

CONNECTING CONTENT QUESTIONS

内容连接题

1. 内容连接题分类 (频率: 0.5/套)

(1) 配对表格题: 重要信息对号入座, 侧重于考察多个时间、地点、人物、事件的对应 / 段落中主要论点下的各分支及各分支定义和主要特点

Drag the appropriate description of each marmot species' behavior to the box below the marmot's name.

Now I'll talk about three important factors

The first is.....

The other/ second is.....

The third/ last is.....

TOEFL iBT Complete Practice Test V1 Listening

Question 14 of 17

PAUSE TEST SECTION EXIT

VOLUME HELP 1 2 3 4 NEXT

00 : 08 : 49

Drag the appropriate description of each marmot species' behavior to the box below the marmot's name.

Click on a phrase. Then drag it to the space where it belongs.
One of the phrases will not be used.

Displays aggressive tendencies Is family oriented Stays active during the winter

Olympic Marmot Eastern Marmot

(2) 判断表格题: 侧重于考察哪些信息提到 / 没提到 (注意记录文中列举的主要观点 / 举例)

The professor mentions some commonly held explanations for childhood amnesia. Indicate whether each of the following is one of the explanations she mentions.

Click in the correct box for each phrase. This item is worth 2 points.

No 选项常用模式:

偷换概念

使用错误细节

使用未提到信息

TOEFL iBT Complete Practice Test V1 Listening

Question 7 of 17

PAUSE TEST SECTION EXIT

VOLUME HELP 1 2 3 4 NEXT

00 : 07 : 42

Indicate whether each of the activities below describes a displacement activity.

Click in the correct box for each phrase.

	Yes	No
An animal attacks the ground instead of its enemy.	✓	
An animal falls asleep in the middle of a mating ritual.	✓	
An animal eats some food when confronted by its enemy.	✓	
An animal takes a drink of water after grooming itself.		

(3) 排序表格题：侧重于考察对过程 / 步骤地把握

Put the events in the order that they happened.

常用排序词

First, start, begin

Second, third, then, after, over, as, follow

Ends, last, conclusion, eventually, finally

TOEFL iBT Complete
Practice Test V4 Listening
SECTION 4
Question 14 of 17

The class discusses some important events related to government support for the arts in the United States. Put the events in order from earliest to latest.

Answer Choices

Arts councils were established in all 50 states of the country.
The federal budget supporting the arts was reduced by half.
The Federal Art Project helped reduce unemployment.
The National Endowment for the Arts was established.

1	The government provided no official support for the arts.
2	
3	
4	
5	

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it.

2. 内容连接题 FINAL TIPS:

配对表格题，重点在专有名词与特点配对

是非表格题，重点在确定错误选项

排序型表格题，重点在听出中间 2~3 步

● 结构性逻辑连接词

(1) 时间发展顺序

时间发展顺序不一定为呆板的时间词，多为时间点（Twenty years ago）或间接表达（When they grow older ; after/before）

以时间为结构的文章，每一个时间后都跟着一个阶段的分论点。

一般来说，每个时间点后紧跟着分论点。

信号词：

Firstly/secondly/thirdly...

next/then/as long as/as soon as/

immediately/after/before/when/

later/previously/formerly/finally/lastly

(2) 分类发展顺序

多为表示并列关系词：

Firstly/in the first/to begin with/to start with

secondly/ another/ besides

Both...and...

Either...or.../ neither...or...

xxx is equally important to xxx

another point/ additionally/ as well as

apart from / on the top of

what' s more/ moreover/ and also

● 因果关系总结

注意：分清楚谁因谁果。与原因相比，结果更为重要。

前因后果（由因导致果）：

So / as an example/ consequently/ as a consequence/ for this purpose/ therefore/ to this end/
result in/ lead to/ bring about/ give rise to（导致）/ trigger（引发）/ breed / contribute to/
there by/ be responsible for

前果后因（果是由于因）：

Result from/ originate from/ spring from/ arise out of/ be a attribute to

● 对比关系总结

（1）相似点 差异点

A is opposite to B

On the one hand, on the other hand

While/ whereas/ (A is big while/whereas/B is small)

By contrast

Compared to/with

Conversely (正相反)

（2）相似点

Similarly / have a lot in common with / resemble

3.~题型练习~

Q3: In the talk, the professor describes the sequence of uranium-lead dating. Summarize the sequence by putting the events in the correct order.

Drag your answer choices to spaces where they belong.

A. Zircon in the sandstone is matched to the zircon in a particular mountain range.

B. The amount of lead in sandstone zircon is measured

C. The age of zircon in a sandstone sample is determined

听力材料

Sounds pretty unbelievable, right? Of course, the obvious question is how did that sand end up so far west? The theory is that huge rivers and wind carried the sand west where it mixed in with the sand that was already there.

Well, this was a pretty revolutionary finding. Um... and it was basically because of Uranium-Lead Dating. Why?

