托福听力核心预测

2017/09/01 发布

针对 2017/09/16&2017/09/17 考试

【托福听力出题规律&机经使用说明】

◆ 托福听力最新考情分析

根据小站教研中心的对每场考试的跟踪研究，托福听力的最新考情变化主要体现在以下两个方面：

1. **题目难度的变化。**托福听力的难度正在一点点加大，听力语速变快，讲座结构变得更加复杂，除传统选择题外，**多选题、排序题、搭配题及重听题**出现的概率也有所增加。因此建议考生在平时练习中提前熟悉各类题型。
2. **考试形式的变化。**自今年 3 月 4 日以来，托福听力以**多卷形式**出现，试卷由计算机随机分配，每位考生遇到的题目都不完全一致。一场考试中，conversation 和 lecture 篇目总数甚至多达 20 篇，但多套试卷的难度基本一致，考试公平性完全可以得到保证。
3. **加试变化。**自 2017 年以来，托福听力遇到**加试**的可能性越来越大，如遇加试则听力考试时间延长至 90 分钟，这对考生的脑力和体力来说都是不小的考验。另外，不同于以往的经典加试，2017 年以来听力**非经典加试**频频出现，且出现**顺序不固定**，但这并不意味着经典加试今后再也不会出现。针对此情况，小站教研中心会对托福听力经典&非经典加试进行持续更新！

◆ 机经使用说明

1. 小站听力核心预测精选 2015 年 **15 篇听力真题**，包含 5 个不同场景的 conversation，和 10 个不同学科的 lecture。所有真题均配有音频、题目、Script 及答案。
2. 按住 ctrl 点击目录中的标题，即可跳转至对应题目。
3. 此外，听力机经还收录了**托福听力经典加试题**，点击附录一即可跳转。

【2017 年 9 月托福考试】

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Conversation			
编号	考试日期	题号	标题
1	150131CN	C1	student & professor
2	150131CN	C2	student & counselor
3	150418CN	C2	student & employee
4	150614CN	C2	student & academic advisor
5	150705CN	C1	student & facilities director

Lecture			
编号	考试日期	题号	标题
1	150131CN	L2	Chemistry
2	150131CN	L3	Film studies
3	150418CN	L1	Archaeology
4	150131CN	L1	Biology
5	150418CN	L4	Art history
6	150509CN	L1	Science
7	150516CN	L1	Psychology
8	150516CN	L3	Oceanography
9	150516CN	L4	Theatre history
10	150524CN	L4	Environmental policy

◆ **附录一：托福听力经典加试题**

◆ Conversation

① student & professor （150131 CN C1）

音频链接：http://bbs.zhan.com/thread-335543-1-1.html

1. What is the student's attitude about speaking in front of other students?
A. He thinks it will be fun.
B. He views it as a useful opportunity.
C. He feels nervous about it.
D. He prefers it to writing papers.

2. The student talks about a species of fungus. What fact about the fungus interests him ?
A. It acts as a food source for other fungi.
B. It grows well on wind farms.
C. It can be used as an alternative source of energy.
D. It produces chemicals that destroy toxins.

3. Why does the professor mention trees and apples?
A. To give advice on how to explain fungi and mushrooms
B. To show how the environment can affect growth rates
C. To provide an example of the effects of pesticides
D. To give an example of how a wind farm replaced a fruit farm

4. Why does the professor suggest that the student visit the greenhouse?
A. The student might be able to conduct a research study there.
B. A mushroom species that interests the student is being grown there.
C. Mushrooms grow more quickly there than in other locations.
D. Environmentally safe growing techniques are demonstrated there.

5. Why does the student go to see the professor?
A. To get advice about how much information to include in a paper he is writing
B. To ask for permission to change the topic of an assignment
C. To get help choosing a topic for an assignment

D. To discuss the results of research he has done for a paper he is writing

Script:

Narrator: ***Listen to a conversation between a student and his environmental science professor.***

Student: Hi, Professor Williams - I' m here for our 1:30 meeting.

Professor: Hi Michael. Thanks for being so prompt. That really makes a difference when I have so many students scheduled back to back. If only there could be more than 24 hours in a day.

Student: (Laughs) I know what you mean.

Professor: So, what' s on your mind?

Student: Well I' m here about my topic choice.

Professor: For the upcoming oral presentation? By the way, how do you feel about speaking in front of the class?

Student: Well I' d have to say I' m most comfortable writing papers, but I' m not nervous about doing this presentation. It' ll be good public speaking practice you know.

Professor: Exactly, and certainly, it' s a skill that is always useful.

Student: Mm-hmm. Yeah, so the assignment was for us to talk about a current environmental solution? And I found so much eye opening information while researching. The only problem is, I don' t know which area to go with.

Professor: Okay well, which areas most interest you?

Student: Well I' ve spent a lot of time exploring the concept of wind farms. You know, using wind as a source of energy.

Professor: Mm-hmm, go on.

Student: Right um - lots of stuff on that you know types of wind farms and different designs, how they' ve been set up, how to get the most out of them.

Professor: Okay, and what' s another choice?

Student: Well, it' s a tie between wind farms and mushrooms.

Professor: Mushrooms!? Hm! Tell me more about that!

Student: Well, there' s a species of mushrooms that produces chemicals that can eat away at toxic waste - from petroleum products, pesticides and other harmful pollutants

Professor: Yes, I' ve read research about this - but actually Michael it' s the fungus beneath the ground that affects the harmful pollutants. That' s an important difference

Student: Oh ri-right that' s what I meant - I' ll explain it more clearly in class.

Professor: Keep it simple. Something like - just like trees produce apples, it' s the funghi that produce mushrooms - and it' s also those funghi that produce the helpful chemicals.

Student: I understand - it' s just so amazing that something low cost and already there in nature could solve such a large pollution problem caused by humans

Professor: It is intriguing. Wind farms affect, too, but I think most of your classmates will already be generally familiar with that topic. Whereas they might not have heard of this.

Student: Okay. Thanks Professor Williams!

Professor: Btw, what's the growing period for this species?

Student: Ah it only takes a month to grow.

Professor: Great! The university has a greenhouse that's sometimes available for research projects. Why don't you stop over there one afternoon, speak to the manager and ask if he'd let you use a small area of the greenhouse?

Student: Okay.

Professor: You could try to duplicate the results of the study!

Student: In the greenhouse?

Professor: Yes! You have three months until the end of this semester. It might make a strong final project!

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② student & counselor （150131 CN C2）

音频链接：http://bbs.zhan.com/thread-335545-1-1.html

1. What are the speakers mainly discussing ?
A. Possible career choices for the woman
B. Employment possibilities for the woman
C. Procedures for applying for a university job
D. Job skills the woman will need as a teacher

2. What does the counselor imply about the child-care center on campus ?
Click on 2 answers.
A. It needs a coordinator for its outdoor activities.
B. It hires people who can work during the day.
C. A job there probably pays low wages.

D. A job there requires a long-term commitment.

3. What is the main purpose of the questionnaire that the counselor asks the woman to fill out?

A. To give feedback on the services provided by the career services office
B. To help career counselors monitor students as they search for jobs
C. To help career counselors keep track of how many students have been placed in jobs
D. To help students identify their abilities and preferences

4. When should the woman make another appointment with the counselor?

A. After she searches the job database
B. After she revises her resume
C. After she visits a child-care center
D. After she talks to the director of the campus child-care center

5. What can be inferred about the woman?

A. She does not remember where the child-care center is located.
B. She would like the counselor to show her where the child-care center is located.
C. She did not know that the university has a child-care center.
D. She did not know that the child-care center recently moved to a new location.

Script:

Narrator: ***Listen to a conversation between a student and a counselor in a career service's office on campus.***

Sarah: Hi! I'm Sarah Rodman. I have an appointment with you to talk about possible jobs? And I brought my resume along just in case.

Counselor: Hi Sarah nice to meet you. Yes, we'll need to have your resume on file, so thanks for bringing it in. Okay, why don't you start by telling me what kind of job you're

looking for?

Sarah: Well, I' m working at a restaurant right now, and that' s - okay. But I' d really like to start getting more relevant experience. I' m studying to be a teacher, so - maybe at a childcare centre or something?

Counselor: That' s a possibility. Now, a childcare job may pay even less than a restaurant but, it' d certainly be good experience. Especially if you' re going into early childhood education. Are you?

Sarah: Uhhhh - I' m not sure yet. Maybe elementary school, but possibly younger ages.

Counselor: Well, working at a childcare centre may help you decide. Now, a childcare job could interfere with your schedule if most of your classes during the day. Are you willing to take evening classes if you need to?

Sarah: Well, I' d have to guess. That' s what' s been great about the restaurant. I mostly work evening hours.

Counselor: Right, now there is a childcare centre right here at the University.

Sarah: OH! Where is it?

Counselor: Building right behind the main library. It' s a great facility. It' s for students, faculty, and staff who have young children. They prefer to hire students who are majoring in early childhood education. It has morning and afternoon shifts - and they try to accommodate school schedule. Although the more flexible your schedule, the more likely you' ll get hired. So you may need to take an evening class or two.

Sarah: Sounds good! Do you know if they have any openings?

Counselor: They’ re closed now. But, I can get the most up to date information from the director later. I know him well. So why don’ t you fill out a general application? You can do it when we finish talking, and leave it with me.

Sarah: Okay! No problem!

Counselor: And also, you should consider filling out the questionnaire on our website. It’ ll give you a better sense of your overall skills and interests, and - maybe even help you identify other kinds of jobs you could consider!

Sarah: Okay - I’ ve never done one of those before! What’ s it like?

Counselor: Oh you know, it asks questions like, do - do you prefer to work indoors or outdoors? Things like that. For some questions, you really have to think about what you’ re good at, and others about what you enjoy.

Sarah: Sounds like a great tool!

Counselor: It is. Also, our job database has lots of listings of both on and off campus employment. It’ d be a good idea for you to look through these, see if any of them might interest you. Once you’ ve done that, make a follow-up appointment, and we’ ll put it all together. By then I’ ll know about openings at the campus childcare centre.

Sarah: Great! I really appreciate your help.

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③ student & employee (150418 CN C2)

音频链接：http://bbs.zhan.com/thread-335546-1-1.html

1. What does the woman hope to find out by going to the art museum?

A. What types of volunteer positions are available for students
B. How much she would be paid for working as a tour guide
C. Whether alternative arrangements can be made for becoming a tour guide
D. Why a particular museum employee has not returned her phone calls

2. Why does the woman mention a test that she has to take

A. To explain why she is unable to attend a training session
B. To let the man know that she will be late for the tour on Monday
C. To list one requirement she must fulfill to receive extra credit
D. To show that she is aware of what she must do to become a tour guide

3. Why does the woman want to start working at the art museum before the current semester ends?

A. To fulfill a graduation requirement
B. To improve her grade in a class
C. To earn money for the following semester
D. To conduct research for a paper

4. What does the man imply when he mentions Professor Tyler?

A. That he is familiar with the situation the woman is in
B. That the training session for new tour guides covers some of the same material covered in art history classes
C. That Professor Tyler recognizes which students would make good tour guides
D. That Professor Tyler may have given the woman incorrect information about the job

5. According to the man, why might the woman want to consider a data processing position
Click on 2 answers.

A. It is probably more exciting than working as a tour guide.

B. It would allow the woman to begin working immediately.
C. It would give the woman experience in her major.
D. It could eventually lead to a paying job.

Script:

Narrator: ***Listen to a conversation between a student and an employee at the university art museum.***

Student: Hi, is Mason around?

Employee: No, sorry he's gone for the day. Can I help you with something?

Student: Well, I hope so. See, I'm supposed to start volunteering as a tour guide on Monday. I'm scheduled to give a tour at ten. I did my first volunteer training session with Mason the other day, and I was supposed to have the second session tomorrow afternoon, which is the last one you guys offer this week, right?

Employee: Yes, it is. In fact, it's the last one we have scheduled for this semester.

Student: Yeah, that's what I was afraid of. So I don't know what to do because I'm signed up to give that tour on Monday and it turns out I have to make up a test tomorrow afternoon.

Employee: Well, yes, that is a problem, I'm afraid, because we do require two training sessions before you're allowed to start giving tours.

Student: Yeah, I know, I was hoping maybe I could work something out with Mason. He gave us his home number at the original training session, but I am not sure where I put it. Could you possibly give it again?

Employee: Well, no. I am not allowed to give out employees' phone numbers. It wouldn't do you any good, anyway. Mason can't waive that training requirement any more than I can. But I can sign you up for the first session next semester and you could start giving tours then.

Student: That's too late. Not that I wouldn't want to do tours next semester. I mean, I do want to keep doing it. It's just that, see I really need to start this semester. My art history professor is giving me a chance to bring my grade up. He said that I could get extra credit if I wrote a paper for him and volunteered here at the art museum.

Employee: Is this Professor Tyler's class?

Student: Uh-huh.

Employee: Yeah, I thought so. You're not the first student that he's sent our way. Look, did he specify that it had to be a tour guide?

Student: Well, not exactly. I just thought…

Employee: Because believe me, we could use you in other capacities.

Student: Really?

Employee: Well, it's not as glamorous as being a tour guide, but we always need people to work in the museum gift shop, or how are you with data entry, data processing, stuff like that?

Student: Pretty good, actually.

