



在新托福口语考试中记笔记的方法(精要版)



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在新托福考试中记笔记的方法 (精要版)

一、记笔记的意义：

1、新托福考试允许考生在读、听的同时做笔记。2、笔记帮考生准确回忆关键信息→保证考生马上能复述信息。3、笔记记得越详细，题目就会答得越好。

二、笔记的质量：

【学员问题】：在 Task3-6 中，听力笔记记不下那么多。

【解决方案】：1、记笔记不是听写！不要企图把 100% 单词都记下来！2、记笔记不求多，只求精！抓关键词：主题、观点、细节、原因、例子、专用名词、概念、人名、事件、时、地、数、形容词、连接词。

三、如何权衡听与记：

【学员问题】：口语中的听力内容记不下来，无答案可记。

【解决方案】：1、错！必有答题要点可记。2、应提高自身听力！

【学员问题】：记笔记要点记不全，主要是因为听了记下笔记的过程中，把后面的内容听掉了，听漏了。

【解决方案】：1、记听力笔记时要专注。2、以倾听、想象、理解为主、以记笔记为辅。

四、记笔记的原则：

【学员问题】：笔记记得速度不够，所记下的点不全。

【解决方案】：**1、记笔记要按序**：要按读、听材料的内容出现顺序记关键信息。**2、记笔记要简化**：①最好的笔记系统是你自己独创的。②别总用英文记，因为英文单词的字母可能比较多。③尽可能多用一笔汉字、缩略、符号、图画、箭头、线条来记。④碰到生词，按你猜的拼写记录。这样做并不会影响整个内容！**3、记笔记要快速**：手头利索，听到哪儿，记到哪儿、避免欠债。**4、记笔记可潦草**：乱点没关系，只要你自己认识就好了。**5、记笔记要熟练**：平时要多多练习。

五、笔记练习：

利用音频文件做《新托福口语讲义》听力、笔记练习题。

六、笔记格式：

Task 3 和 5 笔记格式

——男左女右或女左男右式：

男	女

Task 4 和 6 笔记格式

——缩进式：

Two technological innovations
Automobiles:
Mass produced in 1920s
Attitude and create links
Radio:
Listen to the same
program
Shared experience

七、新托福英文对话的听记、研读、朗读训练

听记、研读、朗读以下三个新托福对话的功效：

- 1、帮助学生初步感受新托福口语考试听力对话的校园生活话题和风格。
- 2、帮助学生初步体验记托福口语考试听力对话的笔记的方法。
- 3、帮助学生建立起今后听懂新托福口语考试听力对话的信心。
- 4、局部地、零星地纠正学生的错误的语音和语调。
- 5、提高学生的英语流利程度、培养并强化他们的语感。

对话 1 Skill 6: Example Listening Skill 6 Listen as two students discuss campus parking.

Man: Can you tell me about parking on campus? I've just gotten a car, and I'm going to be parking on campus. I'm so glad I don't have to be riding my bicycle to class anymore.

Woman: Parking is kind of difficult on campus because there just aren't enough spaces for all the people who want to park. You do know that if you're going to park on campus, you' ll need a parking



sticker?

Man: A parking sticker? What kind of parking sticker?

Woman: Well, if you're only going to park on campus once in a while, you can get a daily sticker each day that you park. But if you're going to be parking on campus often, then you should really get a permanent sticker.

Man: I have classes almost every day of the week, so I know what I've got to do.

Question: What will the man most likely do?

对话1 笔记范例：

Man: Can you tell me about parking on campus? I've just gotten a car, and I'm going to be parking on campus. I'm so glad I don't have to be riding my bicycle to class anymore.

笔记：parkin on camp? I →car→parkin on camp

I ∴ride 自

Woman: Parking is kind of difficult on campus because there just aren't enough spaces for all the people who want to park. You do know



that if you're going to park on campus, you' ll need a parking sticker?

笔记：parkin 难 ∴space×够

U 知要 parking sticker?

Man: A parking sticker? What kind of parking sticker?

笔记：ps?

Woman: Well, if you're only going to park on campus once in a while, you can get a daily sticker each day that you park. But if you're going to be parking on campus often, then you should really get a permanent sticker.

笔记：if 1次→ daily s

If often→ permanent s

Man: I have classes almost every day of the week, so I know what I've



got to do.

