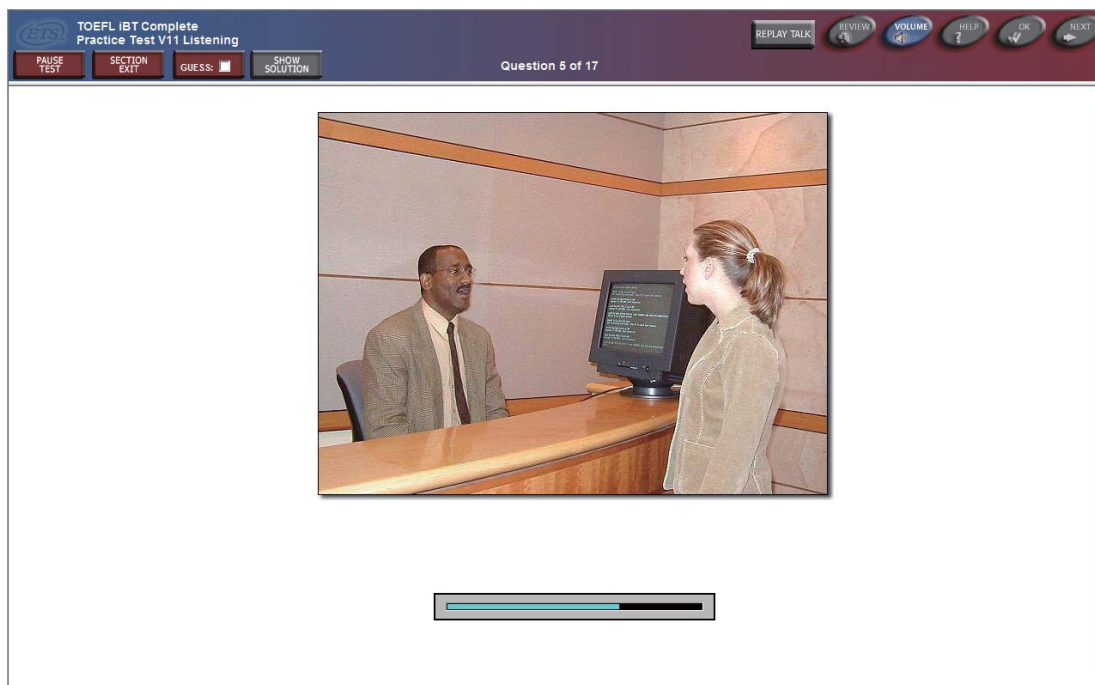
Most questions are worth 1 point. If a question is worth more than 1 point, it will have special directions that indicate how many points you can receive.

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. If you are using the **Untimed Mode**, you may return to previous questions and you may listen to each conversation and lecture again. Remember that prior exposure to the conversations, lectures, and questions could lead to an increase in your section scores and may not reflect a score you would get when seeing them for the first time.

During this practice test, you may click the **Pause** icon at any time. This will stop the test until you decide to continue. You may continue the test in a few minutes or at any time during the period that your test is activated.

In an actual test, and if you are using **Timed Mode**, 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. The clock will count down only while you are answering the questions.

3. 对话场景：开始听力对话考试后，在画面偏下的位置，会有一个播放进度条，可以看到听力音频的播放进度；系统还会配有照片或图例展示对话场景。



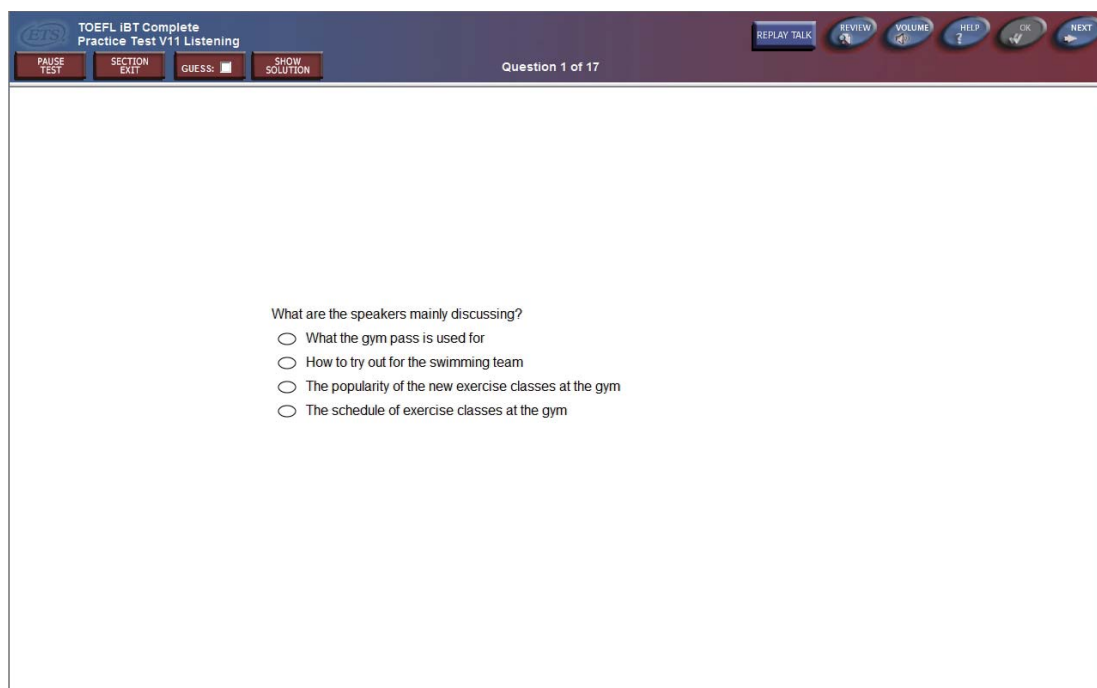
The screenshot shows the interface for a listening question (Question 5 of 17) from the TOEFL iBT Complete Practice Test V11 Listening software. The interface includes a top navigation bar with buttons for 'PAUSE TEST', 'SECTION EXIT', 'GUESS', 'SHOW SOLUTION', 'REPLAY TALK', 'REVIEW', 'VOLUME', 'HELP', 'OK', and 'NEXT'. The main content area features a photograph of a man and a woman in a professional setting, with the man speaking and the woman listening. Below the photograph is a progress bar indicating the playback progress of the audio.

如果在听力过程中发现音量不合适，可以在操作区点击【VOLUME】调整音量。

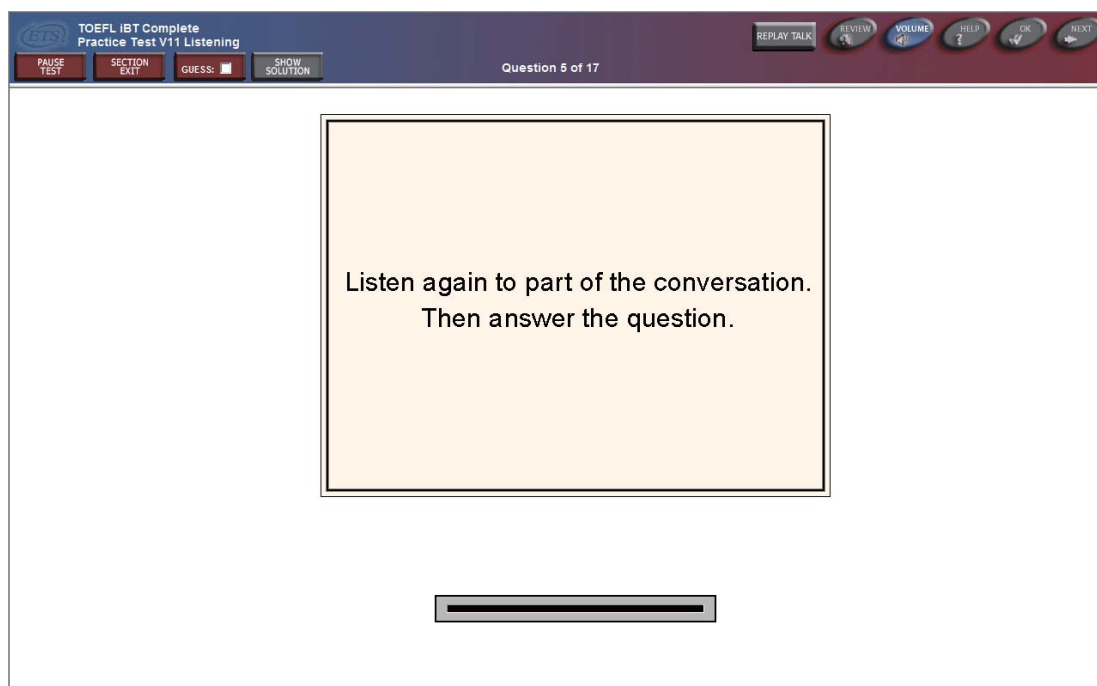
1/10 托福听力-上机操作

对话答题操作：对话音频播放完以后，进入答题界面，每个对话包括5道题目。在选项前的椭圆标志上点击，椭圆会被实体填黑，证明已选定答案。确定答案后，点击操作区的【NEXT】，然后再点击【OK】，才能进入下一道题。