Well, as everyone in this class should know, we usually look at the grain type 晶粒度 within sandstone, meaning the actual particles in the sandstone, to determine where it came from. You can do other things too, like look at the wind or water that brought the grains to their location and figure out which way it was flowing. But that's only useful up to a point, and that's not what these two geologists did.

Uranium-Lead Dating allowed them to go about it in an entirely different way. What they did was: they looked at the grains of Zircon in the sandstone. Zircon is a material that contains radioactive Uranium, which makes it very useful for dating purposes. Zircon starts off as molten magma, the hot lava from volcanoes. This magma then crystallizes. And when Zircon crystallizes, the Uranium inside it begins to change into Lead. So if you measure the amount of Lead in the Zircon grain, you can figure out when the grain was formed. After that, you can determine the age of Zircon from different mountain ranges. Once you do that, you can compare the age of the Zircon in the sandstone in your sample to the age of the Zircon in the mountains. If the age of the Zircon matches

the age of one of your mountain ranges, then it means the sandstone actually used to be part of that particular mountain range. Is everybody with me on that? Good. So, in this case, Uranium-Lead Dating was used to establish that half of the sandstone in the samples was formed at the same time the granite in the Appalachian Mountains was formed. So because of this, this new way of doing Uranium-Lead Dating, we've been able to determine that one of our major assumptions about the Grand Canyon was wrong.

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Q2. The professor gives examples of things that have value for her. Indicate for each example what type of value it has for her.

Click in the correct box. This question is worth 2 points.

Only extrinsic value

Only intrinsic value

Both extrinsic and intrinsic value

Teaching

Exercise

Health

Playing a musical instrument

听力材料

Now, why is he interested in human happiness? It's not just because it's something that all people want or aim for. It's more than that. But to get there we need to first make a very important distinction. Let me introduce a couple of technical terms: extrinsic value and intrinsic value. To understand Aristotle's interest in happiness, you need to understand this distinction. Some things we aim for and value, not for themselves but for what they bring about in addition to themselves. If I value something as a means to something else, then it has what we will call "extrinsic value." Other things we desire and hold to be valuable for themselves alone. If we value something not as a means to something else, but for its own sake, let us say that it has "intrinsic value." Exercise. There may be some people who value exercise for itself, but I don't. I value exercise because if I exercise, I tend to stay healthier than I would if I didn't. So I desire to engage in exercise and I value exercise extrinsically . . . not for its own sake, but as a means to something beyond it. It brings me good health.

Health. Why do I value good health? Well, here it gets a little more complicated for me. Um, health is important for me because I can't . . . do other things I want to do— play music, teach philosophy—if I'm ill. So health is important to me—has value to me—as a means to a productive life. But health is also important to me because I just kind of like to be healthy—it feels good. It's pleasant to be healthy, unpleasant not to be. So to some degree I value health both for itself and as a means to something else: productivity. It's got extrinsic and intrinsic value for me. Then there's

s some things that are just valued for themselves. I’ m a musician, not a professional musician; I just play a musical instrument for fun. Why do I value playing music? Well, like most amateur musicians, I only play because, well, I just enjoy it. It’ s something that’ s an end in itself. Now, something else I value is teaching. Why? Well, it brings in a modest income, but I could make more money doing other things. I’ d do it even if they didn’ t pay me. I just enjoy teaching. In that sense it’ s an end to itself. But teaching’ s not something that has intrinsic value for all people—and that’ s true generally. Most things that are enjoyed in and of themselves vary from person to person. Some people value teaching intrinsically, but others don’ t.

Q2. What information will the man include in his report?

Click in the correct box for each phrase

	Include in report	Not include in report
Climate charts		
Interviews with meteorologists		
Journals notes		
Statistical tests		

听力材料

Professor: Oh, yes. You were looking at variations in climate in the Grant City area, right? How far along have you gotten?

Student: I’ ve got all my data, so I’ m starting to summarize it now, preparing graphs and stuff. But I’ m just. . . I’ m looking at it and I’ m afraid that it’ s not enough, but I’ m not sure what else to put in the report.

Professor: I hear the same thing from every student. You know, you have to remember now that you’ re the expert on what you’ ve done. So, think about what you’ d need to include if you were going to explain your research project to someone with general or casual knowledge about the subject, like . . . like your parents. That’ s usually my rule of thumb: would my parents understand this?

Student: OK. I get it.

Professor: I hope you can recognize by my saying that how much you do know about the subject.

Student: Right. I understand. I was wondering if I should also include the notes from the research journal you suggested I keep.

Professor: Yes, definitely. You should use them to indicate what your evolution in thought was through time. So, just set up, you know, what was the purpose of what you were doing—to try to understand the climate variability of this area—and what you did, and what your approach was.

Student: OK. So, for example, I studied meteorological records; I looked at climate charts; I used

different methods for analyzing the data, like certain statistical tests; and then I discuss the results. Is that what you mean?

Professor: Yes, that's right. You should include all of that. The statistical tests are especially important. And also be sure you include a good reference section where all your published and unpublished data came from, cause you have a lot of unpublished climate data.