笔记：I 课 everyday/w → I 知

对话 2 Passage 2 Questions 3 and 4 Listen as a student visits a university office.

Student: I have a problem, and I hope you can help.

Worker: What's your problem?

Student: I haven't received my grade report from last quarter, and my friends have already received their grade reports.

Worker: Grade reports from last quarter were mailed out two weeks ago. You haven't received yours yet?

Student: No, I haven't.

Worker: Did you move in the last quarter? Has your address changed?

Um ...maybe the grade report went to the wrong address.

Student: No, I'm still in the same place. I haven't moved. The address should be accurate.

Worker: And did you take all of your final exams? If you missed an exam, then your grade report would be held up.

Student: No, I took all my exams...



Worker: Then, uh, you should've received your grade report by now.

Give me a moment, please, and I'll look your grade report up in the computer system and see if I can figure out what the problem is.

Student: Thanks very much for your help.

Question: Why does the student go to the office?

对话 2 笔记范例：

Student: I have a problem, and I hope you can help.

笔记： q:

Worker: What' s your problem?

笔记： what?

Student: I haven't received my grade report from last quarter, and my friends have already received their grade reports.



笔记： my grade report .qtr ×

友√

Worker: Grade reports from last quarter were mailed out two weeks ago. You haven't received yours yet?

笔记： grade report 出 2 wks u×?

Student: No, I haven't.

笔记： I ×

Worker: Did you move in the last quarter? Has your address changed?
Um ...maybe the grade report went to the wrong address.

笔记： 搬? grade report→×址?

Student: No, I'm still in the same place. I haven't moved. The address should be accurate.



笔记：I×搬 址√

Worker: And did you take all of your final exams? If you missed an exam, then your grade report would be held up.

笔记：all exam? If miss 1→延

Student: No, I took all my exams...

笔记：all exam√

Worker: Then, uh, you should've received your grade report by now. Give me a moment, please, and I'll look your grade report up in the computer system and see if I can figure out what the problem is.

笔记：应 get GR now.

I 查脑

In 1337, a terrible war began between England and France, and this war continued for almost 100 years.



笔记：1337, E war F → 100 yrs

对话 3 Passage 2 Questions 3 and 4 Listen as a student meets with his professor to discuss a term paper he is writing.

Professor: Thanks for stopping by.

Student: No problem. Why did you want to see me?

Professor: I need to go over the outline for your term paper.

Student: The outline for my term paper? ... Is there a problem?

Professor: Well, you have a good topic and lots of interesting ideas here, but the outline itself could still be better.

Student: Well, what can I do to improve the outline?

Professor: I have two suggestions to improve the outline. First of all, you need to organize the ideas a little more clearly.

Student: So, you think I have enough ideas, but they need to be better organized?

Professor: Exactly. And for my second suggestion, you don't... uh... have much of a conclusion. You should really think about... uh... strengthening your conclusion.

Student: OK, I'll work on the overall organization and the conclusion. Then what?



Professor: Well, after you've improved these two areas, I'd like you to resubmit the outline, and we can discuss it some more.

Student: And when would you like the revised outline?

Professor: Well, don't take too long working on it. You really need to get the outline squared away so you can work on writing the paper. Let's say within a week? You should get it to me no later than next week.

Question: What is the professor's overall assessment of the outline?

对话3 笔记范例：

Professor: Thanks for stopping by.

笔记： 来

Student: No problem. Why did you want to see me?

笔记： why?

Professor: I need to go over the outline for your term paper.



笔记： outline term paper

Professor: Well, you have a good topic and lots of interesting ideas here, but the outline itself could still be better.

笔记： topic√+多 interesting ideas
outline →better

Student: Well, what can I do to improve the outline?

笔记： how to?

Professor: I have two suggestions to improve the outline. First of all, you need to organize the ideas a little more clearly.

笔记： 2 sugges: 1=organize ideas clearly.

Student: So, you think I have enough ideas, but they need to be better organized?

笔记： ideas 够→better 排



Professor: Exactly. And for my second suggestion, you don't...uh...have much of a conclusion. You should really think about... uh... strengthening your conclusion.

笔记： √

2nd suges: conclusion→↑

Professor: Well, after you've improved these two areas, I'd like you to resubmit the outline, and we can discuss it some more.

