以下为新第 7 套的听力原文，网站上每篇做完后点击 quit/save 查看对错情况，要回听音频重新点击进去，下面的音频进度条是可以拖动和调节的。新十套的音频只有网站上才有，可以随时播放，点击 quit/save 可以查看正确答案。

新第七套

Listen to a conversation between a student and an employee in the office of campus transportation and parking.

【公众号“四箭齐发托福】(*man*) Good morning, how can I help you? Wait, let me guess. You're a prospective student and you're here for the visitation day. Let me give you a visitor's parking pass.
(*woman*) Uh, I'm already a student.
(*man*) Oh, sorry, with this visitation day today, we've had prospective students in here all morning long.
(*woman*) What I wanted to ask, I received a parking ticket earlier this week. I was parked along the curb outside the Jeffrey's Hall when I got it, underneath the street light.
(*man*) Um, that curb seems to be a problem spot for a lot of students. We've given quite a few tickets for cars parked there recently. Didn't you see the "No Parking" sign?
(*woman*) Yeah, but people have been parking along that curb lately, I figured it was OK to park there. I mean, if there's no spaces nearby.
(*man*) No, you always have to park in a designated parking lot.
(*woman*) Yeah, but the thing is there just aren't enough parking spaces in the designated lot behind Jeffrey's Hall. That lot's really crowded.
(*man*) I know. It's been that way ever since that art exhibit opened in the building next to Jeffrey's Hall. Unfortunately, people who visit the exhibit are using that parking lot, too. But, you've got to understand that for traffic flow reasons, we can't have people parking on either side of campus roads.
(*woman*) But I have class in Jeffrey's Hall three days a week. Huh, I can't even get there on time now. I just keep driving around and around the lot looking for a spot to open up.
(*man*) You could get an earlier start and go to class on foot.
(*woman*) That'd be quite a hike for me. This campus is so spread out.
(*man*) Or you could use our shuttle bus, which stops at all the residence halls. That's what it's for. It goes right to Jeffrey's Hall and it's free.
(*woman*) Do I need tickets or?
(*man*) No, no, just show your school ID.
(*woman*) But I paid for this parking pass.

(*man*) Right, right, hum, well, let's see. If you can get by on a shuttle, it's just about the middle of spring term now. We could refund you half of what you paid for your pass if you return it.
(*woman*) Oh, a refund, huh, I have never taken a shuttle before. How often does it run?
(*man*) On weekdays, every twenty minutes between seven in the morning and ten at night.
(*woman*) And I could get back half and I wouldn't have to park, wait, would I still be able to keep my car in the lot at my residence hall? I need it cause a lot of times I drive home on Friday after my last class and come back on Sunday.
(*man*) No, unfortunately, a university parking pass is just, it's just one pass for everything, dorm parking, gym parking, the whole campus. So, once you've turned it in,
(*woman*) Oh, that won't work then. I'll have to keep my parking pass.
(*man*) I don't know how long the exhibit is supposed to run. Maybe you'll get lucky and it'll close soon.
(*woman*) I guess it can't last forever. I suppose I could take the shuttle until then.

1. Why does the woman go to see the man?
   A) To request a new parking space
   B) To volunteer to help at a special event
   C) To renew a parking pass
   D) To make a complaint

2. What does the woman imply about parking along the curb?
   A) Visitors to the campus should not be allowed to park there
   B) The university should allow students to park there if nearby parking lots are full
   C) The curb is a good place to park because the area is well lit at night
   D) There is seldom enough room along the curb to park a car

3. Why does the man refer to an art exhibit?
   A) To identify the likely source of the woman's problem
   B) To help explain why parking is restricted to one side of the road
   C) To suggest a reason that the shuttle bus is unusually crowded
   D) To cite an event that is intended to attract prospective students

4. What is one suggestion that the man gives to the woman?
   A) Buy a temporary pass that is valid for any campus parking lot
   B) Leave enough time so that she can walk to class
   C) Give up her parking pass in exchange for free tickets for the shuttle bus
   D) Carpool with other students who attend class in Jeffries Hall

5. Why does the woman decide against returning her parking pass? [**choose two answers**]

A) She wants to try parking in a different lot.

B) She does not like waiting for the shuttle bus.

C) She often uses her car on the weekends.

D) She thinks that the parking problem is temporary.

Listen to part of a lecture in an Art History class.

【公众号“四箭齐发托福】(*male professor*) OK, we've been discussing art of nineteenth century France.