Employee: Because we desperately someone right away to help us keep our membership list up to date, work on our monthly newsletter, things like that. Sounds kind of

boring I know, but after you' ve had some experience, it could lead to a paid position.

Student: Well, that' d certainly be a plus. Tell you what? Let me just check with Professor Tyler, make sure it' s alright with him and I will get back to you sometime tomorrow, okay?

Employee: Okay, great!

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④ student & academic advisor (150614 CN C2)

音频链接：http://bbs.zhan.com/thread-335547-1-1.html

1. Why does the student go to see his academic adviser

A. He wants to drop two of the courses he is taking this semester.
B. He wants to get help with two of the classes he is taking this semester.
C. He wants to find out which classes he is required to take next semester.
D. He wants to change his course selections for next semester.

2. What is the academic adviser's response when she learns that the student has registered for four courses that require final papers

A. She feels she should have noticed this situation earlier.
B. She feels the courses will help the student improve his writing skills.
C. She thinks the courses will be easier than the student thinks.
D. She thinks the student should have taken more care when selecting his courses.

3. What factor helps the student decide which language he will study?

A. It was the only language class with seats still available.
B. It was the language he studied in high school.

C. His friend will be studying the same language.
D. His friend recommended a professor who teaches the language.

4. What two requirements must students have fulfilled before they can take a precalculus course at the university?
Click on 2 answers.

A. They need to have received permission from the professor who will teach the course.
B. They need to have taken three years of mathematics classes in high school.
C. They need to have passed a mathematics test given by the university.
D. They need to have taken three mathematics courses at the university.

5. What class does the student imply he feels most confident about doing well in

A. Introduction to World Poetry
B. The European Novel
C. Precalculus
D. Latin

Script:

Narrator: ***Listen to a conversation between a student and his academic advisor.***

Advisor: Nice to see you, Steve. So how are your classes going this semester?

Steve: Yeah, so far so good. I like all my professors and I' m really interested in the stuff I' m learning so yeah, good.

Advisor: I' m glad to hear that.

Steve: Yeah, but next semester I' m not so sure about.

Advisor: Oh?

Steve: I went back and I was looking through the course descriptions for the four courses I'm signed up for.

Advisor: Yes?

Steve: And I noticed that none of them have a final exam. They all have a final paper. And then I did the math and figured out I have to hand in more than a hundred pages during the last week of class. I almost fainted.

Advisor: Oh, my! I don’ t know how I missed that.

Steve: Well, those courses all sound so interesting and that’ s all I was thinking about.

Advisor: Yes, but I should have… Anyway, so right now you’ re registered for?

Steve: Introduction to World Poetry.

Advisor: Okay.

Steve: The European Novel.

Advisor: Okay.

Steve: Science in the Ancient World.

Advisor: Okay.

Steve: Oh, the special seminar on Dr. Martin Luther King, Jr.

Advisor: Okay.

Steve: I need Introduction to Poetry and the European Novel courses for my major and they’ re hard to get into to so I

think I better keep those.

Advisor: Okay, that makes sense. What about the other two?

Steve: Okay, I hate to do this but I think I' m going to have to drop both of them.

Advisor: Oh.

Steve: Yeah, I' m so nervous about the literature courses. They' re going to be tough, so I should replace the other two.

Advisor: Okay, well, have you fulfilled your language requirements?

Steve: No, foreign language doesn' t come all that naturally to me, so...

Advisor: What did you take in high school?

Steve: German.

Advisor: Okay, well, how about we find a German 1 class that still has some seats available?

Steve: You know, I took that in my first two years of high school, so it' s been a few years.

Advisor: Oh, I' m sure it will come back to you.

Steve: How about Latin? Would that count towards my language requirement?

Advisor: Sure.

Steve: Because one of my friends, he signed up for it and so having someone to study with would be helpful, I think.

Advisor:	Great idea! We can even see if there are any seats available in the section your friend is taking. That shouldn't be a problem.
Steve:	And then I was thinking that I could take pre-calculus. I've always done well in math.
Advisor:	Great! Now, to take pre-calculus, you need to have taken three years of high school math.
Steve:	Yep, and I got all A's.
Advisor:	And you need to have passed the university's mathematics diagnostic test.
Steve:	Oh.
Advisor:	Well, it's actually being offered this Saturday if you're comfortable taking it on such short notice and you'd get your score back early next week so you'll still have time to register.
Steve:	Let's see, today's Tuesday so I'd have three days to review and brush up a bit. Well, piece of cake.
Advisor:	Okay, sounds like a plan.

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⑤ student & facilities director (150705 CN C1)

音频链接：http://bbs.zhan.com/thread-335548-1-1.html

1. Why does the student go to see the facilities director

A. To find out when the current parking garage construction will be completed
B. To provide student input about the lack of parking accommodations on campus
C. To get information about the upcoming Oak Tree dormitory renovations
D. To present ideas that could improve living conditions in the Oak Tree dormitory

2. What does the student say about the parking garage?
Click on 2 answers.

A. It will be very cold in the winter.
B. It will be convenient.
C. It will be unpleasant to look at.
D. It will increase nearby traffic.

3. Why does the facilities director mention the head groundskeeper?

A. To acknowledge that the student's comments are worth consideration
B. To point out that this year's budget for planting trees has already been spent
C. To identify the person the student will need to meet with next
D. To illustrate how many people are involved in building the parking garage

4. What point does the student make about Tommy Reynolds?

A. He came up with the idea to plant trees between the dormitory and the garage.
B. He is interested in attending the facilities department meeting to represent the dormitory residents' interests.
C. He convinced the dormitory residents to get together to write down their concerns.
D. He provided the calculations that support renovating the dormitory.

5. What is the facility director's attitude about installing additional insulation?

A. She is pleased that she has student support for the project.
B. She hopes the project can be completed before the end of the year.
C. She is doubtful that the current residents would benefit from the

modification.

D. She does not believe that there will be sufficient cost savings.

Script:

Narrator: ***Listen to a conversation between a student and a facilities director.***

Mike: Hello, Ms. Miller. My name is Mike Johnson and I represent the students who live in Oak Tree dormitory.

Ms. Miller: Nice to meet you. I understand that you have a proposal for me.

Mike: Yes, a couple of them, actually

Ms. Miller: Okay. I' m all ears. What' s your first one?

Mike: We' re concerned about the new parking garage that the school is building next to our dorm.

Ms. Miller: Yes, the new campus parking garage.

Mike: Those of us who have rooms on that side of the dorm used to have a view of the fields with trees and grass but now it' s all dirt and concrete. And when the structure is completed, there will be no view at all. All we' ll be able to see is an ugly parking garage.

Ms. Miller: Well, we' ve worked long and hard to figure out how best to ease the strain on parking here on campus.

Mike: Of course, and it will be very convenient for us since it' s close. It' s just... Well, no one wants to look out their window at a parking garage.

Ms. Miller: But, what would you like me to do about this?

Mike: We hope you' d consider planting some trees in the area between the dorm and the garage.

Ms. Miller: Trees.

Mike: Yeah, I mean, first of all, it will improve the view. It will be nicer to see a bunch of trees than a concrete garage.

Ms. Miller: Okay.

Mike: And beyond that, it will replace all the trees that were cut down to build the garage. It' s one way to lower our university' s carbon footprint and be more eco-friendly.

Ms. Miller: That is a very good idea. And actually, just the other day I was talking with the head groundskeeper about planting more sage trees on campus. I asked him to come up with a plan that I can present at our next facilities department meeting. I' ll ask him to consider your request if he comes up with this plan.

Mike: That' s great. Thanks. Our other requests involve insulation.

Ms. Miller: Insulation.

Mike: Yes, the dorm is really loud. You can always hear people talking in the hallways, their music, their phone conversations, everything. Worse than that, it gets really cold in the winter, so we' d like to have more insulation installed in the dormitory.

Ms. Miller: That would be expensive.

Mike: We' ve considered that. One of our residents, Tommy

Reynolds, whose major course of study is architectural engineering, worked it out. He thinks that installing insulation in our dorm will actually save the university money.

Ms. Miller: How so?

Mike: Well, it will cost less to heat the dorm in the winter and less to cool it in the warmer months. Those savings will more than pay for the initial expenses of installing the insulation after just a few years.

Ms. Miller: Here's the thing, Mike. I can bring this up at our facilities department meeting as well. If Tommy's figures hold up under scrutiny, we might even be open to considering the undertaking. But a lot of planning would have to be done before something of this nature has begun so I'm not sure if the current dorm residents would see the end results.

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◆ Lecture

① Chemistry (150131 CN L2)

音频链接：http://bbs.zhan.com/thread-335549-1-1.html

1. What is the main purpose of the lecture ?

A. To discuss the advantages of heating substances in microwave ovens
B. To discuss recent research that may lead to improved microwave ovens
C. To point out problems in the use of superheating to produce medicines
D. To prepare students for upcoming experiments in the laboratory

2. Why does the professor talk about making coffee?

A. To describe how he dissolved coffee particles to prevent nucleation
B. To introduce the concept of microwave superheating
C. To reassure the students that some of the experiments will be as simple as making coffee
D. To warn the students not to superheat liquids containing dissolved chemicals

3. Why does the professor mention that once nucleation has occurred, added heat is used to convert liquid water into water vapor?

A. To explain why the temperature of water does not rise beyond the boiling point when water is heated in a metal pot on a stove
B. To point out similarities in heating liquids using microwave ovens and using conventional stoves
C. To explain why water that is exposed to microwaves will appear to be hot when it really is not
D. To point out that it is better to avoid making coffee in a microwave oven

4. The professor talks about using microwave ovens for superheating during the students' laboratory experiments. What two possible results of superheating does he mention?
Click on 2 answers.

A. An increased flow of electrical current through the superheated liquid
B. An acceleration of reaction between chemicals in the superheated liquid
C. The decomposition of chemicals in the superheated liquid
D. The creation of tiny scratches and dents on the interior surface of the container

5. What is the professor's attitude about the use of microwave ovens by pharmaceutical companies in the production of medicines?

A. The use of microwave ovens is hazardous because it prevents control of temperatures.
B. The use of microwave ovens produces satisfactory results but is not worth the added expense.

C. The use of microwave ovens may allow companies to produce medicines more efficiently than traditional heating methods do.
D. More research should be done before replacing traditional heating equipment with microwave ovens.

6. According to the professor, what two laboratory practices that are used by pharmaceutical companies will students also use in their experiments?
Click on 2 answers.

A. Using containers that have been developed to ensure nucleation
B. Using a new type of microwave to superheat all liquids
C. Using smooth containers that have been specially designed for microwave use
D. Using sealed containers to allow the pressure inside to increase during heating

Script:

Narrator: ***Listen to part of a lecture in a Chemistry Class.***

Lecturer: Of course, everyone here knows you can use a microwave oven to reheat liquids or food. Basically, microwaves produced by the oven - uh - excite molecules in the food. Especially water molecules. And - when these molecules vibrate more and more energetically and bump into the molecules all around them, the heat that' s produced will eventually warm the food. But, before you all begin your next set of experiments using microwave ovens, you also need to understand, that using microwave to heat liquids can be quite different from heating liquids in a metal pot on the stove. In a metal pot on the stove, when the liquid reaches its boiling point, it begins to boil. Bubbles of water vapour rise up to the water' s surface and pop as a result of a process called nucleation. What happens with nucleation is, you start with tiny bubbles in a liquid, and then, when you increase the temperature of the liquid to the boiling point, the liquid around the bubbles starts

evaporating, turning into vapour, and moving *into* the bubble. As the amount of vapour in the bubbles increases, the bubbles begin to grow, slowly at first, then faster and faster, and then they rise to the surface, and pop. Okay, but where do those tiny bubbles come from in the first place, so that nucleation can begin? Well, most metal pots are not totally smooth inside. They have a lot of tiny scratches and dents. And when you pour water into a pot, the water doesn't completely fill those scratches and dents, so air gets trapped in there and forms those tiny bubbles. Then, when you apply heat, and the water gets hot enough to boil, those bubbles will lucreate as I just described. And, once the water begins to boil, if you keep adding heat, you'll increase the rate of evaporation, the boiling, *but* you won't increase the temperature of the water. All that added heat, will converting liquid water, into the water vapour that fills all those bubbles. But it's different with microwave ovens, um, maybe you've had this experience, if you've ever heated up some water in a microwave to make yourself a cup of tea or instant coffee, this actually happened to me, I filled my cup with cold water and heated it in the microwave for a minute or two, when I removed the cup, the water seemed hot but it wasn't boiling. But then I added a spoonful of instant coffee, and suddenly, the hot water just exploded erupted you could say. And quickly boiled away to almost nothing. Hm. What do you suppose made that happen? Well, microwave containers are usually made of - not metal of course - but a material like glass, which is very smooth - so, you don't have all of those scratches and, indentations, and there's no place for tiny bubbles to form. So, when you heat the water to the boiling point, there's no nucleation. The water won't start boiling. Instead, the water temperature just keeps rising, way above the boiling point! That's called, superheating. Okay, so then, when I added the coffee crystals to the superheated water, it created tiny bubbles that instantly set off nucreation. Extremely rapid nucleation! And caused the bubbles of water vapour to

suddenly grow large and burst in a hot mini explosion! Now, to prevent this from happening in the lab, we have precise safety procedures that we' ll all be carefully following. Okay now, we' ll be using microwave ovens to heat, and superheat not just water, but many different types of liquid containing dissolved chemicals. Some chemicals you wouldn' t want to superheat because superheating could because them to disintegrate, but with other chemicals, if we carefully raise their temperature beyond the boiling point, we can accelerate certain chemical reactions. And, by the way, that' s actually a major reason why microwave superheating holds such promise for the pharmaceutical industry, both in research and in manufacturing medicine. If certain chemical reactions can be significantly sped up, how much faster and more economically could medicines be manufactured and developed? And many pharmaceutical companies have already demonstrated in their laboratories, that microwave superheating can accelerate various chemical processes dramatically. Especially when they eliminate nucleation sites by using very smooth specially designed containers, like we' ll be using in our experiment. And, when they increase pressure inside these containers by tightly sealing them, as we' ll also be doing.