注意：在答题操作上，听力和阅读不同，听力一旦进入下一题将无法再返回上一题。所以需要两次点击再确认才能进入下一题，以免误操作再没有修改的机会。

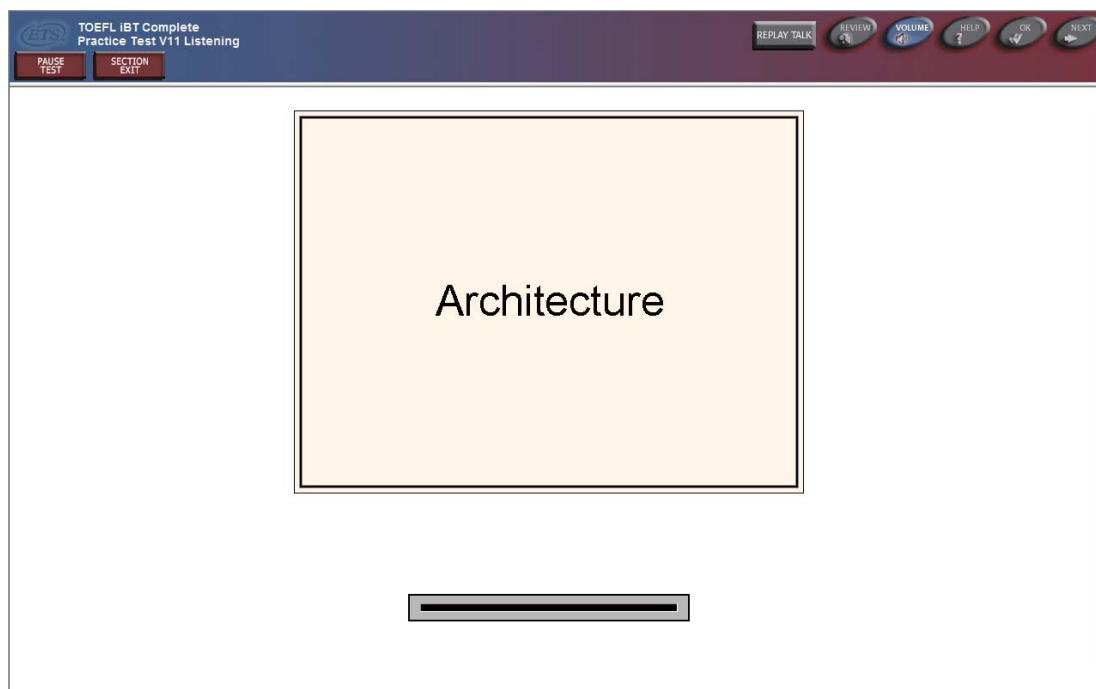


当遇到重听题时，系统会提示，再听一遍听力内容的某个片段，然后答题。



1/10 托福听力-上机操作

4. 讲座场景：对话答题结束，进入第1个讲座，系统提示即将听到哪科的课程。

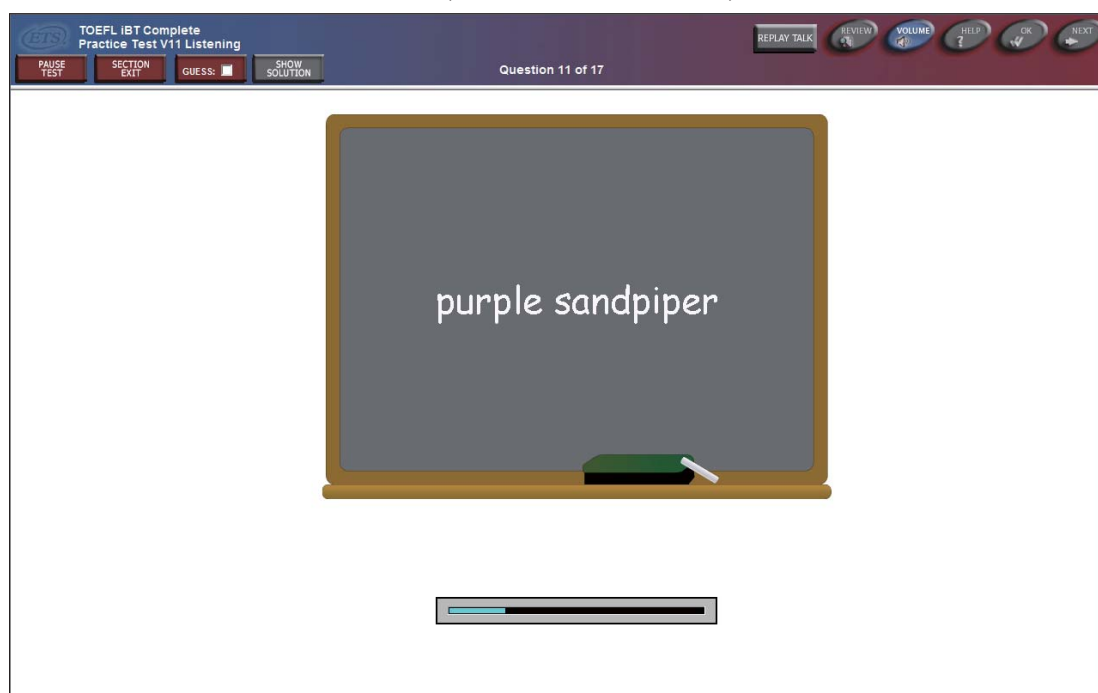


在画面偏下的位置，会有一个播放进度条，可以看到听力音频的播放进度；系统也会配有照片或图例展示讲座场景。

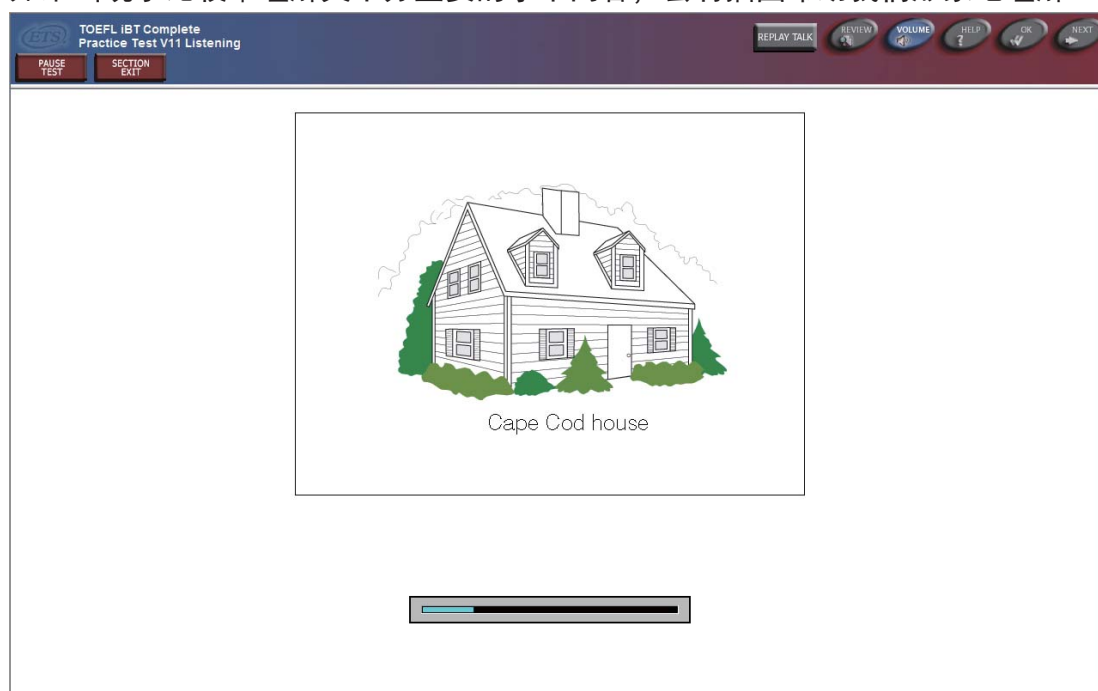


1/10托福听力-上机操作

讲座中如果有专业词汇需要讲解，系统会显示小黑板，用粉笔写出专业术语。

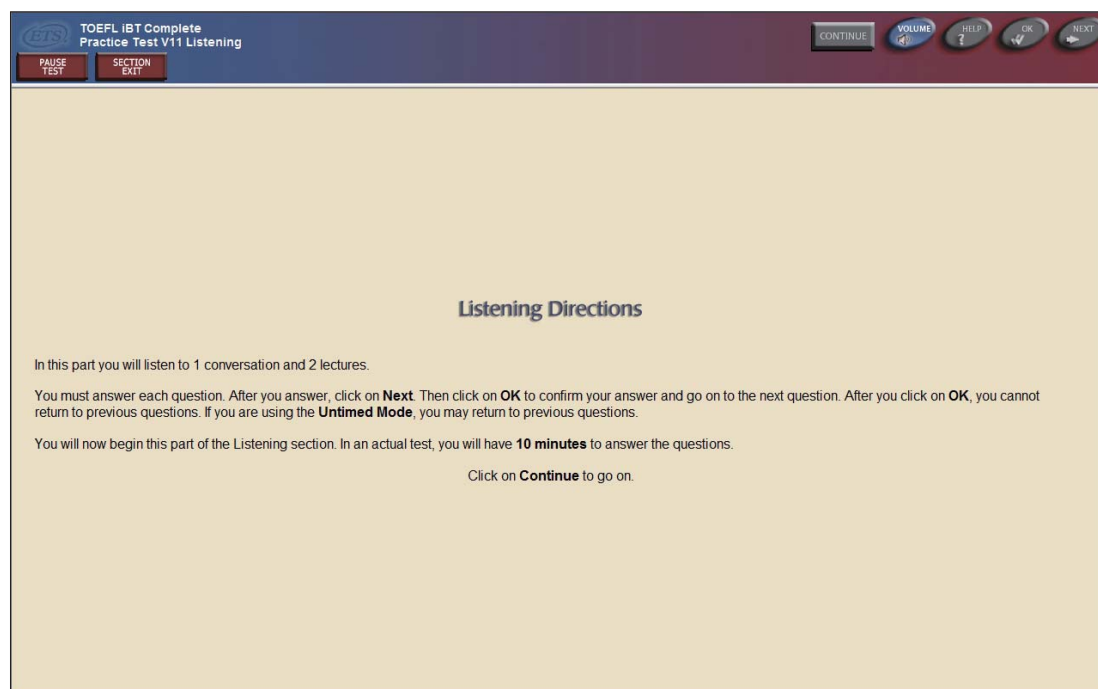


如果出现了比较难理解又十分重要的学术内容，会有插图帮助我们形象地理解。

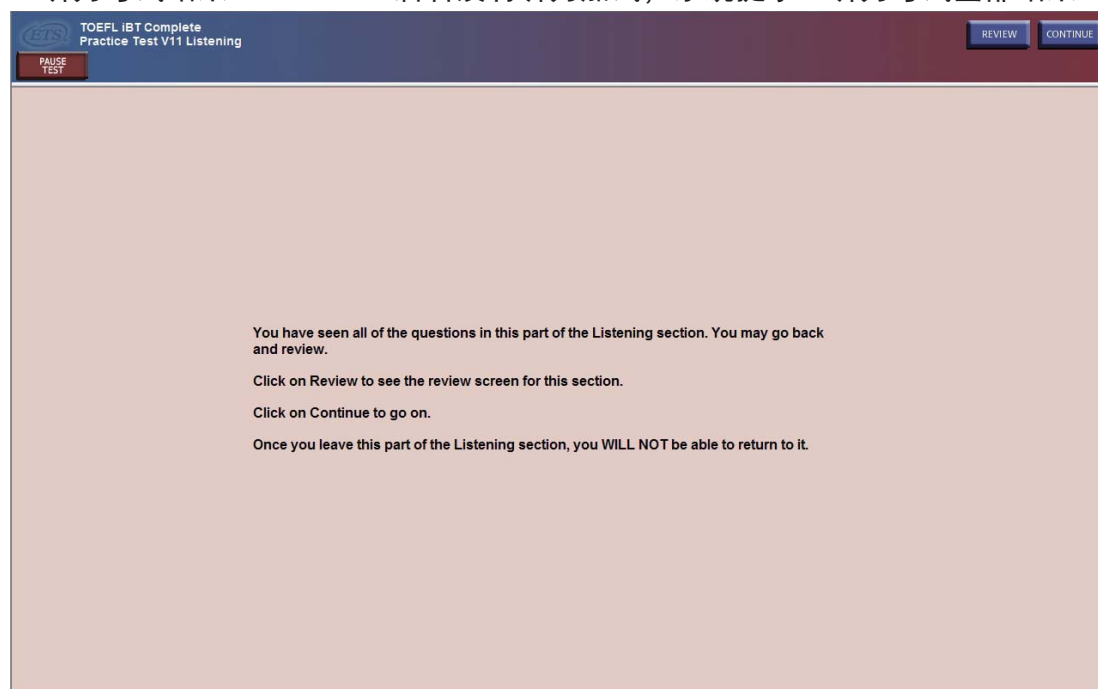


1/10 托福听力-上机操作

讲座答题操作：每个讲座包括6道题目，答完1个讲座后，直接进入第2个讲座。在第2个讲座答完后，听力的Section 1结束，再继续听力Section 2的考试。



5. 听力考试结束：Section2 后若没有听力加试，系统提示：听力考试全部结束。



注意：听力答题时间因人而异，平均每道题的答题时间应控制在30秒左右；不要浪费太多时间在单个题目上，以免最后时间紧张，可能答不完题。

2/10 托福听力：听力词汇——辨音校对

听力词汇的积累途径			
中国大陆的英语教学以“读写为主、听说为辅”，这导致同学们在托福备考中，听力的压力极大。我们自问：是否能保持每天至少3个小时的英语环境？单词书只对阅读见效快，但对听力收效甚微。听力词汇量只能靠精听来积累。			
精听训练 - 掌握音频信号的微观细节			
阶段 1 10天	材料 TPO 1-5 共30篇 每天2-3篇	1	先盲听一遍，不用强迫记笔记；
		2	按句听写，每句分为5个单词左右为一个听写单元，重复3遍还听不出来，就打开原文校对音频信号；
		3	听写完全文后，查出所有生词，加入生词本；
		4	逐句跟读原文，语速调到0.75倍，模仿发音语调；
		5	再整体听一遍，试着记笔记，看着笔记复述原文。
阶段 2 10天	材料 TPO 6-10 共30篇 每天2-3篇	1	先盲听两遍，第二遍查漏补缺，不用强迫记笔记；
		2	对照原文精听每一个单词，校对音频信号；
		3	精听完全文后，查出所有生词，加入生词本；
		4	影子跟读原文，稍微慢1-2秒，语速调到0.75倍；
		5	再整体听一遍，试着记笔记，看着笔记复述原文。
阶段 3 10天	材料 SSS 50篇 每天5篇	1	先盲听三遍，后两遍查漏补缺，不用强迫记笔记；
		2	对照原文精听每一个单词，校对音频信号；
		3	影子跟读原文，稍微慢1-2秒，模仿发音和语调；
		4	再整体听一遍，试图记笔记，看着笔记复述原文。
泛听训练 - 掌控听力脚本的宏观结构			
美国大学 公开课	1	网易字幕版: http://open.163.com/ocw/	
	2	Coursera: https://www.coursera.org/	
	3	MOOC: http://mooc.guokr.com/course/	
科教	1	SSS: http://www.scientificamerican.com/podcasts/	
	2	SCI: http://www.sciencechannel.com/	
	3	Discovery & National Geography	
美剧 每周看一集	周日，看两遍，第一遍带字幕，第二遍甩掉字幕；		
	周一，跟读1/4剧情；周二，跟读2/4剧情；		
	周三，跟读3/4剧情；周四，跟读4/4剧情；		
	周五，甩掉字幕再整体看一遍。		