Today, I'll continue with the discussion of a sculpture that was quite innovative for its time. In 1814, the town council of Calais, a city on the northern coast of France, wanted to have a monument made. They commissioned the sculptor, **Auguste Rodin** to create this monument, which became known as **the Burghers of Calais**.

Now, there's story behind this monument, the tale of the burghers of Calais, which dates back to fourteenth century France, when France was at war with England. King Edward the third of England set up a blockade around the town of Calais. The town's citizens soon grew desperate for food and water. Eventually, according to one version of the story, six wealthy citizens, called burghers, declared they would offer themselves to the king as hostages, provided that in exchange he would set the town free. The King agreed, but ordered the six men to dress in plain clothes for the walk to his camp so that the town's people would be unable to recognize their status.

Well, Rodin chose to portray the burghers at the point in the story when they were beginning their march to King Edward's camp, dressed in plain clothes. But this wasn't what the town council of Calais had in mind when they commissioned Rodin to commemorate the event. They wanted Rodin to portray the burghers at an earlier stage of the narrative while they still wore fine garments. They expected the men to look determined and brave like proud heroes, which was the traditional approach to commemorative sculptures.

Rodin, however, wanted the sculpture to be more realistic. I mean, I think Rodin was trying to make a valid point: shouldn't the men look weak and vulnerable like any ordinary human being would look in such circumstances? By showing their vulnerability, the monument would give the citizens of Calais a better idea of how these men must have felt in the face of an uncertain fate.

So, OK, Rodin wanted to depict the emotions involved with offering oneself to an uncertain fate. And to do that, he used methods that were very different from those of other artists in France at the time. And many of these methods simply added to the town council members' initial displeasure. First of all, the hands and feet of the figures are disproportionately large compared to the rest of their bodies. Rodin literally weighted the men down to show that they're burdened by their decision that they're questioning whether

they'll have the strength to go through with it.

And the facial expressions of the individual figures are different from one another, expressing a range of emotions. One man even had his head buried in his hands. Rodin wanted to show the psychological complexity that each man had his own personal reaction to the decision. But this wasn't the only way Rodin departed from convention. It was typical in Rodin's time to portray a group of people in a hierarchical arrangement, with the most prominent figure in the highest position. Rodin didn't do that for the burghers of Calais, choosing instead to have all six figures stand on the same level. Actually, it's difficult to distinguish who the most important person is or even if there *is* one.

This lets viewers concentrate on the individual figures. In fact, Rodin forces viewers to look at the individual figures. Aside from having them all in the same level, he made each figure face a different direction. So you can't look at the sculpture just from one side and see the entire piece, because there isn't one point of reference. This was not the norm for his time. Usually people are able to see an entire sculpture from one angle, from one perspective, because sculptures had a clear front and back.

But, Rodin's work wasn't entirely unconventional. I think, in a sense, it connected the nineteenth and twentieth centuries. The depiction of historical subject matter in sculpture was certainly typical of his time. And regardless of whether the tale was factual, it was certainly historically real to the citizens of Calais. However, Rodin's work definitely points in a new direction for sculpture. The Burghers of Calais is a clear departure from the cold, impersonal smoothness of the classical tradition. It had a strong influence on other sculptors of Rodin's time. And I think it's fair to say that it helped determine the trend of modern sculpture.

1. What does the professor mainly discuss?
   A) Inaccurate elements in Rodin's depiction of a historical event.
   B) Reasons for the commission of a monument by the town council of Calais.
   C) Rodin's use of hierarchical arrangement in the figures he sculpted.
   D) Rodin's approach to the creation of a historical monument.

2. According to the professor, why did Rodin show the burghers dressed in plain clothes instead of fine garments?
   A) To comply with the wishes of the town council of Calais.
   B) To communicate a sense of the burghers' powerlessness.
   C) To indicate that the burghers had lost their wealth during the blockade.
   D) To stress the difference in status between the king of England and the burgers.

3. What does the professor imply about the town council members who commissioned the sculpture?

A) They wanted a sculpture made in the conventional style.

B) They appreciated the methods Rodin used for his work.

C) They could not agree on the dimensions of the sculpture.

D) Their main concern was the historical accuracy of the sculpture.

4. Why did Rodin exaggerate the size of the hands and feet of the men in his sculpture?

A) To convey the men's sense of pride.

B) To highlight the men's social standing.

C) To demonstrate the men's physical strength.

D) To portray the difficulty of the men's decision.