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② Film studies (150131 CN L3)

音频链接：http://bbs.zhan.com/thread-335550-1-1.html

1. What does the professor mainly discuss ?

A. How film-editing techniques have changed over time

B. The effect of editing on viewers' perceptions of a film

C. Differences between fiction films and documentary films
D. How Kuleshov's experiences as an actor influenced his filmmaking

2. What point does the professor make when he describes a shot of a speaker that cuts to a shot of a crowd ?
A. Filmmakers have difficulty manipulating time and space within individual scenes.
B. Kuleshov's early films used editing more extensively than his later films did.
C. Audiences tend to infer relationships between consecutive shots.
D. The filming of a crowd and the speaker on different days confused the viewers.

3. The professor describes Kuleshov's most famous film experiment. In the experiment, what aspect of the film did the audience praise ?
A. The actor's ability to portray a variety of different characters
B. The actor's ability to express a wide range of feelings
C. Kuleshov's use of a popular actor
D. Kuleshov's ability to use scenery to create dramatic effects

4. What was Kuleshov's attitude toward the actors in his films ?
A. He considered their acting abilities irrelevant to a finished film.
B. He depended on them to bring emotional impact to his films.
C. He believed that their training was often inadequate.
D. He valued their opinions about the filmmaking process.

5. What is the professor's opinion of the Kuleshov effect ?
A. He thinks it is only of historical interest.
B. Film historians have overstated its impact on audiences.
C. It has a more dramatic impact in short films than in long films.
D. As a filmmaker, he finds it useful.

6. What does the professor imply about documentary films ?
A. Most of them are produced without editing.
B. They tend to require more close-up shots than fiction films do.
C. They do not present events in an entirely neutral way.
D. They make more intentional use of the Kuleshov effect than fiction films do.

Script:

Narrator: ***Listen to part of a lecture in a films studies class.***

Lecturer: Now I' d like to take a look at just how important editing is for the film maker. You remember we said a film is made up of what we call shots. The basic unit to film narrative. And each shot is a continuous image being filmed, in which the camera is turned on for shooting that is filming the actor, scenery, whatever. And then it' s turned off. And after the shots are filmed, they have to be edited, put together, to tell a coherent story. Now, the most common way, is to cut from shot A to shot B, now cut in this sense, is a sudden change from one scene to another. In editing, the film maker chooses which shots, and how much of each shot to use. And what order to arrange them in. The typical Hollywood film, contains between 800 and 1200 shots, so, with so many shots to assemble, you can see how important editing decisions are, in shaping the finished film. So, cutting is an important editing technique. And it' s commonly used in what I' ll call, spatial and temporal manipulation. That is, in the conscious control in the relation between shot A and shot B in space and time. When a film cuts directly from one shot to the next, as viewers we perceive these shots as one uninterrupted segment between time, and space. For example, let' s say a shot of the speaker cuts to a shot of a cheering crowd. In reality, these two shots could have been taken on different days, and in two different locations. But, we assume that the crowd' s appearing FOR the speaker, during the speech, we infer spatial and temporal coexistence. The possibility of this kind of spatial and temporal manipulation was explored extensively in the 1920s by the Russian filmmaker Lev Kuleshov. Kuleshov did some experiments with film editing. In his most famous experiment, Kuleshov edited together a short film in which

the same shot of an actor's expression on his face, a film star at the time, was alternated with various other shots, a bowl of soup, a child, et cetera. The film was then shown to an audience, who first saw the actors' face with its neutral expression, then a bowl of soup, the actors' face, then a child, and so on. And guess how the audience reacted? They believed that the expression on the actors' face, was different each time it appeared. That the actor was looking longingly at the bowl of soup, and then lovingly at the child. Audiences craved the actors' talent for portraying these thoughts and emotions, even though they saw the exact same shot of him. So the audience not only inferred spatial and temporal coexistence, but, presumably, they assigned to the actor, their own emotional reactions. This mental tendency of viewers' to attempt to make shots fit together, even if the shots are totally unrelated, is widely known as the Kuleshov effect. Kuleshov came to believe, that editing was truly the essence of the art of filmmaking. And that everything else involved, was inconsequential. The camera angle, you know, the angle from which the film is shot, the details of the scenery, even the performance of the actor, in fact, at one point, he didn't even call them actors at all, but rather regarded them, as a type of prop. Okay, now, before we go on, well (laughs), you'll see in your textbook there's some controversy among film historians about the exact details of Kuleshov's film experiment, just what was included in these shots. Was it a child? Or a baby? That sort of thing. But regardless of the details, well, let me tell you, I've been making films for thirty years, and there's not a single one in which I haven't relied on the principles behind the Kuleshov effect. Alright, let's consider the two types of films we've been studying this year: fiction and documentary. Well, you can see how in a fiction film, using cutting from shot to shot fits with the genre. But now the documentary, remember, documentary films are supposed to be of a real event - events that actually occurred, but, considering that virtually all documentaries have been

edited to some degree, let me ask you, to what extent if at all, can a documentary filmmaker depict reality without in effect, manipulating our viewers?

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③ Archaeology (150418 CN L1)

音频链接：http://bbs.zhan.com/thread-335551-1-1.html

1. What is the lecture mainly about?

A. The influence of Incan culture on later Peruvian civilizations
B. The significance of archaeological findings in a region of Peru
C. The controversy surrounding a new method of archaeological research
D. The renovation of rectangular pyramids found in Peru

2. Why does the professor discuss the Aspero site in Peru?

A. To provide evidence of an ancient Peruvian culture's knowledge of irrigation techniques
B. To point out that the Aspero pyramids are different from those found at other Norte Chico sites
C. To explain a belief about Peruvian history that was later challenged
D. To clarify which of the twenty residential centers in the Norte Chico region was the largest

3. What is the professor's opinion about the current archaeological classification of the Norte Chico culture?

A. The culture should be considered complex in spite of the unusual way it developed.
B. The culture seems to have followed the pattern that is typical of other major ancient civilizations.
C. The failure of the culture to produce ceramic pottery indicates a lack of advancement.

D. More evidence is needed before the culture can be classified into one of the existing categories.

4. According to the professor, what crop was NOT cultivated by the ancient inhabitants of the Norte Chico region

A. Chilies
B. Grains
C. Beans
D. Avocados

5. What does the professor imply about the significance of the khipu that were produced by the Norte Chico culture?

A. They represent the culture's first attempts at creating fabric.
B. They confirm the importance of cotton in the regional economy.
C. They suggest that early inhabitants of the region's coastal areas used fishing nets.
D. They may constitute one of the earliest known forms of written communication.

6. What does the professor say about how the city of Caral came to an end?

A. People moved to the coast to have greater access to the ocean's resources.
B. Outside enemy forces invaded the city.
C. The city's inhabitants initiated a rebellion.
D. The city's inhabitants abandoned the city in an organized manner.

Script:

Narrator: ***Listen to part of a lecture in an archaeology class.***

Professor: If I asked you to name an ancient civilization from Peru, many of you might say the Incas. But let' s consider instead the impact of a mysterious culture in north central Peru that thrived in a collection of valleys called the Norte Chico region. Archaeologists have been finding evidence that suggests that Norte Chico is the region where the

early inhabitants of South America first began a pivotal transition from being hunters and gatherers and formed a complex and substantially developed society. This would be around 3,000 BCE, well before the Incas even existed. These sites were so advanced that nothing like them could be seen anywhere else in the Americas at the time. There's no official name for the culture yet, but it seems that its architecture and development had a profound influence on subsequent culture in the Americas for thousands of years afterwards. At each site, archaeologists have identified one or more enormous platform mounds, sort of like rectangular-terraced pyramids, throughout the whole region, people were organized enough to plan and produce these large terraced pyramids, something the Americas have never seen before. And each of the sites apparently served as a residential center, so people lived and worked there. It seems they were farmers.

Now, this collection of over twenty residential centers is very exciting for a number of other reasons as well. For one thing, their existing has called into question a previous theory about how complex society emerged in the Americas. You see, in the 1970s and 80s, archaeologists had examined a coastal site in Peru called Apsero. Aspero was one of the first of these sites in Norte Chico to be discovered and studied extensively. That was about 40 years ago. It's directly on the coast and has these same mounds dating from the same period, about 3000 BCE. Apparently, Aspero was a fishing village and based on this fact, archaeologists concluded that the first complex society was based on and sustained by ocean and marine resources without agriculture. They didn't know yet, though that Aspero was just one of many such sites in the region and most of these other sites were inland, quite a distance away from the coast. But now we know that all these inland sites exist and that they were all built around the same time.

Another exciting thing about this recent research is that it calls into question some long-held assumptions about how complex societies developed. You know, when we work with any ancient society and consider its classification, a standard traditional hallmark used to classify the culture as complex is the presence of ceramic pottery. The other major birthplaces of complex civilizations around the world like Egypt or Mesopotamia, they all had pottery, but did this mysterious culture provide us with evidence of ceramic pottery? No, this culture is unconventional in that respect.

Researchers have also discovered mechanical remains of domesticated plants including cotton, squash, chili, beans, and avocados. But interestingly, they found almost no evidence of preserved corn or other grains. This means that this early culture developed not only without pottery, but also without a staple grain-based food, which is usually the first large-scale agricultural product of complex societies. So here again, the ancient Peruvians took a different path to civilization.

Additionally, in one specific archaeological site, Caral, they' ve uncovered artifacts called khipu. Basically, a khipu is an intricate collection of hanging strings, cotton string of many colors. Each khipu strings contains an elaborate combination of color and design that communicates meaning. Each one has a wide variety of special intricately tied knots. People transmitted information in this manner. There was meaning associated with the color selected, the knot used, the fiber chosen. There are even those that speculate it may have been a writing system. Interestingly, the 3,000 inhabitants of this one particular city, Caral, appeared to left. Why? Well, here' s what we know. There doesn' t appear to be any evidence of invasion from outside enemy forces. There were no signs of rebellion from the

people who lived there. What we see instead is an orderly process whereby the occupants covered the buildings with substantial amounts of gravel and pebbles and then were gone.

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④ Biology (150131 CN L1)

音频链接：http://bbs.zhan.com/thread-335552-1-1.html

1. What is the lecture mainly about ?
A. Historical examples of speciation caused by barriers to gene flow
B. How barriers to gene flow can lead to changes in plants and animals
C. How barriers to gene flow affect mating behavior in related animals
D. How humans have influenced the evolution of plant and animal species

2. What point does the professor emphasize when she discusses birds and their songs?
A. Male birds often change the pace and pitch of their song to attract a mate.
B. Birds are sensitive to small variations in their species' song.
C. There is no proof that local dialects of birdsong affect behavior.
D. There is no solid evidence that an individual bird's song changes over time.

3. According to the professor, why did Elizabeth Derryberry study the white-crowned sparrow?
A. Its song has several regional dialects.
B. Its behaviors are typical of those of other songbirds.
C. Its evolution into two subspecies is well documented.
D. Its song has been recorded over many years.

4. How did Derryberry's research with female white-crested sparrows

differ from her research with male white-crested sparrows?
A. Only the female birds were in cages.
B. More female birds than male birds were studied.
C. Mating songs were only played to female birds.
D. Male birds were studied for a longer time than female birds were.

5. What does the professor conclude about the results of Derryberry's research?
A. They cannot be applied to other species of songbirds.
B. They suggest that modern white-crested sparrows are dividing into two species.
C. They suggest that behavioral barriers cause speciation faster than physical barriers do.
D. They show that old technology can be used in new ways.

6. Why does the professor refer to the Great Wall of China?
Click on 2 answers.
A. To criticize a theory about speciation
B. To make a point about the speed of the speciation process
C. To identify a cause of genetic differentiation within a species
D. To point out the region's biological diversity

Script:

Narrator: ***Listen to part of a lecture in a Biology class.***

Professor: What makes one species separate into two different species? And, how long does it take? Biologists are always intrigued by evolutionary processes that give rise to new plants and animal species. Or, speciation. One cause of speciation is when a barrier divides a population of organisms into two groups. Barriers either directly or indirectly interrupt the flow of genes within the population. The genetic makeup of each group diverges, and they become less similar over time as each group adapts to its particular environment. At some point, we may have two related but genetically distinct subpopulations, and

eventually the differences may be sufficient to create a new species. Most barriers that are physical barriers. These could be natural barriers, like rivers, or human made ones. A good example of a human made barrier is the Great Wall of China. Um, there was recently a study of subpopulations of plants growing wild on either side of the Great Wall. And it showed that genetic differences do exist between sub-populations. So the Great Wall IS acting as a barrier to gene flow.