改述能力 Paraphrase - 为口语做准备			
covered (the Physics of Motion)		talked about (the Physics of Motion)	
as opposed to (the cables)		in contrast to (the cables)	
(the shape) was perfect for flight		(the shape) was ideally suited for flying	

2/10 托福听力：听力词汇——词性音变 & 简化发音

词性变化导致发音差异

大部分同学因为听力练习少，对词性变化导致的发音差异和常用简化发音都缺少经验，导致自己看着认识的单词，听到的时候却很陌生，这需要练习积累。

词性变化发音差异列举

1	名 ocean ['ouʃn]	形 oceanic [ˌouʃi'ænik]
2	动 admire [æd'maɪr]	形 admirable ['ædmərəbəl]
3	名 method ['mɛθəd]	形 methodological [ˌmɛθədə'lɒdʒɪkl]
4	名 record ['rekərd]	动 record [rɪ'kɔ:d]
5	名 project ['prɒdʒekt] 项目	动 project [prə'dʒekt] 投射
6	动 resume [rɪ'zjum] 恢复	名 resume ['rezuˌmeɪ] 简历

常用简化发音列举

1	coulda	could have	I coulda sworn I left my key.
2	dunno	don't know	Is it gonna rain? I dunno.
3	em	them	You should gav'em to me.
4	glimme	give me	Gimme a minute
5	gonna	going to	He's not gonna be home.
6	gotcha	got you	I bet Grandpa gotcha a new hat.
7	gotta run	got to run	I gotta run.
8	hafta go	have to go	Do you hafta go now?
9	hanging' out	hanging out	Jackson doesn't like hangin'out.
10	instead	instead of	I want rice instead noodles.
11	kinda	kind of	That action movie was kinda bad.
12	lemme	let me	Lemme help you!
13	lotta	lot of	You're gonna get a lotta homework.
14	mighta	might have	I mighta left my purse in the car.
15	'n	and	She wants to eat rice 'n beans
16	oughta	ought to	You oughta wear a helmet.
17	soulda	should have	He shoulda been home an hour ago.
18	sorta	sort of	Those jeans are sorta small on you.
19	th'new'n	the new one	I vastly prefer th'new'n.
20	walkin' aroun'	walking around	I've been walkin' aroun' town all day.
21	wanna	want to, want a	He doesn't wanna invest more.
22	whaddaya	what're you	Whaddaya doin'?
23	woulda	would have	He woulda helped me move my bag.