5. Why did Rodin choose to have the figures in his sculpture looking in different directions?

A) To emphasize the figures arrangement on different levels.

B) To hint that the burghers were afraid to face the king of England directly.

C) To encourage viewers to look at the sculpture from all sides,

D) To compromise between his own design and the wishes of the town council.

6. According to the professor, in what way was Rodin's sculpture The Burghers of Calais typical for Rodin's time?

A) It was commissioned by a governmental organization.

B) It used the placement of individuals to convey their relative importance.

C) It attempted to elicit an emotional reaction in viewers.

D) It portrayed historical subject matter.

Listen to part of a lecture in a Biology class

【公众号"四箭齐发托福】(*female professor*) OK, now, we've looked at some interesting examples of the five senses that humans have, but, might there be some other sense that some animals have but we don't?

(*male student*) What? Like the ability to predict the future or something?

(*professor*) Predicting the future, uh, let's not go there. Well, here's a hint: beyond those five senses, how else can some animals find their way?

(*male student*) Well, bats use something like radar.

(*female student*) More like sonar, but that's really just an example of hearing. Bats can hear high-pitch

sounds that humans can't. Just like some animals can smell something we can't or maybe see some sort of, like, maybe ultraviolet light, uh, that's invisible to us. Examples like that don't really count because they're still about forms of hearing and sight.

(*professor*) Right, Cathy, though by coincidence, that last example is somewhat related to what I was thinking about. But, OK, no more guessing games. In addition to the usual five senses, the ones humans have, it's claimed that some animals possess the ability to sense magnetism. How would we test that claim?

(*male student*) Well, we'd need to find animals that tend to be attracted to magnets or maybe that tend to avoid them.

(*professor*) That'd be a good start. And fortunately there's an animal we can use: an insect we become familiar with in thousands of experiments over the years. If you remember the last chapter you read

(*female student*) You mean the fruit fly?

(*professor*) Exactly!

(*male student*) So, you can test these fruit flies with an experiment, right? You could set up a strong hidden magnet to see if they can detect it and fly toward it, whichever direction that may be.

(*professor*) Sure, and experiments like that have shown that some varieties of fruit flies tend to do just that. And we pretty well eliminated all explanations but one, namely?

(*male student*) That fruit flies are naturally attracted by magnetism?

(*professor*) Some varieties, yes

(*female student*) But other varieties didn't demonstrate that sensitivity?

(*professor*) Not naturally

(*female student*) Oh, but, maybe they could be trained to.

(*professor*) How?

(*female student*) Uh, well, maybe you could set up a strong magnet near some food and see if you can get

the fruit flies to learn to find food there and then if you take away the food and move the magnet, you can see if they keep on flying toward that magnet even when there's no food.

(*professor*) Right! And they do! Even one variety researchers tested that *wouldn't* do that naturally tended to exhibit this behavior after a bit of training. But here's where it gets really interesting: none of these fruit flies, regardless of which variety, could sense where the magnet was unless they have the right kind of light.

(*male student*) Light? I thought we were talking about magnetism.

(*professor*) We are! But it turns out if you block out all lights none of these flies can find their way to the hidden magnet. In fact, it you block out just the light at the blue end of the range, plus the invisible ultraviolet light, same thing. They just cannot detect the magnetism.

(*male student*) Are you saying there's some connection between blue or ultraviolet light and magnetism?

(*professor*) In a way, the connection has to do with a type of molecule that's found in fruit flies. It's called **cryptochrome**.

(*students*) cryptochrome?

(*professor*) Right, fruit flies have a certain gene that produces this molecule. And biologists found that they can breed these fruit flies *without* this gene, that is, fruit flies that do not produce cryptochrome. And they found that without cryptochrome a fruit fly just cannot detect magnetism at all, no better than you or I can. So, it's pretty clear that their ability to sense magnetism is dependent on cryptochrome.

And what's more, the version of cryptochrome we find in fruit flies, in the eyes of a fruit fly, would be called a photo-receptor, meaning what?

(*male student*) It's sensitive to light?

(*professor*) And in this case, what kind?

(*male student*) What kind of light?

(*professor*) Well, what wavelength? What color do you think?

(*female student*) Oh! Blue! Blue and ultraviolet!

(*professor*) All right, there's your connection. When blue or ultraviolet light enters the eye of a fruit fly, it strikes this photo-receptor molecule called cryptochrome. That molecule gets activated, energized. And one of the effects of that is to turn *on* the magnetic sensory system. We don't understand the system completely but what we do know now is that without both cryptochrome and the proper light, this system just does not work.