Student: Are the differences enough to consider the plants different species?

Professor: Not yet, but the process has started. For a few more centuries, enough differences may arrive to consider these different species. Okay, but barriers to gene flow need not by physical. In animals behavioral barriers can interrupt gene flow and speciation. Uh- consider bird song. Each species of songbird communicates through a specific pattern of tweets, whistles and thrills. It - it- it it' s like, their language, their signal. The songs trigger behaviors necessary for birds survival, like mating and defense. So birds may not respond to the songs of other species. But bird songs aren' t static, they change over time; they evolve. Several studies have shown that there are geographic variations even within the song of the same species. Some have actually developed local accents or dialect. And they don' t respond to a bird of their own species singing in a different dialect. So this is one way that bird song can become a barrier to gene flow. One that' s just as effective as a physical barrier. Now, a related but maybe more interesting question is, does bird song evolve over *time* as well as over distance? Some research into this question has been conducted by Elizabeth DerryBerry. DerryBerry' s research was possible because people have been making high quality recordings of birdsong, since the 1960s. Derryberry chose to study a population of white crown sparrows, mainly because it' s a species whose

songs have been recorded for over 40 years. First, she compared the sparrow's song from 1979 to a more modern version, one recorded in 2003. Derryberry found that the songs were the same in most respects. Where they differed was in pace and pitch. The modern song is slightly slower and lower than the historical song. Next, Derryberry put female sparrows in cages, played the historical *and* modern songs, and observed the birds reactions. Um, typically the females respond by doing things like arching their backs and lifting their beaks to show interest in mating. In the cage experiment, these mating behaviors were far more pronounced in response to the modern version of the song versus the historical version. Since it's the males who sing, Derryberry conducted a different experiment with them, male birds are territorial, so they will defend their territory against intrusion from other males, when a male bird hears arrival, another male singing his species mating song, he will aggressively approach the intruders to scare him away. So it was important to study the male sparrows in their natural environment. Derryberry set up speakers in the territories of several male sparrows, and observed how the birds behave in response to the modern and historical songs. The males were far more aggressive, they approached the speaker more closely, when the *modern* song was played.

Student: I don't get it. I mean, so birds today respond differently to old songs than they do to new songs. But it's not like some birds are still singing the old songs?

Professor: You're right. Uh - But look at it this way. The Great Wall's 100 of years old. So those plant populations divided by the Great Wall have been accumulating differences for a long time. And we still don't have speciation. But Derryberry's sparrow study hints that behavioral barriers to gene flow, well at least in birds, can evolve in a much shorter timespan than we've imagined.

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⑤ Art history (150418 CN L4)

音频链接：http://bbs.zhan.com/thread-335553-1-1.html

1. What is the lecture mainly about?

A. The evolution of Vermeer's painting style
B. Ways that Vermeer's use of models influenced later Dutch painters
C. Efforts to establish the date of one of Vermeer's paintings
D. The enduring appeal of one of Vermeer's paintings

2. According to the professor, how do portraits differ from tronies? Click on 2 answers.

A. In portraits, the head and shoulders are facing the same direction.
B. In portraits, the subject is intended to represent a specific person.
C. In portraits, a larger proportion of the subject's body is included in the painting.
D. In portraits, the overall dimensions of the painting are larger.

3. Why does the professor describe ways in which light is depicted in Girl with a Pearl Earring?
Click on 2 answers.

A. To make a point about the quality of paint used by Vermeer
B. To imply that Vermeer's style was in transition when the painting was made
C. To point out the precision of Vermeer's observations
D. To give an example of Vermeer's masterful painting technique

4. Why does a student mention the Mona Lisa?

A. To suggest that it might have influenced Vermeer's painting of *Girl with a Pearl Earring*
B. To point out a similarity in the expressions of Vermeer's model and the woman in the *Mona Lisa*

C. To ask for clarification about the methods used to assign time periods to undated paintings
D. To question why Girl with a Pearl Earring has not yet been analyzed by a computer

5. According to the professor, what aspect of Girl with a Pearl Earring appealed to the creators of the novel and the opera?

A. Its similarity to other paintings that have inspired writers and composers
B. Its history of ownership by a series of well-known art collectors
C. The way it allowed them to invent a story about the subject of the painting
D. The culture represented by the clothing and jewelry depicted in the painting

6. The professor describes how scholars estimated the date that Girl with a Pearl Earring was painted. What is his opinion of this estimate?

A. It is not fully convincing because it is based on subjective impressions.
B. It relies too heavily on the date that the painting was first sold.
C. It should have taken into account the ages of all of Vermeer's children.
D. Scholars should have agreed on specific dates before making their estimate public.

Script:

Narrator: ***Listen to part of a lecture in an art history class.***

Professor: My topic today is a small oil painting by the 17th century Dutch artist Johannes Vermeer, *Girl with a Pearl Earring*. It's signed by the artist but not dated. It's probably the most reproduced of all of Vermeer's work. At first, this looks like a portrait, but technically, it's not. It belongs to a category known in Dutch as a tronie. Tronie is a category that's familiar to scholars from many examples by other 17th century Dutch masters. The subjects of tronies were not intended to be recognized as individuals,

but as interesting characters or archetypes such as the dashing soldier or the wise teacher. Tronies were usually depicted with just a head and shoulders, whereas portraits were normally half length or full length. And they were much more formally composed. As you can see the girl is wearing a yellow garment and a blue and yellow turban. Her earring, a tear-dropped piece of glass, has been varnished to look like a gigantic pearl and she's turning to look over her left shoulder.

John: It's almost like a snapshot. I mean, not a formal photo.

Professor: Interesting observation, John. It does seem spontaneous. But there's actually painstaking class on display here. Notice the way her head is lit with a highlight on the front of the turban and a reflective light that bounces up from her collar, softly lighting the jaw from below. This lighting scheme echoed in the earring. Her lips are slightly opened, making it possible for the artist to create the most remarkable detail of all. On the left, a narrow stream of light passes between her lips and strikes the opposite corner of her mouth as a little point of light and then stands out and spreads across her cheek. This shows Vermeer's powerful observation of optical effects and his amazing ability to translate that observation into paint. Another point I want to make is something about the girl is elusive somehow. Now, why is that?

John: Well, maybe because there aren't any walls or furniture telling us where the girl is, or her social status, or when she lived.

Professor: Exactly, no setting, no prompt, no specifics in her costume, not even a hairstyle, so she doesn't belong to any particular time or place. I think this elusive, this enigmatic quality is responsible, in part, for the painting's popularity.

Female: It reminds of what people say about the *Mona Lisa*.

Professor: Right, the great Italian Renaissance painter Leonardo da Vinci also created a sense of mystery with *Mona Lisa*' s hard to interpret smile. You know, a few years ago, a computer analysis was done on *Mona Lisa*' s face using software that evaluates facial expression and I believe it found that she was happy, disgusted, fearful, and angry all at once.

Anyway, getting back to our topic. It' s no coincidence that *Girl with a Pearl Earring* has captured the imagination of contemporary writers. Have any of you read the bestselling novel called *Girl with a Pearl Earring*? Or seen the movie adaptation of it? There' s also an opera, partially based on this painting. Well, all of these contemporary works try to supply missing facts to complete our understanding of this image, but despite the painting' s elusive quality, the girl' s features are quite specific. So it' s unlikely that she' s imaginary.

Female: I heard she was Vermeer' s oldest child.

Professor: Yes, an interesting theory. Vermeer and his wife had many children. The eldest, Maria, was probably born in 1654 and *Girl with a Pearl Earring* bears a striking resemblance to a girl in another Vermeer painting, also undated. The two leading experts on Vermeer' s art close to agreeing that Pearl Earring was painted when Maria would' ve been between 10 and 12. The same scholars believe the other painting was made a year later but keep in mind that these dates are based solely on the expert' s opinion of where these paintings fit into the development of Vermeer' s style. And mind you, the style of these paintings could fit just as well into when Maria was a couple of years older.

But how does any of this prove that the girl pictured was

Maria? After Vermeer’ s death, his wife had to sell his artwork to pay bills. But she tried to keep the other paintings I just referred to in her family. I suspect it was because it included an image of one of her children.

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⑥ Science (150509 CN L1)

音频链接：http://bbs.zhan.com/thread-335555-1-1.html

1. What is the main purpose of the lecture?

A. To describe the potential impact that faster computers could have
B. To explain a specific approach to computer design and technology
C. To describe different functions computers can perform for their users
D. To explain Leonardo da Vinci's role in the history of computer design

2. Why does the professor discuss Leonardo da Vinci's work?

A. To explain the origin of the idea of old computing
B. To compare it to the work of other early inventors
C. To illustrate that some ideas in science were first suggested in works of art
D. To help explain the fundamental idea behind new computing

3、According to the professor, how is old computing different from new computing ?

A. Old computing cannot be used to create complex programs.
B. Old computing tries to accommodate more types of users.
C. Old computing concentrates less on the needs of users.
D. Old computing focuses less on making fast computers.

4. According to the professor, what is an important step for developers to take in designing easy-to-use computers ?

A. Determining the reasons that some computers are slow

B. Becoming familiar with the design of currently existing computers
C. Testing the new design for its compatibility with older systems
D. Getting information from potential users early in the design process

5. What is the professor's opinion about the goals of old computing ?

A. They probably will not help designers solve modern problems.
B. They are important for disciplines other than computer science.
C. They are still relevant to designers developing new products.
D. They are not compatible with the goals of new computing.

6. Why does the professor mention how well-informed people are about medical issues today ?

A. To illustrate how current technology can succeed in supporting human activities
B. To contrast people's medical knowledge today with that of people in da Vinci's time
C. To support a claim about the limitations of new computing
D. To question whether people use computers appropriately

Script:

Narrator: ***Listen to part of a lecture, in an Introductory Computer Science class.***

Lecturer: Okay, so we' ve discussed some basic underlying concepts of computer systems that drive application and programming. Uh - now I want to focus on a related topic. Technology design. Uh the way developers think about and design computer systems and software. This isn' t just a techno problem, but a philosophical one as well. Which is made clear in one of the books you' ve been assigned to read this Semester. To illustrate - let' s talk about Leonardo Da Vinci. And the outlook that his work seems to reveal. Uh Leonardo Da Vinci as you may know was both a great artist of the Italian Renaissance and a great inventor with contributions to multiple fields. Including architecture, anatomy, and engineering. Uh Da

Vinci was able to think both scientifically and artistically. And he blended science and art in his drawings of human anatomy. His work demonstrates that humans were front and centre in his way of thinking about the world. Um as though he was thinking what human problems can my designs solve? Now, it may seem obvious to say we want our computers to solve human problems, but, there's an important distinction made in the book you'll read - the distinction between old computing and new computing. Now, old computing refers to a way of thinking about computing that was driven by thoughts like improving computing power and speed, how many Gigabytes a machine might have, how fast a machine is, and so on. Uh, heh don't get me wrong - these features are still important, the problem is when these are the end goal - because the power and processing speed are sort of irrelevant if the machine is poorly designed and doesn't meet the expectations of the user. New computing on the other hand, uh refers to design, focuses on the end goal, or more specifically, the end user's goal, what the individual might need. Or uh, or want out of the computer. It places humans front and center. In new computing, the focus shifts from what computers can do to what people can do with computers. So, instead of thinking about big power for the sake of having a fancy impressive machine, developers concentrate on individuals or specific groups of individuals. For example, they create products that support human activities. Um, activities like - collecting information! Or, communication, or disseminating information to others. I think, Da Vinci would be very surprised about how well informed people are about medical issues today, when they arrive at their doctors' office. Okay, uh, so, it's really important to find out what people want - what's useful to them, before we develop new technology. Which brings me to the next point about new computing: that designs should be not only useful, but also user-friendly. Uh besides usefulness, usability is important. The idea that computer

programs, accessories, websites - really anything related to your computer should be easy to use. Sounds simple I know. Ah the term user friendly has been around for years - the problem is, we don’ t always create things that are easy for users to use. Take websites, many of you’ ve probably been on websites that were very confusing. You couldn't find the information you were looking for, or there was so MUCH information on the site, that you just gave up. Again, this is where thinking like Da Vinci, can help. The goal is to solve problems not create new ones. Those websites might be really easy for their designers to navigate, but, they aren’ t the ones who need to use the sites. So again, designers need to involve the users from the beginning, to find out their expectations - and what kind of tasks, they want to perform. I should tell you that the, not only computer science researchers but, researchers from other disciplines, like sociology and psychology for example, are involved in this new computing approach, which makes sense. But again, old computing is still important. We still need people to think bigger and faster, and, be able to take care of computing issues that are secondary to other developers, who think like Da Vinci. Who are concerned with human set of computing.

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⑦ Psychology (150516 CN L1)

音频链接：http://bbs.zhan.com/thread-335556-1-1.html

1. **What does the professor mainly discuss?**

A. Different ways to apply a particular teaching technique
B. Research showing that most students have learning-style preferences

C. An analysis of research into a particular approach to teaching
D. Feedback from teachers who adapted their teaching styles to the learning styles of individual students

2. What did the psychologists conclude after reviewing research on the meshing hypothesis?

A. The hypothesis is not adequately supported by valid research data.
B. Teachers should adapt their lessons to students' individual learning styles.
C. Students generally learn best through hands-on activities.
D. Individual learning styles differ much more than previously believed.