2/10 托福听力：听力词汇——习语短语

不熟悉的习惯用语导致听力障碍

辨音问题解决后，可能还会有听力障碍，尤其是刚开始看美剧和刚到美国生活时。因为有很多习惯用语我们并不熟悉；这需要积累，越多越好，没有限制。

习语短语列举

1	blow up over sth 为某事发怒	Steven blew up when he realized the library was closed.
2	blow over 被忘掉	There was a short argument at the faculty meeting, but it blew over soon.
3	bounce back 恢复	For a while Amy was feeling kind of blue about his grades, but he's bounced back.
4	cheer up sb 使某人振作	My roommate had a fight with her boyfriend; let's go cheer her up.
5	clam up 闭口不言	When Professor Lifson asks me a question, I get nervous and clam up.
6	fall through 计划未能实现	My plans for travel in Italy this summer fell through.
7	feel down in the dumps 感到沮丧	Adam didn't get financial aid this semester and he's feeling down in the dumps.
8	figure sth out 弄清楚某事	Embarrassingly, I couldn't figure out the physics problems.
9	goof off 游手好闲	You've been goofing off all weekend; when are you going to write that paper?
10	iron out 处理解决	I wish I were done with my research, but there are a few details I need to iron out.
11	knock sb out 学习极为勤奋	Mick is exhausted; he really knocked herself out studying for her Chemistry exam.
12	let sb down 使某人失望	Our study team met last night, but Kevin didn't show up. He really let us down.
13	look up to sb 尊重某人	That little boy who lives next door really looks up to his father.
14	lose sleep over sth 为某事担忧	Don't lose any sleep over missing this party; you can come to the next one!
15	put sth off 拖延某事	Jenny is putting off taking her geology course until his senior year.
16	slip up 搞错	I had my professor change my grade; he slipped up when he added the subtotals.
17	take sb/sth for granted 认为某人某事理所当然	William takes it for granted that he'll be accepted into an Ivy League school.
18	tell sb off 责备某人	Susan's roommate told her off because she was playing rap music too loud.

3/10 托福听力：对话的场景、层次、考点、笔记

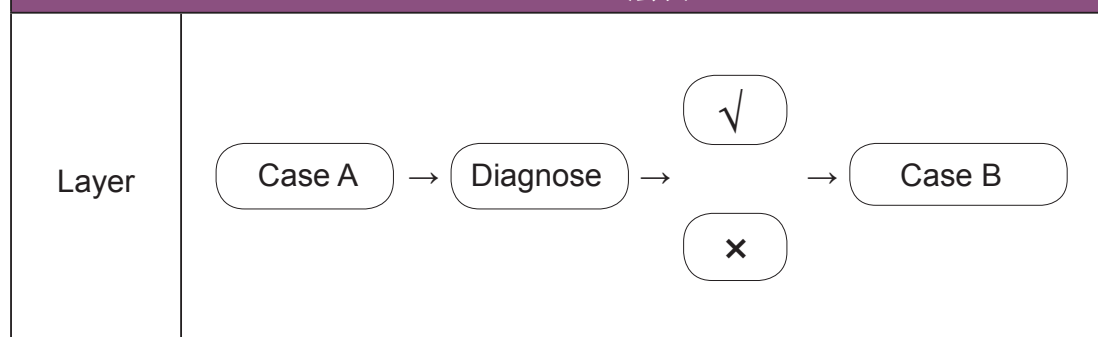
听清楚了不代表听懂了

有些同学感觉自己能听清80%的对话，但却都是碎片化信息，印象不深。这是因为没有主动分析对话的问题层次，不熟悉考点规律，归根结底还是没听懂。

Conversation 场景（融入对话其中，感觉自己就在现场）

Scene 1	办公空间对话 学生和教授	学生的课业学习有困难，需要请教教授；教授和学生讨论课题、论文、考试、实验、毕业，有时也会涉及到专业学术内容的讨论。
Scene 2	服务咨询对话 学生和职工	图书馆，学生中心，住宿办公室，行政办公室，餐厅、注册报到处、财务处、书店、停车处、保卫处、体育健身馆。

Conversation 层次



Conversation 考点

1	发起来意（教授或职员询问学生来意）
2	问题起因（被教授或职员确认过的）
3	问题分析（还未提供解决方法前的分析要点）
4	否定理由（所有提议都记下来）
5	说服理由（说服对方接受己方提议）
6	解决方法（解决方法很多，但被采纳的最重要）
7	重复强调（主要观点会反复提及）
8	对照对比（有明显的分类对比）
9	明显态度（积极、消极、恍然大悟：可以用表情符号记录）
10	附带建议（一般出现在对话结尾）

Conversation 笔记

1	A4 对折分栏法	将 A4 纸竖向对折，再将对折后的一半纸面再次对折；左右分栏，分别记录对话双方的要点；用短线划分层次结构。
2	问题层次递进法	将 A4 纸竖向对折，只用对折纸面的一半记笔记；按照问题层次结构记录每一个 Case 的过程要点；用短线划分层次结构。

TPO-30 Conversation 1 \ A Student and an Employee

【题型：目的主旨题】

Q1. Why does the student go to speak with the woman?

- ☐ To get permission to organize a club event.
- ☐ To arrange for a work space for his club.
- ☐ To inquire about a photography class.
- ☐ To reserve a room for photography exhibit.

【题型：态度题】

Q2. What is the student's attitude toward the room he is offered?

- ☐ He thinks that sharing a room is a good way to find out about other clubs.
- ☐ He considers a semiprivate room to be acceptable.
- ☐ He is concerned that there will not be enough storage space in a semiprivate room.
- ☐ He is surprised that there are not enough private rooms for all the clubs.

【题型：细节题】

Q3. Why does the woman ask the student for an approval letter?

- ☐ All new clubs must submit an approval letter to the student activities center.
- ☐ She needs it to request funding for the club on his behalf.
- ☐ She needs proof that the new club has a faculty advisor.
- ☐ The approval letter can serve as verification of the club's registration.

【题型：细节题】

Q4. Near the end of the conversation, what does the student indicate he will have to do?

- ☐ Retrieve a letter from his dormitory room.
- ☐ Reschedule some club events.
- ☐ Ask a committee to review his registration.
- ☐ Pay a registration fee to start a new club.

【题型：细节题】

Q5. For what activity does the student consider requesting funding?

- ☐ Designing a club Web site
- ☐ Reserving audio-visual equipment
- ☐ Sponsoring a guest speaker
- ☐ Setting up a campus e-mail account

4/10 托福听力：对话演练 1 – 示范讲解

对话原文解析 TPO-30 Conversation 1 \ A Student and an Employee

Narrator: Listen to a conversation between a student and an employee at the student activity center.

Layer 1

Q1. 目的主旨题:

Why does the student go to speak with the woman?

考点: 发起来意
信号: **Ideally**

Student: This is the administrative office, right?

Employee: Uh-huh. How can I help you?

Student: *Well, I am stopping by to reserve a place for my school club that meet and work, pretty much on a regular basis. Ideally, our preference would be to have our own office (Q1-B).*

Employee: Hmm...well, we are out of private offices. But we do have some semi-private options still available.

Layer 2

Q2. 态度题:

What is the student's attitude toward the room he is offered?

考点: 解决方法
信号: **so**

Student: What do you mean?

Employee: Well, it's a setup where you'll have a larger workspace shared by two other clubs. In other words, each club would have its own work area within that one room.

Student: Oh. Are there any divider, walls or anything?

Employee: Oh, yes. There will be a couple of dividers, **so there's some privacy.**

Student: Um. *We'll work with that then. I wouldn't want to be without an office (Q2-B).*

Employee: OK. Here are the two forms you have to fill out. Why don't you do it now while I set that up through our computer system.

Layer 3

Student: OK.

Employee: So what's your club's name? And the last name of the club president.

Student: Oh, it's the photography club. And it's Williams. That's me. John Williams.

Employee: Hmm...that's not pulling up anything on my screen. Um...let me try something else. Uh, how about your faculty advisor's name?

Student: Sarah Baker. She is in the Arts Department.

Employee: Hmm...No. Strange. You know your club is just not showing up in my online records. Is this an established club?

Layer 4

Q3. 细节题:

Why does the woman ask the student for an approval letter?

考点: 问题起因
信号: **so**

Student: No. Actually it's a brand-new one.

Employee: Hmm...have you completed the registration process?

Student: Yeah, last week. That was my very first step.

Employee: Right. Well, for my purposes, a club definitely has to be registered before I can proceed further. At the moment, however, it appears that there's no record of your club's registration.

Student: Really? I thought everything was finalized last week.

Employee: Well, it is surprising. Usually there's a 24-hour turnaround in our computer database. **So then do you have the registration approval letter from the review committee? That would give me the verification I need (Q3-D).**

Student: Yeah. I do. I mean, well, I don't have it with me. **But ... I... I, uh, can get it from my dorm room, bring it back with me and submit it with those forms you need from me (Q4-A).**

Q4. 细节题:

what does the student indicate he will have to do?

考点: 解决方法
信号: **but**

4/10 托福听力：对话演练 1 - 示范讲解

Employee: Great! That'll work. And just so you are aware, there're lots of benefits to being registered.

Student: Oh, yeah. I think the university will give us permission to set up a website, right? I want to get students sharing their ideas on the website, you know, establish a photography blog.