1. What is the lecture mainly about?
   A) Characteristics of a good laboratory experiment
   B) The steps of a complex molecular process
   C) A type of sensory system that humans do not have
   D) The importance of fruit flies in laboratory experiments

2. What does the professor imply about the ability to predict the future?
   A) She finds evidence of its existence interesting but not convincing.
   B) She does not think it is worth discussing.
   C) She understands why it may seem to be one effect of cryptochrome.
   D) She believes that research will someday prove that it exists.

3. The students suggest possible experiments. What are the experiments intended to investigate?
   A) Fruit flies' range of color perception
   B) Fruit flies' ability to sense magnetism
   C) The influence of magnetism on fruit fly reproduction
   D) The effectiveness of different methods of training fruit flies

4. How did biologists research the function of cryptochrome?
   A) By breeding fruit flies without the gene that produces it
   B) By studying its genetic makeup
   C) By training fruit flies to fly toward a magnet
   D) By comparing the photoreceptors of fruit flies with those of other insects

5. What point does the professor make about blue and ultraviolet wavelengths?
   A) They are the only wavelengths of light that fruit flies can perceive.
   B) They must be present in order for cryptochrome in fruit flies to be activated.
   C) Studies show that fruit flies cannot distinguish them.
   D) Fruit flies rely on them exclusively for detecting the location of food.

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

A) Some fruit flies have been trained to respond to magnetism.

B) Only fruit flies that are specially bred in laboratories can sense magnetism.

C) It is obvious that most laboratory fruit flies have lost some natural sensitivities.

D) It is impossible to prove any connection between fruit flies and magnetism.

Listen to a conversation between a student and her Literature professor.

【公众号“四箭齐发托福】(*woman*) Hi, Professor Mills, I just have to tell you how much I’m enjoying your class. Who knew fairy tales could be so, so complex. I always thought of them as just children stories.

(*man*) That’s certainly a common view, but if you understand that that’s not necessarily true, then I have accomplished one of my goals for the class. And I guess you now know that fairy tales have hidden meanings and aren’t just for children.

(*woman*) Uh, yeah, there’s more than what appears on the surface. It’s interesting the way they teach a lesson or reflect cultural values. And, yet, even though they’re so complex, their structure’s so simple, formulaic even, which brings me to a question about our next assignment.

(*man*) Uh, the fairy tale I’ve asked you to write. Well, the important thing is that it contains the elements we discussed in class: a hero or heroine, a task, a bit of magic, and, of course, a happy ending.

(*woman*) Yeah, and that’s my problem cause it seems so restrictive. In my *Creative Writing* class, we’re always told to avoid using some kind of formula.

(*man*) Um, I see your issue. But you can still be creative. I just want you to demonstrate that you’re familiar with this form of literature. So, your story should contain recognizable features of a fairy tale, like the plot structure or typical functions of the characters. They help us identify stories as fairy tales. I want you to be able to separate them from fantasy stories, a whole different genre.

(*woman*) OK, so, how do I keep my fairy tale from sounding like everyone else’s?

(*man*) Actually, I expect them all to sound kind of similar as far as the plot elements are concerned. But you can choose the characters.

(*woman*) Ah, the elements are the same, but the details are different, right?

(*man*) Exactly! Uh, so for example, your hero or heroine goes on a quest to complete a task that seems impossible to complete. But along comes a magical helper, who helps your hero or heroine do the impossible. Now, a magical helper and an impossible task are plot elements that are the same in so many fairy tales. But the details change: the magical helper might be a person, an animal, or object, or an impossible task might be to find berries in winter, for example, or anything else you can come up with.

(*woman*) OK, I get it. What about the setting, the time and place? Fairy tale seemed timeless. You never really know where or when they take place, though they usually seem to be set in the past.

(*man*) But that doesn’t mean that they have to take place in some unspecified past. Your tale could be set in

the present or in the future as long as you capture that timeless quality. Remember, we've talked about this in class.

(*woman*) Well, I can see this is going to be a challenge.

1. Why does the student go to see the professor?
   A) To get more details about a reading assignment.
   B) To get information about a fairy tale they discussed in class.
   C) To express her concern about a writing assignment.
   D) To ask about the different function of fairy-tale characters.