3. According to the professor, how might school spending be affected by the psychologists' findings?

A. Schools could focus on spending that addresses the diverse needs of individual students.
B. Schools could reduce costs by eliminating purchases of unnecessary materials.
C. Schools could find new sources of income so that they can afford to introduce more advanced teaching methods.
D. Schools could ignore the psychologists' recommendations in order to save money.

4. What does the professor's example of a science class illustrate?

A. A teaching approach in which students could choose among several types of learning activities
B. A reason that teachers need to know the learning styles of individual students
C. A situation in which the teaching method was matched to the lesson's content
D. An opportunity for students to discuss their learning-style preferences with one another

5. What is the professor's attitude toward new trends in education

A. They have been responsible for major educational improvements in recent years.
B. They can be ignored, since they rarely lead to improved teaching methods.

C. Teachers should be aware of them but not adopt them without proof that they are effective.
D. Teachers should put them into practice without further delay.

6. What does the professor mention as a weakness of the article published by the psychologists?

A. Its conclusions are contradicted by newly published research.
B. Its conclusions are limited to lessons taught in science classes.
C. The psychologists did not follow the scientific method carefully enough.
D. The psychologists failed to consider teachers' accounts of classroom experiences.

Script:

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

Professor: Some of you may have heard about learning styles, the idea that there are different ways to teach or learn a material, new information, and these are not equally effective for every learner. Different learners prefer different ways of learning. For examples, a visual learner might want to see the vocabulary words written down or be shown a picture or a chart. An auditory learner would want to hear the new word being used. A kinesthetic, or physical learner, would prefer to physically interact with the material in some way like maybe moving around a set of cards with new vocabulary words written on them. And from this idea of learning style, something called the meshing hypothesis has developed.

The idea behind the meshing hypothesis is that learning takes place most effectively when it' s matched to the individual student' s preferred learning style and so if this is the case, it would make sense to match how teach our students to how each one prefers to learn, right? The

meshing hypothesis has influenced a lot of schools in the United States which have spent a lot of money to determine how individual students prefer to learn and also to purchase materials for teaching these students by targeting their individual learning style.

But is there any evidence to support the hypothesis? Well, teachers do tell lots of anecdotes, stories, about how their students learn best. But as for solid evidence from scientific studies, well, a recent journal article concludes it doesn't amount to much. The article was written by four psychologists who looked at the experimental research that has been done on the meshing hypothesis. They wanted to see how well students did when the learning style of each student was identified, and then all the students were randomly divided into classes where the teaching is based on one particular learning style or another. The only really valid proof for the meshing hypothesis, they argued, would be to give the same test to all the students at the end of the course and see whether students of the class that matched the learning style generally outperformed the students in the class that didn't match the learning style. As it turned out, sometimes performance matched up with the student's learning style and sometimes it didn't. So based on these results, the psychologists argued that there's no point in trying to adapt teaching styles to match the learning style of each student which by the way, has big implications for the push to purchase expensive educational products that target individual learning style. Instead, and this is the key I think, the common thread in the research was that all students tend to do better when the instructional technique was tailored to match the material they were learning. What I mean is, let's say you're a science teacher and you're going to teach your students about molecular structure. You could give your student something to read, or you could design an activity where your students actually build models of

molecules. If you accept the meshing hypothesis, you might try to present separate lessons to fit the distinct learning style of different students, but research shows that most students, even those who consider themselves visual or auditory learners, will do best with this particular subject matter if they build models. Interesting, huh? And I'd say, a warning for us to be a bit more critical before we blindly adopt the latest trend. On the other hand, the psychologists booked experiments but not teachers' anecdotes and observations.

Teachers can directly observe the results that their instructions have on students and some have some have said that they do see a difference in students' learning when they the teachers match how they teach to how the students learn. So, I have to wonder, if there's not potentially valuable information here. Information that didn't get the consideration it deserves. In any case, it all comes back to the question of what role the meshing hypothesis should play in how we teach our students. Even some experts who totally believe in learning styles agree it's not a good idea to try to tailor teaching to each student. On the other hand, some research has shown that when instruction about learning style is part of the training they receive, teachers do tend to value their approach and their students do benefit.

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⑧ Oceanography (150516 CN L3)

音频链接：http://bbs.zhan.com/thread-335557-1-1.html

1. What is the main purpose of the lecture?

A. To describe some methods and findings of ocean-acoustics research

B. To compare whale songs with other underwater sounds
C. To present evidence that climate change is affecting Antarctic ice
D. To introduce students to the work of a leading ocean-acoustics researcher

2. How does the professor organize the lecture?
A. By describing a relatively new scientific discipline, then explaining how it began
B. By describing deep-sea biological sounds, then comparing them with geological sounds
C. By describing some deep-sea sounds, then discussing the challenge of identifying their source
D. By defining interdisciplinary research, then giving an extended example of how it works

3. According to the professor, what does Christopher Fox believe is the likely source of Slowdown?
A. Airplanes flying low over the ocean
B. A volcano on the ocean floor
C. Groups of whales migrating
D. Ice slipping across land

4. What does the professor think may be an important use of ocean-acoustics research?
A. It may help researchers identify mysterious sounds in other environments.
B. It may provide new information about climate change.
C. It may reveal a relationship between earthquakes and underwater volcanoes.
D. It may help biologists track whales' migration routes.

5. How do scientists make it possible to hear sounds from the deep sea?
A. By eliminating all low-frequency sounds from undersea recordings
B. By combining recordings made underwater with recordings made above the water surface
C. By making a recording in which nothing can be heard, then speeding up the recording

D. By using a seismometer to identify the sound's location, then placing a hydrophone there

6. What is similar about Upsweep and Bloop?

A. Both vary in frequency from season to season.
B. Both are audible over long distances.
C. Both are made by sea animals.
D. Both are made by geologic forces near islands.

Script:

Narrator: ***Listen to part of a lecture in an oceanography class.***

Professor: For several decades now, we've been picking up all sorts of sounds from the deep sea with hydrophones, that network of underwater microphones I mentioned. Of course, a lot of these sounds have been identified, sounds made by sea animals, movements of the Earth's crust, ships and submarines. The list goes on. But there's mysterious sounds too, sounds where we're not sure of the source. Some last a few minutes. Others go on for years. We don't know if they're biological, geological, or human-made. But it's important to find out and a lot of effort has been spent at just that. When a mysterious sound is first detected, it's given a name. Like there's one called Upsweep. It's a flat tone, very low in pitch, accompanied by a rising tone. Upsweep was heard from Tingle Creek between 1991 and 1994. And for some reason it got louder during the last fifteen months of that period. At first, we thought Upsweep was some sort of whale song. But that couldn't be, because the sound was detected on both sides of the Pacific Ocean simultaneously. No whale could possibly make a sound that loud, loud enough to carry clear across the ocean. Also, Upsweep's total pattern didn't vary, whereas whale songs change seasonally as the mammals migrate.

Female: Did we ever figure out the source?

Professor: Well, some people think it came from an underwater volcano, like from gas bubbling out of a crack in the sea bed or a stream of lava coming into contact with sea water. The best evidence for this hypothesis comes from seismic studies. Geologists used a seismometer to trace Upsweep' s port of origin. Now, seismometers are normally associated with measuring the power of earthquakes. But earthquakes aren' t the only thing that sends waves and motions through the Earth' s crust. Seismic waves can be created when underwater sound waves hit a solid object like an island. So using seismometers, geologists were able to trace Upsweep' s origin to the southern Pacific about halfway between New Zealand and teaite. A research ship was dispatched to this area and found indeed that there were volcanoes there. But we still don' t know if it was lava or gas that was making the sound. Or something we haven' t thought of yet.

Another mysterious sound is named Slowdown. Slowdown has been detected a few times every year since 1997, both in the Atlantic and Pacific Oceans. It' s been described as sounding like an airplane. Some people think that like Upsweep, Slowdown emanates from an underwater volcano. But because Slowdown is in the Southern Hemisphere, which suggests the Antarctic region, one researcher, Christopher Fox—he' s the director of the Major Acoustic Monitoring Project—well, Fox thinks it' s from ice, glacial ice. Slowdown' s spectrogram, spectrogram' s sort of a graph of sound frequencies, Slowdown' s spectrogram looks a lot like the spectrogram made by rubbing your fingers over a piece of paper, friction basically. So, Fox hypothesize that Slowdown is coming from a glacier sliding across a piece of the Antarctic continent. In fact, we tried to correlate the timing of Slowdown with the occurrence of known ice

events, like a huge chunk breaking off. He didn't come up with anything but that doesn't necessarily mean he's wrong. And if it is ice rubbing on land, well, that's important information, even more important than using sounds to find underwater volcanoes. It would be further evidence that the Antarctic ice sheet is breaking off. So the study ocean acoustics could add to our knowledge base of climate change.

A challenging aspect of ocean acoustic research is that most sounds occur at very low frequencies. We can't hear them by putting on headphones and just listening. What researchers have to do is to record what may or may not be silence. Then they speed up the recording. If there's a low frequency sound there, then we will hear it on the speed it up playback.

I will leave you with another more mysterious sound, one called Bloop. We think it's made by an animal because it consists of a rapid variation of frequency. But it was detected by hydrophones that were placed very far apart. So, if there's some creature out there larger than the largest whale, or something just far more efficient at making sounds, maybe one of you will eventually solve the puzzle.

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⑨ Theatre history (150516 CN L4)

音频链接：http://bbs.zhan.com/thread-335559-1-1.html

1. What is the purpose of the lecture?

A. To explore the relationship between theater and other art forms

B. To discuss an early-twentieth-century artistic movement

C. To explain how current technology influences modern art
D. To describe an effort to revive Futurist theater

2. Why does the professor mention Neoclassicism?
A. To imply that it shares some similarities with Italian Futurism
B. To contrast its sources of inspiration with those of Italian Futurism
C. To identify artistic movements that developed at the same time as Italian Futurism
D. To give an example of a style of theater that had influenced Italian Futurism

3. According to the professor, what are two features of the Italian Futurists' performances that reflected their artistic ideals? Click on 2 answers.
A. Actors talking at varying speeds during their performances
B. A wide variety of works performed in rapid succession
C. Plays that were much shorter than traditional plays
D. Works that were performed only one time

4. According to the professor, what did simultaneity represent to Italian Futurists?
A. The confusion and energy of their time
B. The recurrence of themes found in traditional art forms
C. The ability of people to communicate over distances
D. The integration of old and new ideas

5. What does the professor imply about audiences' reactions at performances by Italian Futurists?
A. The reactions indicated an acceptance of Futurist ideals.
B. The reactions varied widely from one performance to another.
C. The reactions were not what the Futurists expected.
D. The reactions were an intended result of the production.

6. What does the professor mean when he says this:
A. He does not agree with what the student said.
B. The student made a point that he had intended to discuss.
C. He expected the student to say something else.
D. The student said something that he found humorous.

Script:

Narrator: ***Listen to part of a lecture in a theater history class.***

Professor: In many ways, the early 20th century was an exciting time in European theater and in the arts and society in general. New technology, new machines like the telephone and innovations like electricity, all this had an influence on the arts and artists at the time. In fact, it spawned an important movement we now call Italian futurism. We formally date the start of this movement to 1909 when one of the founders, an Italian writer, published a manifesto, a declaration of the movement's ideals and purpose.

Female: The Italian futurism? It was 100 years ago.

Professor: Well, futurism doesn't refer to so much to a set time as to an artistic approach, artistic ideal. So unlike, say Neoclassicism, Italian futurism didn't look to the past for inspiration. Neoclassic artists look to the art and the architecture of ancient Greece and Rome, but futurists didn't like tradition or the concept of great art and things like that. Futurists were into new things, like the speed of the new technology that was coming about in the early 20th century. And the futurists wanted their art to reflect this new society that they saw all around them. So let's look at a couple of the elements from futuristic thought and see how they're reflected in the futurist theater. Okay, the first element we will look at is the idea of speed. One of the biggest changes of the time was the development of machines capable of great speed. Who can give me some examples? Gerry?

Gerry: Cars, airplanes, trains?

Professor: Well, trains had been around a while by then. But they were faster and had more expensive networks. And speed also in well, tell us, what were you going to say?

Gerry: I was thinking of what you mentioned about the telephone.

Professor: So speed in communications?

Gerry: Yeah.

Professor: Good. Well, the futurists wanted to reflect this speed.

Female: But how do you put speed into theater?

Professor: A couple of ways. The first was with the length of the feature. A traditional play might be an hour and a half, two hours long. But the futurists wanted their play to be very brief. They called a lot of their work like this synthetic theater. They called it this because they put together they synthesized all elements of theater into very short, quick pieces. I will give you an example. There was a futurist play called *There is No Dog*. And in this play, the curtain rises. A dog walks across the stage and the curtain falls. Well, clearly this play rejected traditional conventions of theater. In part because it synthesized everything they wanted to say into one brief moment instead of dragging it out over two or three hours.

Another way the futurists put speed into their theater was by playing the pacing of the pieces performed. A number of these short pieces were performed fast paced, one right after the other. So you would have something like *There is No Dog*, followed by someone reading a poem, followed by someone reciting a manifesto, followed by someone displaying a work of art, followed by another one of these really short plays.

Female: Well, I can see how that would get across the idea of speed, but it must have been confusing.