Employee: Yes. You'll be able to do that. And...um...actually there's more. You'll be allowed to use of audiovisual equipment at no cost. You'll receive a club mailbox and a club email address. You'll be allowed to post your flyers and posters around the campus for publicity. **And you could be eligible for funding for club events.**

Student: *Well, we are definitely interested in hiring a professional speaker at one of our campus events at some point in the semester. And speakers almost always charge a fee. So I'll definitely follow up on that (Q5-C).*

Layer 5

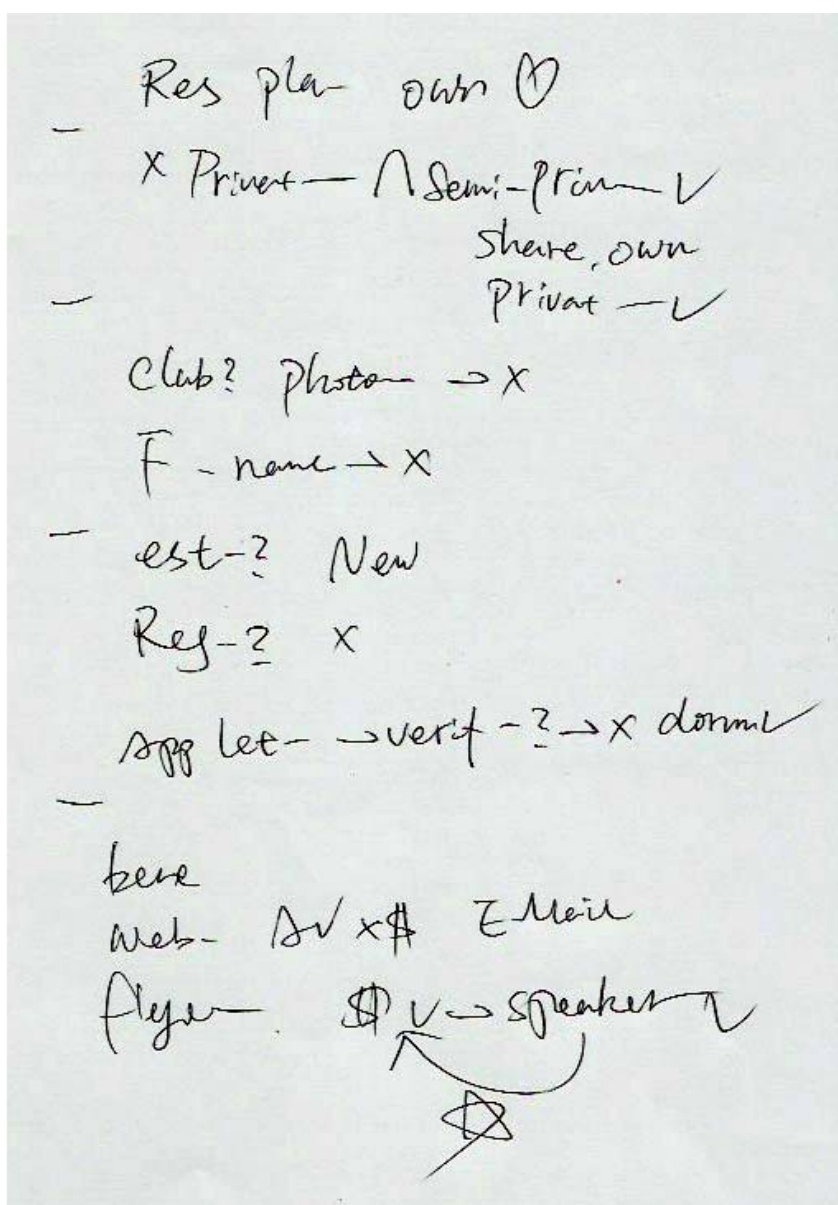
Q5. 细节题:

For what activity does the student consider requesting funding?

考点：附带建议
重复强调

信号：definitely

讲座笔记演示



TPO-30 Conversation 2 \ A Student and a Professor

【题型：内容主旨题】

1. What are the speakers mainly discussing?

- ☐ The student's idea about his class assignments.
- ☐ The influence of one painter on another.
- ☐ The student's recent visit to museum in Connecticut.
- ☐ The challenges associated with painting at night.

【题型：细节题】

2. Why is the student unable to write about the painting by Van Gogh?

- ☐ It is not on the list of approved paintings that the professor provided.
- ☐ It is not available for the student to study in person.
- ☐ The student does not have enough background knowledge to write about it.
- ☐ Another student has already chosen to write about it.

【题型：细节题】

3. What does the student say about the painting by Millet?

- ☐ It seemed brighter than he expected.
- ☐ It is on loan to a distant museum.
- ☐ It is his favorite painting.
- ☐ It is located near his family's house.

【题型：多选细节题】

4. According to the speakers, what two features do the Van Gogh painting and the Millet painting have in common? (Click on 2 answers)

- ☐ They have the same name.
- ☐ They exemplify Postimpressionist style.
- ☐ They depict a nighttime scene with a lot of light.
- ☐ They depict the same star constellation.

【题型：推论题】

5. What does the professor imply about the objects held by children in some American miniature portraits?

- ☐ They increase the value of the portraits.
- ☐ They reveal historical attitudes.
- ☐ They are difficult to analyze.
- ☐ They were often depicted larger than their actual size.

5/10 托福听力：对话演练 2 – 示范讲解

TPO-30 Conversation 2 \ A Student and a Professor

Narrator: Listen to a conversation between a student and his art history professor.

Layer 1

Q1. 内容主旨题:

What are the speakers mainly discussing?

考点: 发起来意

信号: **have to**

Professor: How was the museum?

Student: Great. I hadn't been there for a few years.

Professor: Did you enjoy the Van Gogh painting?

Student: *That's the thing. Looks like I have to change my topic (Q1-A).*

Professor: Hmm... we are getting close to the deadline. You were writing about the theme of night in the paintings of Vincent Van Gogh. It's a wonderful topic.

Layer 2

Student: I know. People don't usually think of Van Gogh as an artist of nocturnal themes. They think of brightness, sunshine, all that yellow and orange.

Professor: You are right of course about the intense light associated with his daytime paintings. But his night paintings don't exactly lack brightness.

Student: That's the paradox that I really like, the paradox of painting a nighttime scene using so much color and light. So I was planning to focus mostly on his painting *Starry Night*.

Professor: But?

Layer 3

Q2. 细节题:

Why is the student unable to write about the painting by Van Gogh?

考点: 问题起因

信号: **But**

Student: When I went to the museum to look at the actual painting, like you told me to. It wasn't there.

Professor: Really? Isn't it part of the permanent collection?

Student: *Yes. But it's on loan right now to a museum in Europe (Q2-B).*

Professor: Ah, I see. Well, I am strict about having students write about paintings they can observe firsthand.

Student: Well, I found another painting I could study instead.

Professor: OK.

Q3. 细节题:

Why is the student unable to write about the painting by Van Gogh?

考点: 解决方法

信号: **make sure**

Student: I read that there are two paintings called *Starry Night*. The first one was done by the French realist painter Millet. It may have been the inspiration for Van Gogh's painting. *Millet's painting is located near my family's house in Connecticut. And I am going there this weekend and could study it then. I made sure it's not out on loan. (Q3-D).*

Layer 4

Q4. 多选细节题:

what two features do the Van Gogh painting and the Millet painting have in common?

考点: 对比强调

信号: **Although, The most**

Professor: That definitely would work then. Van Gogh copied many of Millet's compositions. We know that he really admired Millet's work. And a lot of us think Van Gogh saw this particular painting by Millet in Paris in the late 1700s.

Student: Yeah. *Although Millet was a realist painter, and Van Gogh a post-impressionist, the two paintings still share lots of features, not just the name (Q4-A). The most striking shared feature has got to be the amazing light effects (Q4-C).* I am excited to go see it. But one other thing ...

5/10 托福听力：对话演练 2 - 示范讲解

Professor: Uh-huh.

Student: I was thinking about getting a head start on my next assignment while I am at the gallery in Connecticut, the assignment on miniatures. They have a lot of miniature portraits of children as part of their permanent collection.

Professor: American miniatures?

Student: Yeah. So I figured I could also get started on that essay, study a few while I am there. I'd focus on the meaning of the objects that some of the children are holding, some are holding flowers, one child has a rattle, another a toy violin...

Professor: That would be fine. Uh, those objects...we call them attributes. The attributes chosen to be included in a particular miniature was often meant to communicate parents' hopes and dreams for their child. **So I think you'll learn a lot about how people viewed children at the time the miniature paintings were done (Q5-B).**

Layer 5

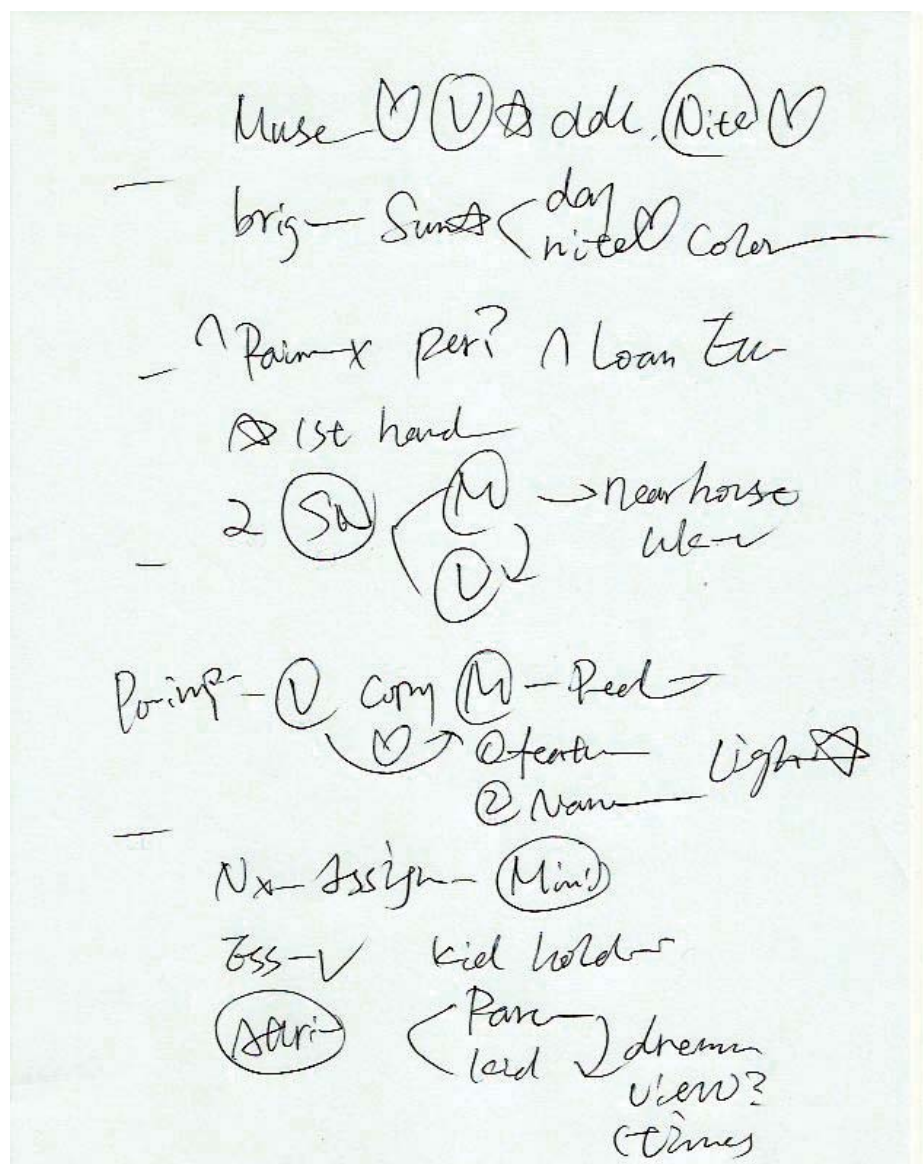
Q5. 推论题:

What does the professor imply about the objects held by children in some American miniature portraits?

考点：附带建议

信号：So

讲座笔记演示



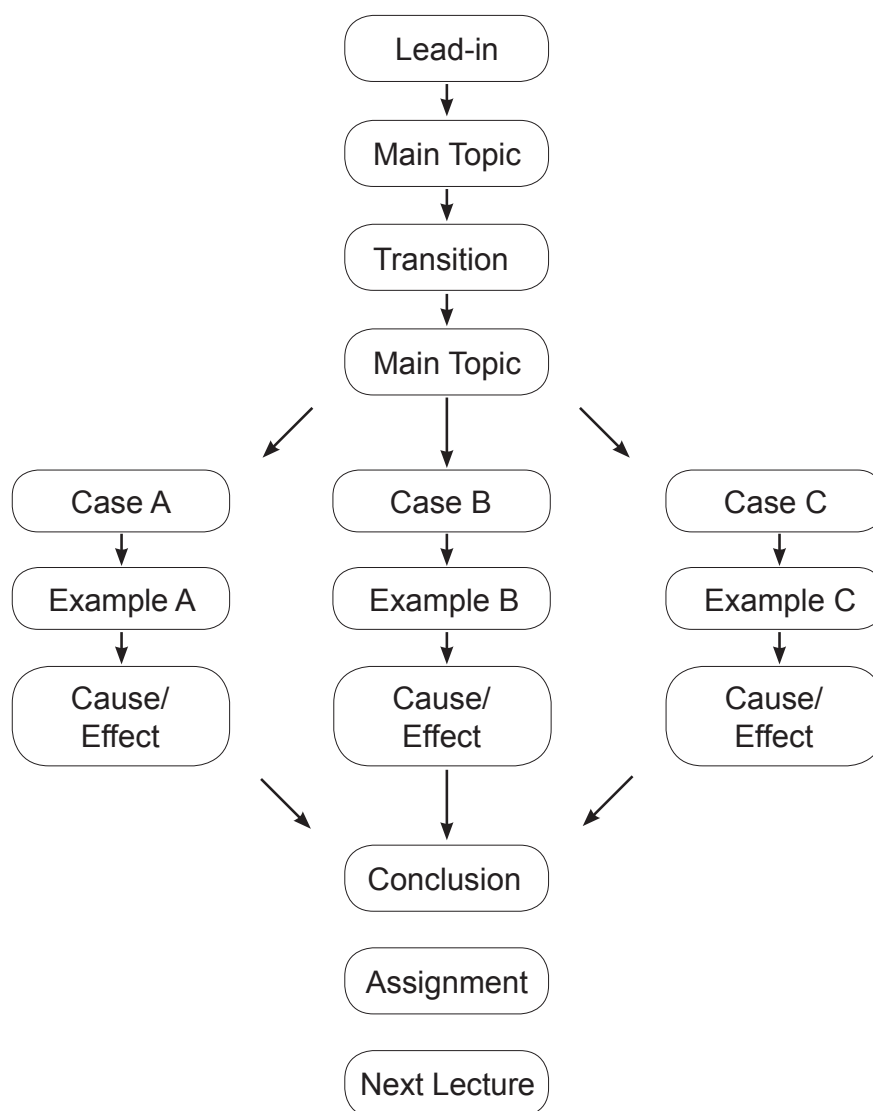
6/10 托福听力：讲座的泛结构、信号词

Lecture 原文与阅读能力的关系

每篇讲座的原文大概是600-800词左右，跟阅读相近，只是我们看不到讲座原文，换成了听力音频的表达方式。所以，阅读能力是听力理解的基础，很多同学都会觉得自己好像确实听清楚了，但做题还是错很多。这就属于“只听到声，没归纳意”所导致的，归根结底是阅读就有问题，听力自然无法幸免。

阅读和听力的理解相通：掌握逻辑信号、有段落归纳意识，有篇章结构概念。

Lecture 泛结构



Lecture 逻辑信号词

讲座和阅读一样是为了“展示说理”，很多逻辑信号词是通用的，诸如：“转折”“对比”“总结”“强调”“因果”“定义”“问答”“顺序”等。

另外，讲座开头的“Now listen to part of a lecture in a xxx class.”一听到这样的信号提示，就要想象：我就在讲座现场听这门课了，立刻进入听课状态！

7/10 托福听力：讲座的考点、笔记

Lecture 考点	
1	黑板术语（术语在笔记中缩写，记下专业术语的解释，be known as）
2	要点重复（教授反复提及，并使用原词或同义替换，in other words）
3	强调信号（情感类 amazing，强调很重要 crucial，祈使句 remember）
4	对比对照（but, however, in contrast, similarity）
5	因果解释（对现象、立场、观点的解读）
6	例证关系（举的例子对应什么主旨）
7	问答总结（教授和学生互动中的对话结论，以及教授自问自答的结论）
8	教授态度（教授对讲座中某个事实是积极、消极、还是中立的态度）
9	人物地位（某人的历史成就，提出理论，创作风格）
10	先后顺序（操作、发展、成长的顺序）

Lecture 笔记		
讲座的笔记可以将A4纸竖向对折，用对折的一半页面记笔记就可以。如果用整张纸面记笔记，可能因为幅面太大而导致手部动作区域延伸，记录速度下降。		
听记平衡	1	一开始，不用记太多，可能会有副作用，慢慢来。
	2	不要事无巨细的什么都记，那就不如什么都不记。
	3	重要信息靠左，次要信息缩进靠右，梳理论点和论据事例。
	4	听不清楚的词汇，要想尽一切办法记住发音。
	5	善于使用符号表明各观点之间的关系，笔记前后要做关联。
	6	黑板上的专业术语和图表要关注，准备好回答其相关题目。
	7	边听录音，边积极思考：讲座主题是什么？不断提问自己这个问题，别被一开始教授讨论的上节课内容或作业所迷惑。
	8	对某些重点要标注醒目的特殊标记；用短线标注段落层次。
	9	尽全力记笔记，还能防止自己走神儿。
缩写举例	字母	Agr农业；Biz商业；Ind工业； C×冲突；E总数；J开心；Peo人；wk星期；yr年
	箭头	↑ ↓；←→；~波动
	数字	+大量；+2更More；+3最Most； ∴ ∴；> <；= ≠ ≈
	标点	∧转折；∞支持同意 agree\support； ：说；//结束；&；★；×√，

TPO-30 Lecture 1 \ Psychology Class - Metacognition



【题型：内容主旨题】

Q6. What is the lecture mainly about ?

- ☐ The difference between cognition and metacognition.
- ☐ A study showing that dolphins have less cognitive capacity than monkeys.
- ☐ The effectiveness of using food as a reward in experiments with monkeys.
- ☐ Research that investigates whether animals are aware of feeling uncertainty.

【题型：功能题】

Q7. Why does the professor mention the inability of animals to report what they are thinking ?

- ☐ To emphasize that language learning is an ability unique to humans
- ☐ To explain why researchers must be sensitive to nuances in animals' behavior
- ☐ To point out a difficulty in testing for metacognition in animals
- ☐ To show the need for advancements in the study of animal communication

【题型：细节题】

Q8. In the dolphin study, how did the researcher make the dolphin's task increasingly difficult ?

- ☐ By showing the dolphin two patterns that were similar in density.
- ☐ By playing two sounds that became progressively closer in pitch.
- ☐ By producing sounds that were just within the dolphins' range of hearing.
- ☐ By introducing a third paddle that ended on trial and began a new one.

【题型：细节题】

Q9. According to the professor, what objections did some researchers raise with regard to the dolphin study?

- ☐ The study did not distinguish between learned and higher-level responses.
- ☐ The dolphin was not rewarded consistently for pressing the third paddle.
- ☐ Only one dolphin was used in the experiment.
- ☐ The results could not be replicated in a later study.

【题型：推断题】

Q10. What can be inferred from the results of the study in which monkeys did not receive immediate feedback?