笔记： 2√→交→discuss

Student: And when would you like the revised outline?

笔记： when?

Professor: Well, don't take too long working on it. You really need to get the outline squared away so you can work on writing the paper. Let's say within a week? You should get it to me no later than next week.



笔记： outline < 1wk → write

对话 4 Q 1-2: Listening exercise 4 Passage 1 Questions 1 and 2 Listen as an advisor discusses a student's course load with the student.

Advisor: I'd like to talk with you about the number of courses you' ll be taking next semester.

Student: I took five courses last semester. I' m taking five courses this semester, and I' m planning on taking five courses again next semester. I always like to take the maximum number of courses because I don' t mind working hard and because I want to finish my undergraduate degree as quickly as possible and get into graduate school.

Advisor: I understand that you' re trying to finish your undergraduate program quickly in order to go to graduate school. However, the problem is that your grades are passable but not very high, and you' ll need higher grades to get into a good graduate school.

Student: I definitely want to go to a good graduate school. Do you think it's better for me to take lighter course load next semester



in order to try to get higher grades in those courses?

Advisor: Well...because you' re taking the maximum of courses. I don't think you have enough time to put sufficient time and effort into each of your courses.

Question: How does the student seem to feel about taking the maximum number of courses?

对话4 笔记范例：

Advisor: I'd like to talk with you about the number of courses you' ll be taking next semester.

笔记： course numb. Next term

Student: I took five courses last semester. I' m taking five courses this semester, and I' m planning on taking five courses again next semester. I always like to take the maximum number of courses because I don' t mind working hard and because I want to finish my undergraduate degree as quickly as possible and get into graduate school.



笔记：. semes 5

semes 5

总 max: I × mind working hard & 快完本 → graduate school

Advisor: I understand that you' re trying to finish your undergraduate program quickly in order to go to graduate school. However, the problem is that your grades are passable but not very high, and you' ll need higher grades to get into a good graduate school.

笔记： ic

ur grades = passable

≠ very high → good grad school

Student: I definitely want to go to a good graduate school. Do you think it's better for me to take lighter course load next semester in order to try to get higher grades in those courses?

笔记： semes. Lighter course? → higher grades?

Advisor: Well...because you' re taking the maximum of courses. I don't think you have enough time to put sufficient time and



effort into each of your courses.

笔记：∴max→×够 time→each course

讲座 1 Now listen to part of a talk in an American history class.

Today, I'll be talking about the Underground Railroad and about a woman whose name is closely associated with the Underground Railroad, Harriet Tubman.

The Underground Railroad was a loosely structured network to help slaves escape from Southern states in the period of time before the Civil War. You should note that the Underground Railroad was NOT either underground or a railroad. Slaves escaping along the Underground Railroad sometimes traveled hidden in a boat or a wagon, but they mostly traveled on foot. They generally traveled at night, when it was safe to move, and hid during the day. This escape route was called a



railroad because it was a method of helping slaves to move and not because it involved railroad cars moving along tracks. It was described as being underground because it was secret, not because any of the travel was beneath the surface of the earth.

Railroad terminology was used to describe the system for assisting slaves in escaping. The term “passengers” was used to refer to the slaves who were trying to escape; the “conductors” were the people who helped the slaves along their path to freedom; “stations” were safe houses where the slaves could hide during their escape. Thus, the statement that a conductor directed a passenger to a different station really meant that someone along the escape route helped an escaping slave to get to a new hiding place.

Harriet Tubman was a person who figured prominently in the history of the Underground Railroad. She herself had been a slave who escaped from slavery in the South using the Underground Railroad. Following her escape from slavery in the period prior to the Civil War, Harriet Tubman returned repeatedly to the South to help other slaves escape to the North. She’ s known to have made the dangerous return trip back to the South at least 19 times and to have led at least 300 escaping slaves to



freedom in the North. (338 words)

Key points:

Topic: the Underground Railroad and Harriet Tubman

1. Underground Railroad:

- ① was method to help slaves escape (not actually railroad)
- ② was secret (not actually underground)

2. Terms used in Underground Railroad:

- ① " passengers " = slaves trying to escape
- ② " conductors " = people helping slaves to escape
- ③ " stations " = safe houses

3. Harriet Tubman:

- ① was former slave who escaped using Underground Railroad
- ② made many trips back to South to help other slaves escape