Professor: It' s funny you should say that because another element of futurist thought that' s reflected in their theater is the notion of simultaneity. Simultaneity means things happening at the same time. Another aspect of the modern world the futurist wanted to show in their art was this sense of confusion but at the same time, the dynamic energy of modern life that all kinds of things happen at the same time and not in some kind of logical order that makes sense to everyone.

Gerry: So would they perform like, two plays at once?

Professor: Well, in a sense. A lot of futurist work included simultaneous speaking, simultaneous movement, and you could sort of imagine how that would look with three or four talking at the same time, talking over one over another. And oftentimes, they' re not saying anything that makes sense. Nonsense syllables, that sort of thing.

Female: But how did audiences respond to any of this?

Professor: They didn' t understand. There was often a lot of confusion. People would leave. People weren' t sure what to make of it. But for the futurist, the confusion of the audience was intended. It too, was a representation of the modern world.

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⑩ Environmental policy (150524 CN L4)

音频链接：http://bbs.zhan.com/thread-335560-1-1.html

1. What is the lecture mainly about?

(A) Ways to generate heat for nuclear fusion
(B) Differences between nuclear fission and nuclear fusion
(C) A controversial theory regarding how to generate nuclear fusion
(D) The possibility of establishing sustained nuclear fusion

2. According to the students, what are three advantages of nuclear fusion over nuclear fission
Click on 3 answers.

(A) Nuclear fusion can use a fuel that is more easily obtained.
(B) Nuclear fusion can be achieved at lower temperatures.
(C) Nuclear fusion produces more energy.
(D) Nuclear fusion does not produce hazardous by-products.
(E) Nuclear fusion does not require as many natural resources.

3. Why does the professor mention isotopes of hydrogen?

(A) To correct a student's comment about how fusion takes place in stars
(B) To help answer a student's question about temperature requirements for fusion reactors
(C) To explain what happens to hydrogen atoms during fusion reactions
(D) To justify the need for superconducting magnets in nuclear fusion reactors

4. According to the professor, how will the ITER reactor differ from earlier experimental fusion reactors?
Click on 2 answers.

(A) It will be transportable to different locations.
(B) It will sustain nuclear reactions through heat that it generates on its own.
(C) It will heat the fuel mixture to a higher temperature.
(D) It will confine the plasma in a more energy-efficient way.

5. What does the professor say about the international effort to develop ITER?

(A) The participation of many countries may cause ITER to be delayed even more.
(B) The research orientation of ITER has encouraged international

collaboration.

(C) ITER will make use of equipment made in many different countries.

(D) The lack of international cooperation on earlier fusion projects has hurt ITER.

6. What does the professor imply when he says this:

(A) He prefers to work on projects with more immediate results.

(B) He believes that research in the physical sciences requires strict time lines.

(C) He thinks it will take less time to develop ITER than most researchers expect.

(D) He is more skeptical about the future of nuclear fusion than most researchers are.

Script:

Narrator: ***Listen to a discussion in an environmental policy class.***

Professor: So, today we're going to wind up our discussion of alternative energy sources and we're going to talk about one that often gets overlooked. That source is nuclear fusion as opposed to nuclear fission, which is already discussed. In nuclear fission, the centers of atoms, the nuclei, are broken up. This is the reaction today that drives today's nuclear-powered stadiums. Nuclear fusion, on the other hand, is pretty much the opposite. It occurs when two atoms collide and then nuclei combine, or fuse, to form a heavier nucleus. This is the reaction that powers the Sun, all stars. So, who can tell me what makes fusion more attractive than fission as an energy source. Julie?

Julie: Well, it releases more energy, for one thing.

Professor: Yeah, a lot more energy than fission.

Julie: Oh also, it can use hydrogen as a fuel source. And hydrogen is abundant and easily available in water. Fission

uses uranium, which is way more difficult to find.

Male： Plus, fission is more dangerous. With fusion, you wouldn’ t have to worry about radioactive waste, right?

Professor: Another good point.

Male： But still, I remember from my physics class, to fuse the nuclei of two hydrogen atoms require temperature found similar to the sun, like over 100 million degrees Kelvin. How can we possibly recreate those temperatures here on Earth?

Professor: Well, we can’ t yet. Not sustainably. But maybe we don’ t need to. See, right many countries around the globe are cooperating to realize the potential of nuclear fusion. And the project they’ re putting the most resources into is called ITER. ITER stands for International Thermonuclear Experimental Reactor, a large fusion reactor that’ s being built in southern France. It’ s designed to create the first sustained nuclear fusion reaction, meaning the energy it will release is greater than the energy we’ ll use to start it up. And I’ ll get back to this point in a moment. But let’ s back up.

You asked about how we generate the tremendous temperature required for fusion. Well, that’ s not really the problem. There are heavier isotopes of hydrogen, deuterium and tritium that will undergo fusion at lower temperatures than regular hydrogen. And when we tend to do deuterium, tritium mixtures that much, around 40 million Kelvins, it generates what’ s called a plasma, which is a cloud of ionized gas.

So what is the problem? Well, it’ s twofold. First, the plasma, this cloud of plasma, is way too hot for any solid container to hold. Fortunately, high temperature plasma conducts electricity, which means we can use an

electromagnetic force to hold the plasma in place to confine it. Unfortunately, that requires a lot of energy, more energy than we' d ever be able to get from the resulting fusion reaction. And this brings us back to the point I mentioned before. Creating a sustained fusion reaction, because up to now experimental fusion reactors have never been able to achieve this, this break-even point, the point where the energy output is as great as the input for more than a fraction of a second.

How will the ITER project overcome this? First, by creating a larger plasma. Twice as large as any previous generated. The advantage of this is that once the initial fusion reaction occurs, the larger plasma will generate enough energy to keep itself hot, to keep the fusion reaction going. And second, ITER will use super-conducting magnets to form the magnetic field, magnets that consume less electrical power than those used in previous attempts. So, less energy goes in. More energy comes out. Theoretically, it should do the trick.

Now, keep in mind, the ITER reactor has been in the works for about twenty years and it will probably take another decade to build. And even then, of course it will be used for research purposes. Commercial fusion won' t be feasible for at least another twenty years after ITER is built. So that' s a long timeline, right? Not something I' d be comfortable in my own work. I need shorter term goals to motivate me. But for those who can handle it, well, it means this project is not about short term economic competition or gains. So in a way, it' s easier to get countries to work together on it. If we cooperate, we' ll get there sooner because we know how much difficult it is to do it alone.

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听力经典加试 1	Title: 鸟类迁徙（conversation）

鸟类迁徙 Bird migration

Student having difficulties in writing term paper

原文：

Conversation：term paper of bird migration

Listen to a conversation between a student and his Biology professor.

S: Dr. Russell, I was hoping to discuss my term paper with you I'm getting a little bit stuck here.

P: Of course, so...what do you have so far? What's your topic?

S: Well, I wanted to write about bird migration, but I'm having trouble finding enough sources.

P: You're having trouble finding sources on bird migration

S: No, actually, on the particular aspect of bird migration that I want to write about. The thing is, I wanted to write specifically on early theories of bird migration...describe some of the theories. Like how Aristotle thought that birds changed into different species during the winter. Or how other naturalists thought that bigger birds carried smaller birds to warmer spots for the wintertime. But I've only got a couple of books to work with right now.

P: Hm...I have to admit that it's an interesting topic, and you certainly seem excited by it. But remember I told you all to ask yourselves how your topic is going to help you show that you can apply what you've learned this semester. A summary or description is not really what I'm looking for as much as your analysis of a certain topic.

S: I guess it's not really what we're supposed to do, huh

P: Right. So, how about we think about some other ideas for your paper. I mean you don't need to discard the idea completely... but... take a really different focus. Um... for example...you could present what you think are some reasons-the rationale-behind some of the erroneous theories early naturalists had. But, you'll be supporting your views with current research; those are the sources you'll need to seek out.

S: Ok, I think I see what you're saying. So, like today...today we know that lots of small birds migrate at night, but maybe `cause people didn't see them-didn't see the small birds migrating-they only saw bigger birds, like geese migrating during the day. They thought that the big birds were carrying the small ones under their wings.

P: There you go! That's exactly what I mean. You're showing that you're thinking about the topic, not just telling me what you read.

S: Ok, I also have a really cool example of a migratory bird that I'd like to discuss in my paper. It's the Common Poorwill—I mean it seems that some Ornithologists believe that the Common Poorwill really does hibernate instead of migrating-that it's maybe the only bird that does.

P: If I were you, I would stick just with migration research. Remember, this is only a 15-page paper.

S: Ok, I see your point.

P: But it's great that you're finding this all so interesting. I want you to come back to see me in a week so we can take a look at the new direction in your paper and evaluate the sources you've found in the meantime.

题目（答案用红色标出）：

1. Why does the man go to see his professor?

(A) He wants to change his paper topic.

(B)He doesn't understand how to analyze bird migration.

(C)He cannot find enough information on his term paper topic.

(D) He doesn't understand the ideas that he has been reading about.

2.How does the professor help the man?

(A) By suggestion a change in his approach to a paper

(B)By explaining some theories about bird migration to him

(C)By providing some additional examples he can use on the topic he chose

(D) By giving him direction on where to find sources

3.What information will the man probably include in his paper? **[choose two answers]**

(A) Description of the migration habits of the Common Poorwill
(B)His own analysis of early theories about bird migration
(C) A comparison between birds that migrate and birds that do not
(D) Current research on bird migration

4. Why does the man talk about birds that migrate at night?
(A) To demonstrate that he understands the professor's recommendation
(B) To give examples of what he wants the professor to explain
(C) To give an alternative explanation of the hibernation of the Common Poorwill
(D) To ask whether he should change his topic to the sleeping behavior of birds

Listen again to part of the conversation and then answer the question.
"You're having trouble finding sources on bird migration?"
5. What does the professor imply when she says this:
(A) She's not sure the man should write about bird migration.
(B) She thinks finding sources on bird migration should be easy.
(C) She's not sure that she can help the man.
(D) She thinks that man has already found enough sources on bird migration.

听力经典加试 2	Title: 大王花 (lecture)

Rafflesia 大王花

Listen to part of a lecture in a Botany class

We've been talking about plant classifications and how species belong to a family and families belong to an order, but sometimes, figuring out how we assign certain plant species to a particular order is challenging, even if the plant has...unusual characteristics. You'd think that plants with similar characteristics would belong to the same order, but that's not always true. A good example of this is a flower, that is—a flowering plant—that grows only in Malaysia and Indonesia, called Rafflesia.

As you can see, Rafflesia is a pretty unusual plant. For starters, it's huge. The flower can grow up to a meter in width and can weigh up to seven

kilos—pretty big, huh There aren't any other specimens in the plant world that have flowers even close to this size. But that's not the only unusual characteristic of Rafflesia, in fact, that's probably one of the least strange features of the plant.

The plant also emits a terrible stench, like rotting meat. But again, there are other plants with bad smelling flowers. And in the case of Rafflesia, flies are attracted to that smell, and that's how the flowers get pollinated. So...um...Rafflesia's flowers are huge and smelly. Rafflesia is also a parasite; it gets its energy from another plant instead of from the sun, which is unusual, but not unheard of in the plant kingdom. It actually grows inside its host, which is a type of grapevine. I mean... it grows inside its host until it blooms—it doesn't bloom inside the host. But that leads me to...I want to tell you really quickly about another plant, a plant that's also from the forests of Southeast Asia, called Mitrastema.

Now, Mitrastema is also a parasite, which led some to believe that Rafflesia was related to Mitrastema—that they belong to the same order. Mitrastema as I said is a parasite, but its flowers are much smaller, and don't smell bad, so you can see why there was debate about whether they were related. But as it turns out, Mitrastema is actually related to blueberries. So, even plants that share an unusual characteristic with Rafflesia are not related to it. And, um...no plant shares all three of its unusual characteristics, and that made classifying Rafflesia very, very difficult."

Now, you're probably thinking, why don't they just analyze the DNA of the plant Well, as I said, Rafflesia is a parasite. It lacks the leaves; the green tissue that most plants need for photosynthesis. It's unable to...um...to capture the sunlight most other plants use to make food. So, it's lacking...it...it...it doesn't have the DNA—the genes—for photosynthesis, which is what we usually use to classify plant species. But some researchers in Michigan persisted, and analyzed about 90 species of seed plants and compared them to Rafflesia, and we finally had an answer. Rafflesia was part of the Malpighiales order.

Now, other species in the Malpighiales order include violets ... um ... poinsettias ... uh ... passion – flowers ...what else Willows. So it was pretty unexpected because flowers like violets are a lot smaller than Rafflesia, right And they don't smell bad—they don't smell like rotting meat... and they're not parasitic. It took almost 200 years to classify Rafflesia, to identify

its relatives, and I don't think anyone would have ever guessed that it's in the order Malpighiales. I mean...you know-it'd be nice to be able to classify species based on their obvious characteristics, but, it didn't work that way with Rafflesia. And unfortunately for Rafflesia, and for the field of botany, it seems that Rafflesia may be dying out. It's certainly endangered because of deforestation in its habitat. And to make matters worse, Rafflesia doesn't reproduce very well. First of all, only 10-20% of buds turn into full-fledged flowers, and it can take them a year to grow. There are also male flowers and female flowers, and one of each has to be in the same area—the same vicinity—at the same time, to produce seeds, and the flies that are attracted to the flower's strong smell have to carry pollen from one flower to the other, so how often do you think these events occur all together Even people who study the plant for years may never witness it.