- ☐ The researchers based the study on an incorrect hypothesis.
- ☐ Monkeys respond best to negative reinforcement.
- ☐ Monkeys become confused when they do not receive rewards.
- ☐ Monkeys probably have some degree of metacognitive ability.

8/10 托福听力：讲座演练 1 – 示范讲解

【题型：功能题】

Q11. Why does the professor say this?

(you remembered intro to psychology right?)

- ☐ To emphasize the importance of introductory courses
- ☐ To find out whether students have taken a psychology course
- ☐ To imply that students should be familiar with the concept she mentioned
- ☐ To indicate that she is going to review information from a psychology class

8/10 托福听力：讲座演练 1 – 示范讲解

TPO-30 Lecture 1 \ Psychology Class - Metacognition

Q7. 功能题：

Why does the professor mention the inability of animals to report what they are thinking ?

考点：因果解释

信号： **but**

because

Q6. 内容主旨题：

What is the lecture mainly about ?

考点：对照对比

信号： **but**

Q8. 细节题：

In the dolphin study, how did the researcher make the dolphin's task increasingly difficult ?

考点：对比

信号： **closer**

harder

Q9. 细节题：

What objections did some researchers raise with regard to the dolphin study?

考点：对比因果
要点重复

信号： **But**

So

in other words

Narrator: Listen to part of a lecture in a psychology class.

Professor: We've been talking about animal cognition—the study of animal intelligence. Now, much of the research in this area is motivated by the search for animal analogues, or parallels to human cognitive processes. And one of the processes we've been investigating is metacognition.

What is metacognition? Well, it's being aware of what one knows or feels, uh, um... having an awareness of one's state of mind. And making decisions about behavior based on what one knows. **Researchers have long been interested in whether animals possess this capability, but...but couldn't test it because animals aren't able to report their feelings (Q7-C). But recently one group of researchers found a way to solve this problem (Q6-D).**

They did studies with...with monkeys and dolphins that provide evidence that these animals have the ability to feel uncertainty, to feel unsure about something and...and...well, to know that they are uncertain.

So how could these researchers figure out if an animal feels uncertainty. Well, it began with a study one of them did on a dolphin, who had been trained to recognize a particular high-pitched tone. The dolphin was taught to press one of two paddles depending on whether it heard the high tone or one that was lower. Food was a reward for a correct response. But if the wrong paddle was pressed, the dolphin had to wait several seconds before it could try again. The task varied in difficulty according to the pitch of the second tone. **The closer it came in pitch to the first one, the harder it became for the dolphin to correctly identify it as low (Q8-B).** And the researcher noted that the dolphin is quite eager to press the paddle when it was sure of the answer, but exhibited hesitation during difficult trials .

Next the researcher introduced a third option, a third paddle that would initiate a new trial, giving the dolphin the choice of passing on difficult trials. Once the dolphin figured out the result of pressing this new paddle, it did choose it frequently when the trial was difficult. The researcher took that as an indication that the animal wanted to pass because it didn't know the answer and knew it didn't know.

But there was a problem. Other researchers protested that the... the opt-out response was simply a learned or conditioned response. You remember intro to psychology, right? **In other words**, by pressing the pass paddle, the dolphin avoided having to wait and hasten the possibility of a full reward by moving directly to the next trial. **So the experiment didn't necessarily indicate that the dolphin had knowledge of its own uncertainty, just that it wanted to avoid negative consequences (Q9-A).**

So more recently, our researcher and his colleagues devised a new study, this time using monkeys. In this experiment, the monkeys had to identify certain patterns displayed on a computer screen. These patterns were analogous to the tones used in the dolphin study. One type of pattern was of a specific density and was to be classified as dense, while the second type of pattern could vary in density, but was always less dense than the first one. And the monkeys' task was to identify this second type as sparse. So the denser the second type of pattern was, the more difficult the task became.

8/10 托福听力：讲座演练 1 – 示范讲解

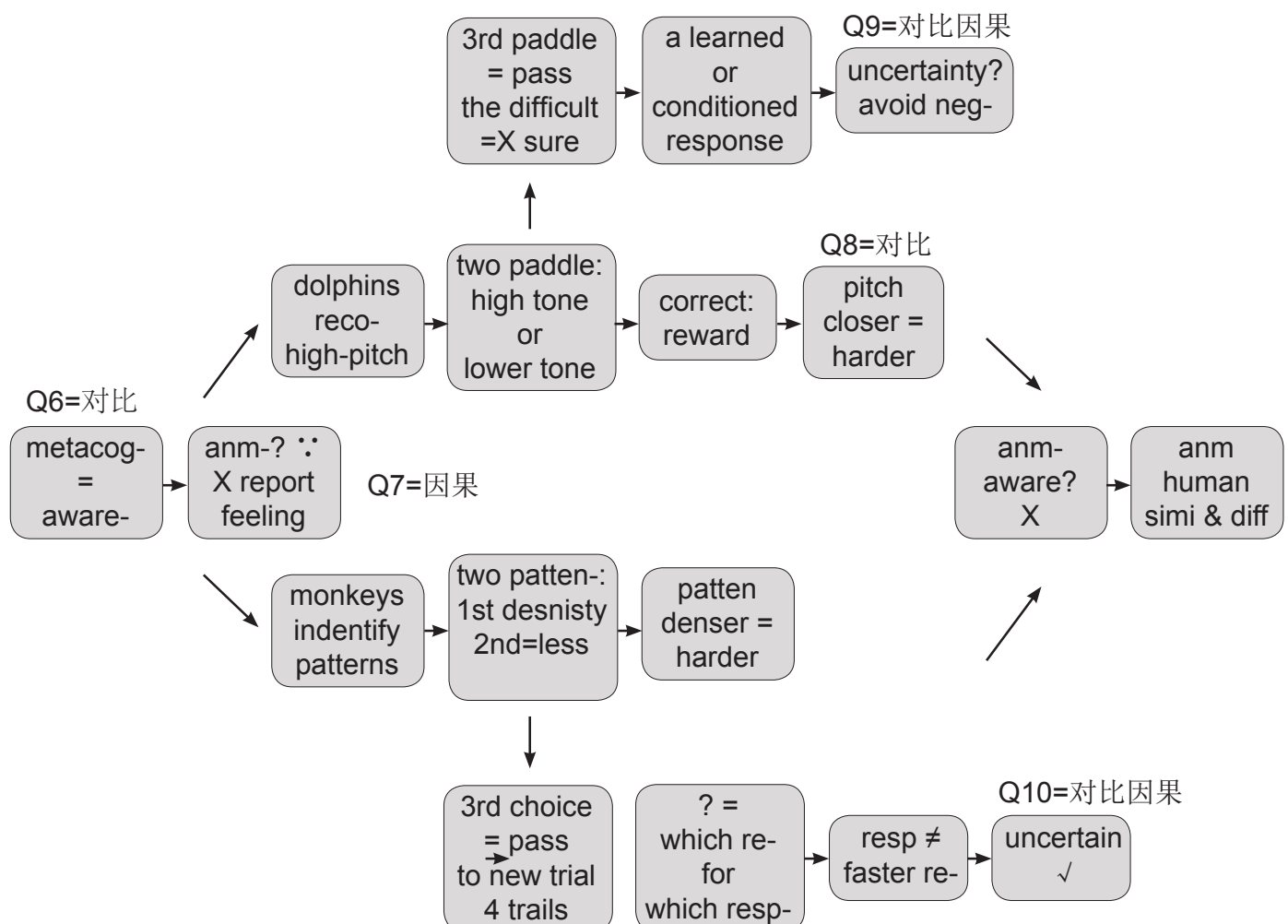
And as in a previous study, the monkeys were given a third choice that would allow them to pass on to a new trial. But unlike in the dolphin experiment, the monkeys had to complete four trials before they got any feedback. They didn't know if they responded correctly or incorrectly after each trial because there was no reward or punishment. At the end of four trials, feedback was given. The monkeys received a full reward for each correct response. And a time-out during which a buzzer was sounded for each incorrect response. But the monkeys had no way to tell which reward or punishment was associated with which response. And they didn't get either reward or punishment for choosing the pass option, the... um...the uncertainty response. **But nevertheless they still chose this option in the appropriate circumstances when the trial was particularly difficult. And this is evidence that it wasn't simply a conditioned response, because that response didn't guarantee a faster reward (Q10-D).**

Q10. 推论题：
What can be inferred from the results of the study in which monkeys did not receive immediate feedback?

考点：对比因果
要点重复
信号：but because

So what does all this tell us about animal consciousness or animals' awareness of themselves and their state of mind? Can we really know what's going on in the minds of animals? No. Of course not. But exploring the metacognitive capacity of animals could become an important criterion in highlighting the similarities and differences between human and animal minds.

讲座结构图演示



LECTURE 2



【题型：内容主旨题】

Q12. What does the professor mainly discuss?

- ☐ How the parenting behavior of Oviraptors may have differed from that of other dinosaurs
- ☐ Evidence that parenting behavior in birds may have originated with dinosaurs
- ☐ Physical traits shared by dinosaurs, crocodiles, and birds
- ☐ The changing attitudes of the public toward dinosaurs

【题型：多选细节题】

Q13. What is the professor's attitude toward the name "Oviraptor" ?

Click on 2 answers.

- ☐ It accurately represents the behavior of the dinosaur
- ☐ It resulted from an incorrect translation of the original Latin term
- ☐ It was based on a misunderstanding of the fossil evidence
- ☐ It influenced popular attitudes toward dinosaurs

【题型：细节题】

Q14. According to the professor, what behavior is very rare among reptiles?