2. What attitude does the student express when she talks about the professor's class?
   A) She is excited to be reading the same fairy tales she enjoyed in childhood.
   B) She is pleased that she now understands more about the significance of fairy tales.
   C) She is puzzled about why the structure of fairy tales is so simple.
   D) She is surprised to discover how much she already knew about fairy tales.

3. According to the professor, why did he ask the class to write a fairy tale? [**choose two answers**]
   A) To find out if students know the typical features of fairy tales.
   B) To give students an opportunity to write stories for children.
   C) To make it easier for students to understand the assigned readings.
   D) To make sure students can distinguish fairy tales from other stories.

4. Why does the professor talk about an impossible task and a magical helper?
   A) To indicate elements of fairy tales that have hidden meanings
   B) To show that fairy tales typically contain variations on standard elements
   C) To caution the student to avoid predictable patterns in her own writing
   D) To suggest that certain details of fairy tales originated in an older genre

5. What does the professor say about the timeless nature of fairy tales?
   A) It can be achieved only by setting these tales in the past.
   B) It is one quality that fairy tales share with fantasy stories.
   C) It encourages children to use their imaginations.
   D) It is a characteristic of fairy tales that must be duplicated in a writing assignment.

Listen to part of a lecture in an Earth Science class

【公众号“四箭齐发托福】(*male professor*) The last major Ice Age ended about 16,000 years ago, after a brief warming period, average temperature in the northern hemisphere began to fall again. There was another cold spell that lasted for about twelve hundred years. We call this cold period the **Younger Dryas**.

Dryas is the name of a flower that grows well that thrives in cold weather. In fact, the presence of the Dryas is an indicator of glacial or near-glacial conditions. The Younger Dryas is named after this flower, because we find Dryas pollen in samples from lake and pond sediment, the stuff that settles to the bottoms of these bodies of water from that time period. But the Antarctic cold reversal started about a thousand years before the Younger Dryas. As its name suggests, the cold reversal was a time when average temperature on Earth was rising. So, why when things were getting warmer did they suddenly get cold again?

The coming and going of an Ice Age is usually a gradual event, occurring over thousands of years. But the Younger Dryas happened quickly in geological terms, average temperature dropped drastically in less than a hundred years. This is an abrupt climate change and it ended even more abruptly. In fact, it's estimated, based on the study of ice core samples, that the average mean temperature increased ten degrees Celsius in just ten years. These climatic shifts go against most theories that claimed that climate change requires thousands of years to occur.

So, the most widely accepted hypothesis is that the Younger Dryas occurred because the ocean current known as the North Atlantic Conveyor Belt shut down for a while. The Conveyor Belt is a current that moves warm water northward from the Indian Ocean around Africa and then up to the North Atlantic. If this current stopped flowing temporarily, it would get pretty cold up in the north Atlantic region.

(*female student*) What would cause the Conveyor Belt to stop?

(*professor*) Well, the most likely candidate is the introduction of a lot of freshwater. So then the next question is, "What would cause an increase of freshwater in the ocean?" Well, there have been several suggestions, like, glacial melting. In particular, it's been hypothesized that an ice dam holding back water from a gigantic lake in North America melted, sending huge amounts of freshwater into the Atlantic Ocean. This is commonly referred to as the ice dam theory, and some geophysicists have proposed what they call the meteor impact theory that a meteorite hit the northeastern part of North America.

Uh, remember, most meteors burn up when they enter Earth's atmosphere, but if they made it through and hit Earth's surface, they're called meteorites. Anyway, the heat from such a meteorite impact would have melted a huge chunk of the North American ice sheet, the glacier sending freshwater into the Atlantic Ocean. And there is some evidence of the meteorite impact: elevated levels of the element iridium, an

element associated with meteors and asteroids.

Iridium is spread in a layer throughout Earth's crust dating from near the onset of the Younger Dryas. Its presence could be explained by a dust cloud that would have formed after a meteorite impact and later settled in a layer on the crust. Either way, it seems that the movement of freshwater into the North Atlantic *did* happen.

(*female student*) So, which is it? What do you think caused a freshwater input that stopped the Conveyor Belt?

(*professor*) Tell you the truth, we really don't know. For the ice dam scenario, the land around the lake where it might have occurred doesn't appear to have experienced the changes associated with the type of flooding we're talking about. Plus, the nearby ocean does not show decrease in the salinity, a decrease in salt content from that time period. Uh, there's yet another problem with this hypothesis: it was found that a second wave of melt water, although smaller than the first one, occurred at the end of the Younger Dryas. So, why didn't it also trigger a similar chain of consequences in the climate system?