题目：（答案用红色标出）：

1. What is the lecture mainly about?

(A) The relationship between species and family.

(B) The characteristics of three types of plants.

(C)Difficulties classifying an unusual type of plant.

(D) Unique examples of parasitic plants

2.How does a strong odor help Rafflesia?

(A) The odor is a signal to nearby plants of the opposite sex.

(B) The odor keeps away large predators that might eat it.

(C) The odor discourages parasites from growing near it.

(D) The odor attracts flies that pollinate its flowers.

3.Why does the professor consider the actual classification of Rafflesia unexpected?

(A) Its unusual traits are not shared by other plants in its order.

(B)Its unusual characteristics were not documented until after it was classified.

(C)Botanists had predicted that no other plants would be related to it.

(D) Botanists had predicted that it would become extinct before it could be classified.

4.What does the professor imply about the reproduction of Rafflesia?

(A) She has witnessed it herself.

(B)It does not occur often.
(C)It differs from on variety of Rafflesia to another.
(D) No one can understand how it reproduces.

Listen again to part of the lecture. Then answer the question.

"It actually grows inside its host, which is a type of grapevine. I mean... it grows inside its host until it blooms it doesn't bloom inside the host."

5. Why does the professor say this:

"I mean...it grows inside its host until it blooms—it doesn't bloom inside the host."

(A) to give an additional example of her statement
(B)to clarify her statement so students don't misunderstand her
(C)to provide evidence Rafflesia is indeed a parasitic plant
(D) to emphasize the importance of the host

Listen again to part of the lecture. Then answer the question.

6. What does the professor imply when she says this:

"But as it turns out, Mitrastema is actually related to blueberries."

(A)Mitrastema is edible.
(B) Rafflesia is also related to blueberries.
(C) Rafflesia and Mitrastema are not in the same order.
(D)Rafflesia and Mitrastema is also related to blueberries.

听力经典加试 3	Title: 拉格泰姆音乐（lecture）

Ragtime Music 拉格泰姆音乐

Now listen to part of a lecture in a music history class.

P: Often times we talk about the popularity of music, but we don't always think about the role that the instruments play in their popularity. To give you an idea of what I mean, just take Ragtime music for instance. Without the piano, Ragtime music certainly wouldn't have evolved in the late 1800's the way that it did. I mean...characteristics like the keys, and the chords, made the piano suitable for playing the separate parts of the music: the melodies, rhythms, harmonies, at the same time. So, with one hand you could play the melody, while playing the

harmony with the other. All the while maintaining the rhythm, all characteristic of Ragtime music. In other words, the piano allowed musicians to create the lively sound of Ragtime music unlike any other instruments of their time.

And for about 20 years, Ragtime music was America's most popular music, particularly the piano rag, although some people didn't exactly embrace ragtime, young people in general especially liked it.

S: Kind of like Rock and Roll in the '50s?

P: Without a doubt. I mean of course Ragtime in 1900 didn't sound at all like Rock and Roll did in 1950, but I'd say that's a fair comparison. Ragtime generated the same kind of excitement that other kinds of music like Rock and eventually Rap did.

S: Really? Well, with Rock and Rap, I get why they are popular, but when it comes to Ragtime, well...I don't get it.

P: Ok, let' s take a moment to look at what Ragtime music was about; it was fresh and new, it was the first kind of mainstream music that used African-American rhythms and that was exciting, and finally the music and even the lyrics reflected the restless energy and optimism of young people. Can you see how it could capture the spirit of American youth? Just like Rock would do 50 years later?

So, getting back to the piano, of all instruments. As I said before, its unique design was part of the appeal, which was well suited to the style and rhythm of Ragtime music, but there were other reasons why it was so popular. Remember, this was the time before the advent of the automobile. The piano was a symbol of respectability, a symbol of success. Other than a house, it had represented, for many families, their biggest single purchase, and even though not everyone could afford it, everyone wanted to enjoy. So, wherever you would go, restaurants, theaters, the main instrument used for indoor public musical entertainment, was the piano. But let's not leave out the sound quality.

Few people realize how powerful the pianos used at that time were, they used the big types of pianos then, before the smaller pianos like Spinets came into fashion. The Ragtime-era pianos could produce a sound that was so full, it would even resonate through the wooden floors of any building, be it a home, concert

hall or whatever! This full sound itself had the listeners actually feeling these unique and exciting piano vibrations though their feet and bones.

S: Wow! I never thought of that. So...they...the piano and the ragtime style were perfect for each other.

P: Well... in a sense... yes. But granted, although the piano's sound quality was exceptional, there were benefits to using other instruments to play ragtime. For instance, events like parades, and park concerts, required instruments that were easier to transport, like the banjo and the comet. Nevertheless, the piano played such a fundamental role in Ragtime. In fact, its sound quality alone contributed to piano sales peaking in 1909—roughly the mid-point of the Ragtime-era. It's no coincidence that the number of published piano rags, or sheet music, also reached their peak their very same year.

S: It's too bad that Ragtime music isn't still around, I kind of liked some of the music from that era.

P: Well, just like all music, it went through some major transitions. It began as a fixed form of music; it always had to be played as written, but that was in the beginning. Eventually, it evolved into a form of music that's still around today. Can you guess what?

S: Hm...I'd say since its rhythm is a lot like jazz, that's got to be it.

P: You got it! You could almost say that jazz is an improvised kind of Ragtime music. So you see, because of jazz, we still have the remnants of Ragtime around.

题目：（答案用红色标出）：

1. What is the lecture mainly about?

(A) The radical change of music during the 20th century

(B)The sound quality of piano compared to other instruments

(C)How the piano contributed to the popularity of Ragtime music

(D) Why Ragtime music no longer exists today

2.According to the lecture, why did Ragtime music become popular in the United States?

(A) Its melodies were easy to remember.

(B)Its rhythm was similar to that of early popular music.

(C)It was written by well-known composers.
(D) It expresses the spirit of young people.

3.What does the professor imply about pianos of the Ragtime-era? **[choose two answers]**
(A) Their sound decreased due to the introduction of Ragtime music.
(B) They were purchased mainly by professional musicians.
(C) Their sound quality was well suited for Ragtime music.
(D) They reflected their owner's wealth and social standing.

4.Why does the professor mention parades and park concerts?
(A) To find out how far the pianos are played out in the open
(B)To show how the piano was sometimes replaced by other instruments
(C)To support the point that Ragtime music was mostly played in public
(D) To give an example of public concert during the Ragtime era

5.What does the professor say about jazz music?
(A)It was an improvised form of Ragtime music.
(B)It must always be played as written.
(C)It was an earlier form of Ragtime music.
(D)It was written unlike any other type of music.

Listen again to part of the lecture and then answer the question.
Male Professor: Without a doubt I mean, of course Ragtime in 1900 didn't sound at all like Rock and Roll did in 1950, but I'd say that's a fair comparison. Ragtime generated the same kind of excitement that other types of music like Rock and eventually Rap did.
Female Student: Really? Well, with Rock and Rap, I get why they are popular, but when it comes to Ragtime, oh, I don 't get it.
6. Why does the student says this:
Really? Well, with Rock and Rap, I get why they are popular, but when it comes to Ragtime, oh, I don't get it."
(A) To express a desire to hear more Ragtime music
(B)To compare Ragtime music to other forms of music
(C)To indicate that she would rather discuss Rock and Roll
(D) To ask for an explanation of why Ragtime music was popular

听力经典加试 4	Title: 女生丢 ID 卡（conversation）

女生丢 ID 卡:

Listen to a conversation between a student and an employee in the Student Services Building.

Female Student: Hi, I'm looking for the place where you can get a student ID card? Is this the right place?

Male employee: Yes, but you can't come into this building unless you have a student ID.

Female Student: Yeah, but that's why I'm here. I need to get a new card. I lost mine.

Male employee: I'm sorry to hear that, but I can't let people in, uh, people who don't have ID's. You need to how university ID to get past security.

Female Student: Well, I got in last month, when I got my ID card in the first place. I didn't have an ID then, what's the problem now?

Male employee: During the first two weeks, sure you could have. You had to come here to get your picture taken. But now, you know, registration is over.

Female Student: What am I supposed to do? I can't even get into the dorms without my student ID. They sent me here.

Male employee: OK, let's send an email to find out. They'll answer right away. OK, here you go, we need to see your driver's license or some government issued ID like a passport. Then I can let you in. Do you have
a picture ID?

Female Student: No, that's the problem, I lost my wallet and all my ID's were in it. Everything's gone!

Male employee: Well they won't give you a new ID without some sort of identification. How about your passport?

Female Student: That's in my dorm room! But I can't get into that building either. This is just...

Male employee: Wait, wait I'm going to check again. Do you happen to remember your ID number?

Female Student: Sure, it's 224435.

Male employee: OK, the director of security says I can let you in, but you'll need to be escorted. Sorry, it's just one of our rules.

Female Student: Oh, I don't care, whatever.

Male employee: Don't worry, they'll look at your records and verify it's you. Your original ID picture is in your computer records, and you'll get a new card right away. That should get you going!

Female Student: Oh, thanks so much!

Male employee: I know, it must be terrible. Did you have much stuff in your wallet?

Female Student: No, just a few dollars and my meal pass. And a party invitation.

Male employee: Your meal pass? No problem, you can get one of those too, just ask.

Female Student: Phew! I was just starting to get hungry.

Male employee: OK, here comes your escort, you're all set.

Female Student: You've been a big help, I really appreciate it. Really!
Male employee: Hey! I'm glad I was able to help you out!

Female Student: You're glad!

题目：（答案用红色标出）：

1. What is the student's problem?

(A) She lost her passport.

(B)She needs to get a new ID card.

(C)She can't remember her ID number.

(D) She missed the deadline for registration.

2.Why doesn't the student go to her dorm room to get her passport?

(A) She is not allowed to enter the building.

(B)She is not sure if her passport is in the dorm room.

(C)She doesn't have an escort.

(D) She doesn't have a passport.

3.How will the director of security verify the student's identity?

(A) By looking at her driver's license.

(B)By finding her lost wallet

(C)By locating her information in the computer

(D) By asking her the ID number

4.What does the man imply about the student's meal pass?

(A) It will be replaced together with the passport.

(B)It is required to enter the dorm building.

(C)It is prepared in a different building.

(D) It can be issued at the same time as the ID.

Listen again to part of the lecture then answer the question.

Male employee：Hey! I'm glad I was able to help you out!

Female Student：You're glad!

5.What does the student imply when she says this: "You're glad!"

(A) She's the one who's relieved.

(B)She doesn't think he's truly glad.

(C)She's annoyed that it took so long.

(D) She's surprised that the man would help.

听力经典加试 5	Title: 神经胶质细胞（lecture）

glial cell 神经胶质细胞
Listen to part of a lecture in a Biology class.

Female Professor: So last class we were talking about human brains and neurons, you know nerve cells in the brain. Just a quick review, someone tell me about neurons, how do they work? Bernard? Male Student: They, well, neurons- are kind of like wires carrying electrical signals. And when the electrical signals reach a contact point then a message is sent off to another neuron. And I guess an interesting thing about neurons is that...

Female Professor: Yes, exactly! That's fine Bernard. Today I want to discuss other cells found in the brain. They're called glial cells. Just so you know there are different types of glial cells, but we'll discuss specific types later. Right, glial cells, so, first off, historically speaking, and I'm talking about the 1950s here, researchers didn't think glial cells were that important. They always focused on neurons, neurons, neurons and the thinking was that neurons are responsible for all the communication that goes on within the brain. As far as glial cells were concerned, early researchers thought they just supported these communicating neurons by doing a few jobs like carrying nutrients to neurons because in order to keep functioning brain neurons need energy. And another job is protecting the brain from agents of disease, you know, urn, things that the immune system should have discovered and captured, but didn't.

So again, early research assumed that the main purpose of glial cells was to support neurons. That with their support the brain's neurons could do their communicating. With their support, neurons could make the connections that allow us to think, feel, remember or even eat a sandwich. So the thinking was, why study glial cells?

These days though, there's new thinking on glial cells. In recent research, we've discovered an exchange of information, communication between the brain's neurons and the glial cells throughout one's lifetime. So instead of glial cells having just a maintenance role, we see them communicating, actually having an impact on the connections of neurons, swaying them, determining which connections grow stronger, which grow weaker.

So there are really three communication networks, or communication systems in

the brain: Neurons communicating with neurons, glial cells communicating with glial cells and then glial cells communicating with neurons. So, in other words, glial cells do much more than previously thought. At least, that's what the recent research is showing. And where will this new understanding of cell function lead us? We don't know. It's very exciting. And the really marvelous part is glial cells outnumber neurons in the brain by far. But they've barely been explored...Wanda, you have a question?

Male Student: So, the field of research in glial cells is growing?

Female Professor: I think there's a lot of opportunity in glial cells research, especially a few years from now when you folks graduate. As I see it the field is really opening up. But let's go back a little and analyze. Why did we miss so much about glial cells in the past? Well, we had incorrect assumptions about glial cells. We knew how signals traveled through neurons and assumed that glial cells would use the same mainly electrical mode of transmitting information. But they don't. Again, just as you explained, neurons mainly use electrical activity to carry the message. Glial cells, though, glial cells use chemicals not electrical signals to carry messages.