- ☐ Parenting of the young by males
- ☐ Laying eggs in a nest
- ☐ Returning to the same nest site year after year
- ☐ Stealing eggs from the nests of other reptiles

【题型：推论题】

Q15. What does the professor imply about crocodiles ?

- ☐ They provide fewer clues about dinosaur nesting behavior than birds do.
- ☐ They share many behavioral characteristics with birds like the ostrich and kiwi.
- ☐ They have larger clutch volumes than most dinosaurs had.
- ☐ The female and the male work together to guard their nest.

【题型：细节题】

Q16. What is the function of the spongy tissue in the bones of a female bird?

- ☐ It makes the bird more comfortable while sitting on her eggs for long periods of time.
- ☐ It enables female birds to lay more eggs.
- ☐ It strengthens the bird's bones just before she lays her eggs.
- ☐ It serves as a source of calcium for eggshells.

9/10 托福听力：讲座演练 2 – 课堂练习

【题型：细节题】

Q17. What did researchers conclude after analyzing fossilized dinosaur bones found near nests?

- ☐ Many dinosaurs died before they became adults.
- ☐ Male dinosaurs produced a spongy layer of bone.
- ☐ Male dinosaurs probably took care of the eggs.
- ☐ Female dinosaurs seldom went far from their nests.

9/10 托福听力：讲座演练 2 – 课堂练习

TPO-30 Lecture2 \ Paleontology Class - Oviraptor

Q12. 内容主旨题：

What does the professor mainly discuss?

考点：要点重复
对比对照
教授态度
信号：so
similarities
my self included

Narrator: Listen to part of a lecture in a paleontology class.

Professor: As we've discussed, **birds are apparently descendants of dinosaurs and shared many commonalities with some dinosaur species**, like...um...feathers and maybe even flight and of course egg laid. OK.

So, many paleontologists, **myself included, have wondered about other similarities between dinosaurs and birds**. Since adult dinosaur fossils have sometimes been discovered near or on top of nests, **we've been looking at the dinosaur parenting behavior (Q12-B)**.

Student: Parenting behavior, well, that sounds so gentle and caring. But dinosaurs were ferocious reptiles and reptiles don't take care of their young, do they?

Q13. 多选细节题：

What is the professor's attitude toward the name "Oviraptor"?

考点：因果解释
黑板术语
信号：named

Professor: Well, some reptiles incubate their eggs, crocodiles do. And as for popular attitudes towards dinosaurs...well, take the Oviraptor for instance.

In the 1920s, a paleontologist discovered the fossil remains of a small dinosaur near a nest containing eggs. He assumed the dinosaur was stealing the eggs, so he named it **Oviraptor that means egg thief in Latin, which fueled the generally negative public image of such dinosaurs. (Q13-D)**

考点：对比对照
信号：instead of
(专有名词)

But by the 1990s, **other experts had convincingly made the case that instead of robbing the nest; the Oviraptor was probably taking care of the eggs (Q13-C)**. You see, dinosaurs' closest living relatives – birds and crocodiles – display nesting behavior. And dinosaur fossils have been found in postures that we now believe to indicate brooding behavior, that is, sitting on the eggs until they hatch.

So we are curious about the type of care dinosaurs gave to their young. And we'd like to figure out which dinosaur parent, the male or the female gave the care.

Student: Shouldn't the behavior of crocodiles and birds give us some clues then?

Q14. 细节题

According to the professor, what behavior is very rare among reptiles?

考点：对比对照
问答总结
信号：even less

Professor: Well, with crocodiles, it is the female who guards the nest, and with birds, it depends on the species, it can be the male or the female that takes care the eggs, or both. In over 90 percent of all bird species, both parents take care of the eggs and the young birds.

Student: But sometimes it's just the male?

Professor: **Well, exclusive care by the male parent is much less common, but it does occur. Now, for animals other than birds, the care of young by both parents is pretty unusual in the animal kingdom. Males contribute to parental care in fewer than five percent of all mammalian species. It's even less frequent among reptiles (Q14-A).**

9/10 托福听力：讲座演练 2 – 课堂练习

And exclusive care by the male is very rare. So researchers have wondered about the evolution of male parenting behavior in birds for quite some time.

And now there's research showing that for some of the birds' dinosaur relatives, it's likely that the male parent was also in charge of taking care of the eggs.

Student: How did they figure that out?

Professor: *Well, first they looked at clutch volume, that's the number of eggs in the nest of crocodiles, birds and three types of dinosaurs,* including Oviraptors that are thought to be closely related to the dinosaur ancestors of birds.

So when researchers examined fossilized remains of nests, they found that the dinosaurs had larger clutch volumes, more eggs in the nests that is, than most of the crocodiles and birds that were studied. **But, and this is important, their clutch volumes matched those of birds that have only male parental care. You see, bird species in which only the males take care of the nest tend to have the largest clutches of eggs. (Q15-A)**

Student: So what's the connection between bird and dinosaur behavior?

Professor: Well, researchers now believe, because of this study, that the male parenting behavior of these birds might have its origins in the behavior of dinosaurs.

Student: Based only on evidence of clutch volume size, the number of eggs?

Professor: No, there's more. They also examined the fossilized bones of those three types of dinosaurs that were found on or near nests to determine their sex. **You see, adult female birds during egg production produce a layer of spongy bone tissue inside certain long bones. And so did female dinosaurs of the kinds that were investigated. This spongy tissue serves as a source of calcium for eggshell formation (Q16-D).** But when the dinosaur fossils were examined, there were no spongy bone deposits.

Student: *Meaning that those dinosaurs on the nests were probably adult males who wouldn't have needed calcium for making eggshells. (Q17-C)*

Professor: Exactly. And then there's this: birds like the kiwi, the ostrich and the emu; they share certain physical characteristics with these dinosaurs. And interestingly, they also show a consistent pattern of nest care by the male.

Q15. 推论题

What does the professor imply about crocodiles ?

考点：对比因果
问答总结
先后顺序
强调信号

信号：now
first
but
this is important

Q16. 细节题

What is the function of the spongy tissue in the bones of a female bird?

考点：因果解释
信号：so

Q17. 细节题

What did researchers conclude after analyzing fossilized dinosaur bones found near nests?

考点：因果解释
对话总结
对比转折

信号：but
meaning that

10/10 托福听力：题型综述 & 备考规划

题型综述		
Basic Comprehension Questions	1	Gist-content 内容主旨题（需要听完讲座再做总结） e.g. What is the conversation/Lecture mainly about?
	2	Gist-purpose 目的主旨题（大都出现在对话中） e.g. Why does the student go to see the Professor
	3	Detail 细节题
Pragmatic Understanding Question	4	Understanding the Function of What is Said 功能题 e.g. Why does the student mentioned X e.g. Why does the student say this (replay 重听题)
	5	Understanding the Speaker's Attitude 态度题 e.g. What is the professor's opinion of X? e.g. What does the woman mean when she say this (replay 重听题)
Connecting Information Questions	6	Understanding Organization 结构题 e.g. How is the lecture organized?
	7	Connecting Content 链接内容题 考查讲座中各个观点之间的逻辑关系，主要以表格题出现
	8	Making Inferences 推论题（题干出现 Imply, Infer）

托福听力30满分的百天备考规划（清华附中、人大附中实测）		
阶段	时长	备考任务
Phase 1	30-40天	1. 精听，辨音校对，跟读模仿，积累生词短语，TPO 1-10，每天最少4个小时； 2. 尝试练习笔记，不强求完美，刚起步别着急；
Phase 2	25-35 天	1. 周一到周五每天 1 个 Section 练习，TPO 11-20 先做题，再分析考点；周日复习，1.2 倍速快放； 2. 完善笔记，画结构分析图； 3. 泛听公开课
Phase 3	10-15 天	1. 周一到周五每天 1 个 Section 练习，TPO 21-25 先做题，再分析考点；周日复习，1.2 倍速快放； 2. 完善笔记，画结构分析图； 3. 泛听公开课
Phase 4	7 天	1. 复习之前的错题 2. 模考 2-3 次，TPO 26 以后任选
<p>说明：寒暑假期间，可以集中备考，3 个月备考 +1 个月考两次，共 4 个月； 春秋季开学，Phase 1-3 适当延长，5 个月备考 +1 个月考两次，共 6 个月； 建议报考两次，两次间隔不小于两周； 若首战不理想，先复习旧题，模考时再用新题； 若做过的题再做一遍仍然有错，重点分析错题。</p>		
<p>注意：TPO 会一直出新，但托福考试依然没变：学术语言能力的测试，不要偏听偏信一些无良培训机构所谓“独家现场真题”的噱头。 请坚信：托福是打磨我们语言能力的工具，不要做考试的奴隶，今日投机取巧，他日加倍偿还；语言实力为本，高分水到渠成。 一个从 86 小白到 118 几近满分的过来人，与诸位学弟学妹共勉！</p>		

Am-eg- Am-
hum-
① am-
vun behav

am? → x test, x report feed

^ Sol- Mon → feel unsure
Dop

② core 2nd hi- ✓ - fol
lo- x - pun-

Def: closes
handed

3rd peel → Pass def x know

^ phm- learn → Con- resp-

③ Pat- dens- 2=less

Def dens → D

3rd pad ①, ② 4th-

^ x new- & Ann → x Con-Resp-

? Am? → x km → Am Simi
hum def