And since our basic assumption back then was wrong we missed out on a real understanding. And there's still lots we don't know. What else can glial cells do? Can they repair nerve damage for instance? We're still asking questions, experimenting and learning. Some people have an extremely high number of glial cells, more than normal. More than the typical person's brain has. One question we have: does the higher number of glial cells in the brain mean greater intelligence? And there are different type of glial cells, so maybe being a genius is caused by having an unusually high number of them or maybe just of a certain type. We don't know yet. As we gain answers to these questions what will we be able to do that we couldn't do before? Well perhaps someday we'll be able to utilize glial cells to treat injuries. Some scientists are doing experiments on that possibility now.

Male Student: But what do you think Doctor Zoller?

Female Professor: Well, I think yeah! Soon we'll be able to accomplish new things in neuroscience and in the field of medicine as we gain a deeper understanding of how the brain works. Does anyone have other questions? No? We'll move on

to other types of glial cells then.

题目：（答案用红色标出）：

1.What does the professor mainly discuss?

(A)The role glial cells played in human intelligence

(B) How two types of brain cells were discovered

(C) How the understanding of glial cells has changed

(D) The history of brain cell research

2. Historically, what did researchers assume was the main purpose of glial cells?

(A)They support the needs of neurons.

(B) They repair brain damages.

(C)They exchange information with neurons.

(D) They determine the strength and works of communication.

3. Early brain research focused on neurons. What does the professor imply was the result of this emphasis?

(A)New method was found to treat injured brain cells.

(B) Little research was done on glial cells.

(C) Communication between glial cells and neurons was established.

(D) The definition of neurons was confirmed.

4.According to the professor, what discovery allowed scientists to gain a better understanding of the role of glial cells?

(A) They function in all parts of the brain.

(B) There are different types of glial cells in the brain.

(C)Their number increase throughout human life.

(D) They communicate through chemical signals.

Listen again to part of the lecture then answer the question.

And when the electrical signals reach a contact point then a message is sent off to another neuron. And I guess an interesting thing about neurons is that...

Female Professor: Yes, exactly! That's fine Bernard.

5. What does the professor imply when she says this:

"Yes, exactly! That's fine Bernard."

(A) That the student did not understand her question

(B)That the student's answer is complete

(C)That the student did not know the correct answer
(D) That the student was too shy to respond to her question

6.What does the professor imply when she says this:
"I think there's a lot of opportunity in glial cells research, especially a few years from now when you folks graduate. As I see it the field is really opening up. "

(A) Student should consider glial cells research as a career.
(B)Student needs to learn more about glial cells in order to graduate.
(C)More research results of glial cells will be revealed soon.
(D) They are going to perform some field study on glial cells.

听力经典加试 6	Title: 英国浪漫主义诗歌（lecture）

Listen to part of a lecture in a Literature class. The professor has been discussing 18th and 19th century poetry.

Male Professor: Before we end, I want to say a few words about your readings for next class, which is a selection of poems by William Wordsworth. I'd like to talk a bit about Wordsworth's poetry, really, his vision, his ideas about poetry. Now Wordsworth is best known for his lyrical and dramatic poems. On the surface they're about common objects, ordinary situations. He wrote about his sister Dorothy, about nature, rainbows, birds, daffodils ... the beauty of nature. He wrote about simple rural people, who represented, he connected rural life with the truth about human nature, what it means to be human, what humans heed for happiness. There was something about nature and about rural life that was emotionally and spiritually central for him. And he felt that because he was writing about ordinary things, he should write 'in simple ordinary language. Poetry was to be directed towards regular people, so for him it shouldn't be written with special vocabulary, specialized language that only certain highly educated people could understand. It was these features that made him not just the central figure, but really the beginning of British romanticism.

Now, by romanticism, we're not talking about images of love. This is Romanticism with a capital R, not, you know, romance between two people. Romanticism is an artistic and literary movement characterized by an interest in nature and an

emphasis on the individual, the individual's emotions and imagination. Actually it's a little misleading to call it a movement, I mean there was no self-styled romantic movement at the time. Wordsworth didn't call himself a Romantic poet. It's just our way of characterizing the period and the poetry, and to distinguish it from what preceded it, which was Neoclassicism.

The Neoclassicism of the 18th century, which we've touched on a bit, was known for what? For its concern with order, and balance and idealizations, and the elevated tone of its language. Neoclassical poets tried to sound as learned as possible. You've read some, did any of them use the word bird? Or did they use an expression like feathered people? Would they be more likely to refer to the sky above as sky, or as a blue expanse?

To the romantic poet, neoclassical language was downright excessive. It was too preoccupied with elaborate expression and form. Wordsworth and other Romantic poets like Coleridge rejected the Neoclassical concerns with ideals and balance and its tendencies towards excessiveness of language, its intellectual orientation. So Wordsworth doesn't write about uncommon things, or about ideas that are accessible only to the highly educated. He writes about humbler matters, like children and nature. It was his poetic purpose, really, to choose ordinary things, ordinary situations and to describe them to clarify, cut away all the decorative language and to reveal their essential nature. With his early lyric poems, Wordsworth introduced into poetry a new attitude toward the individual, and a new attitude toward nature, one that amounted to a new philosophy. It wasn't just that he used imagery from nature in his poems. He believed there was an organic connection between nature and the fulfillment of human satisfaction, happiness, between nature and the human mind. It's actually something I share. In fact, when I'm out taking a walk just enjoying the outdoors, I'll often think of a Wordsworth poem. Like, To the Daisy, or By the Sea ... they kind of, they articulate that concept so well. In any case, regardless of your feelings about that, it's undeniable that Wordsworth's ideas were revolutionary in opening up what poetry could be written about. It could be about common experiences we all share as humans. And they can be depicted realistically. OK?

Many people divide his work into three periods, he wrote the lyric poems, the poems he's best known for in his so-called early period. In his middle period, he wrote works that were pretty harshly criticized by the literary critics of his day. They thought Wordsworth had moved away from the sources of his original

inspiration. And in his late period, he did a lot of revising of his earlier work. He revised his earlier poems again and again. His work the Prelude, for example, went through four different versions before it was finally published. So how much was improved by all these revisions? Well, most readers and critics feel that the earliest version of the Prelude is the best, and so it's commonly held that the quality of Wordsworth's poetry fell off over time, which unfortunately is not something you'll get to judge in this course. We only have enough time for a sampling. So we'll stick with the lyric poems from his early period, which, well, I hope you'll see their beauty, if not how revolutionary they were.

题目：（答案用红色标出）：

1. What is the lecture mainly about?

(A) The professor's opinion regarding William Wordsworth's poetry

(B) William Wordsworth's intention in writing poems

(C) The popularity of William Wordsworth's poetry

(D) The influence of Neoclassicism on Romanticism

2.What are two features of Wordsworth's poems that the professor discusses? [Choose two answers]

(A) complex symbolism

(B)simple language

(C) focus on love and romance

(D) familiar subject matters

3.What are two points the professor makes that are about Romantic poets? [Choose two answers]

(A) They were interested in human emotion.

(B) They referred themselves as Romantic Poets.

(C) They rejected certain principles of Neoclassic poetry.

(D) They valued ideals of order and balance.

4.What is the professor's opinion of Wordsworth's poetry?

(A) He agrees with the views of nature it presents.

(B)He thinks Wordsworth's work fell off over time.-

(C)He likes Wordsworth's work the Prelude best.

(D) He will rev/rite some of Wordsworth work himself.

5. Why does the professor say this?

"Did any of them use the word bird? Or did they use an expression like feathered people? Would they be more likely to refer to the sky above as sky, or as a blue expanse?"

(A) To argue that Neoclassic poetry was in fact more accurate

(B) To suggest a different way to describe objects in poetry

(C) To show that 19th century English writing was excessive

(D) To illustrate the difference between Neoclassic poets and Wordsworth

6. What does the professor imply when he says this?

"So it's commonly held that the quality of Wordsworth's poetry fell off over time, which unfortunately is not something you'll get to judge in this course."

(A) That the students would have to reach their own conclusion

(B) That few people actually read Wordsworth's poetry

(C) That they will read only Wordsworth's poems from early period

(D) That there are a lot of difficulty in understanding Wordsworth's poetry

听力经典加试 7	Title: 工程队噪音（conversation）

The student is complaining the noise and dust made by the construction out of the library since they have to take some classes during this summer break. The housing officer says that she cannot help this situation, she cannot change the schedule of the construction as the man suggests, since the construction is decided by a special committee and funded several months ago. Then the man suggests the construction team to move to another side of the building. But it is too difficult to move anything. Later the officer suggests that maybe they can apply for another dormitory, but she needs contact with housing first.

题目：

1）Why the mango to the office?

2）What can be inferred from what the woman talks?

听力经典加试 8	Title: 16 世纪的艺术家（lecture）

常听到人形容艺术的人很有天分， 16th 的艺术家，很多都是为了糊口去沙龙上班，所谓的创作只是模仿当时流行的画风。工作室中养了许多艺术家，共同完成一件艺品。另外有一种艺术家是从技师出身， 制作颜料或雕刻工具，转行做艺术品。举例一双好靴子要兼具好看跟好穿就是这个道理。

听力经典加试 9	Title: 动物社会的阶级性（lecture）

动物中的阶级，当王的动物有好处，譬如优先进食、休息区比较大。male 有王，female 也有王。若打架打输了，就会被同族看不起，失去王的地位。有的动物族群上级管下级，下级管再下级，有的族群就一只首领，管所有的成员。

举了一种狼做例子。但是统治地位不是固定的，比如鹿要是没了鹿角，就失去了统治地位。有时候动物会用些方法巩固地位，比如猴子，但是当 leader 也有缺点，外族来犯时 leader 会非常忙碌承担很多责任。

听力经典加试 10	Title: 图书馆复印（conversation）

学生在图书馆场景。一个男生来取打印的 paper，因为晚上就要做 presentation 了。管理员说一直在和他联系，因为他没有在申请打印的表格上钩出要黑白的还是彩色的。结果图书馆只给复印了黑白的，而学生很急，因为他要彩色的。后来管理员提供了方法。然后要付加急费，但是因为只要打一份彩色的，可以省钱。

听力经典加试 11	Title: 墨西哥雕塑（lecture）

北美墨西哥地区一古代文化雕塑特征：大，3 米高；头像带头盔，即可解释为盔甲，也可解释为足球帽；嘴像美洲豹的嘴，象征统治者。

听力经典加试 12	Title: 人口和城市（lecture）

Size of population and the rank of the city 长期看都是有规律可寻的。如一个什么定律，一个语言学家发现的，字母的出现频率其实是有规律的。人们通过虚拟城市等的设计发现，这条规律确实存在，不仅是失业率，还是人口，还是整个社会的发展。

听力经典加试 13	Title: 女生论文评语（conversation）

对话：某女生不明白教授对其论文评语，称自己随便挑了个社会学家理论写论文，许多内容不赞同，因此写得牵强;教授要求女生不应只罗列事实，应写出因果关系;可以博采众家理论，易于理解。

听力经典加试 14	Title: 去除咖啡因（lecture）

关于咖啡怎样被 decaffeinated(脱去咖啡因)而不破坏原来味道，然后包装。有一个图。讲 gas 怎样在高温高压下 XX(忘了这个物理名词)。decaffeinate 就是这个原理。咖啡豆经过这个过程到一个罐，然后又经过另一物理过程，就 crystalize(明确)了，可以包装了。

题目：

1) Main topic
2) What is the theory the process uses
3) Describe the process in the order of happening

听力经典加试 15	Title: 营销中的 4M 理论（lecture）

营销里面的 4M (money media market message)
market 注重定位，抓住潜在顾客和市场 media，包括 TV 和杂志 EG：针对年轻老师的产品就应该在年轻老师喜欢看的杂志上做告，举了一个和 teach 有关的杂志名，还有又说了另一个和 teach 相关的杂志，老师不喜欢，就算了。money 和健康有关的产品 在假期之前做广告实惠 message soup 的例子。

听力经典加试 16	Title: 师生讨论论文（conversation）

对话：师生讨论论文场景。一个女生上了语言课,老师布置写论文，她就去找老师讨论说要写有关方言的问题(有题)，因为她在和同宿舍的同学相处的时候发现，大家虽然来自不同的地方，但是会根据对方说话的模式不同调节自己说话的方式(有题)，她认为自己学校有很多外来的学生，就决定做这个研究探讨这个模式是怎样的，教授说要她注意研究范围(有题)，还说好，等她做完了计划告诉他一声(有题)。这个做得好，但看来属于不算分的了。

听力经典加试 17	Title: 撒哈拉沙漠成因（lecture）
讲座：撒哈拉沙漠成因，不是因为人类活动，而是因为地球公转轨道，季风吹走降雨，地下水等造成。人们发现沙漠严重，迁往埃及，造成埃及文明繁荣。	

听力经典加试 18	Title: 绿色产品（lecture）
绿色产品一开始他们就做过市调，针对环保意识程度分组，找出目标族群。产值仍然不高，可能因素一为愿意掏腰包的人是小众，产值不高，二是价格太贵，想买也买不下手。老师建议推广绿色产品可以从环保以外的方向着手，例如环保冰箱既环保又省钱，这样买的人就多了。	