For the meteor impact theory, some scientists believe they found evidence of an impact in core samples from that period in the form of iridium and other metals. But, there are a lot of unanswered questions associated with that theory. Uh, for one thing, where's the impact crater, a crater created when the meteorite hit? However, the presence of iridium in the crust indicates that there was probably a dust cloud, a dust cloud that would have blocked sunlight contributing to the temperature decrease.

1. What is the lecture mainly about?
   A) The role of the dryas flower in identifying ice ages
   B) The relationship between the Younger Dryas and a global-warming trend
   C) The reasons why the Younger Dryas occurred
   D) The reasons why the Younger Dryas was so short

2. According to the professor, what is unusual about the Younger Dryas?
   A) It occurred only in areas where the dryas flower lived.
   B) It consisted of several mini ice ages.
   C) The climate change occurred over a relatively short period of time.
   D) The temperature decrease was small compared to that of most other ice ages.

3. What does the professor say could affect global ocean currents?
   A) Increased evaporation over the ocean
   B) A change in the amount of fresh water flowing into the ocean

C) A change in the movement of Earth's crust

D) An increase of sediment at the bottom of the ocean

4. What do the ice-dam theory and the meteor-impact theory both assume?

A) That all vegetation died during the Younger Dryas

B) That melting ice caused the Younger Dryas

C) That the Younger Dryas contributed to modern-day global warming

D) That the element iridium played a key role in the Younger Dryas

5. Why does the professor mention a cloud of dust? **[choose two answers]**

A) To explain how the North Atlantic conveyor belt works

B) To provide evidence for a decrease in temperature at the beginning of the Younger Dryas

C) To emphasize the speed at which climate change can occur

D) To explain how iridium deposits worldwide relate to one theory about the Younger Dryas

6. Why does the professor say this: 

A) To point out an apparent inconsistency with one of the proposed theories

B) To ask the students to think of an answer that is not presented in the textbook

C) To suggest an alternate theory about the cause of the Younger Dryas

D) To emphasize a point he made in a previous lecture

Listen to part of a lecture in an Ancient History class

【公众号"四箭齐发托福】(*female professor*) So before we move on, any last questions about ancient calendars?

(*male student*) Uh, yeah, I heard about an ancient disc some treasure hunters found in Germany.

(*professor*) Oh, yes, near Nebra, Germany. It was made in the middle Bronze Age, about 3,600 years ago. And it's called the Nebra Disc. It looked something like this.

Well, that's the general idea. The Nebra Disc is bronze with gold and silver overlay and weighs a couple of kilograms. Some claim it's like a sky map.

(*male student*) Well, that big circle looks like the Sun and there's a Moon and some little round spots probably stars. But what's that arc at the bottom?

(*professor*) Oh, some scholars say it maybe a rainbow. In European mythology of the Bronze Age, rainbows are recurrent symbols and often represented bridge that connects Earth and sky. Others see this as a mythical boat bringing the Sun across the sky though it hardly resembles ancient boats of central Europe. And besides, cave art in this region shows the Sun as a wagon or chariot moving with wheels not like a boat. Regardless, the arc seems to have been added only as a symbolic device emphasizing the fact that the Sun moves across the sky.

And as for this Disc, being used to represent the ancient sky, well, most of those little circles don't match any stars actually seen in the sky, most of them. And then there's the Moon. If we view a crescent Moon from Earth, the tips of the crescent always point away from the Sun. But that's not what the Nebra Disc shows. Even so, none of this should be taken to mean this Disc is not an important astronomical instrument.

(*male student*) Really? Why would anyone claim it is?

(*professor*) Well, you see those seven small circles clustered together? Some scholars argue these do represent a particular group of stars: a cluster called the **Pleiades**. The Pleiades actually includes hundreds of stars though only a handful about seven of them, are visible without a telescope. But these are easy to identify in the night sky. And some scholars argue that the image of the Pleiades on the Nebra Disc, together with the Moon, helped ancient people make better use of the lunar calendar.

Remember, unlike our solar calendar, a lunar calendar's based on the phases of the Moon. And a twelve-month lunar calendar is shorter, about eleven days shorter, than a solar calendar. So it quickly gets out of alignment of the annual seasons. Well, one way to fix this, more or less, is to add a thirteenth month from time to time. And scholars speculate that the Nebra Disc was used to determine when the lunar calendar should get this extra month.

(*female student*) Bronze Age people could figure that out just by looking at the Disc?

(*professor*) Well, we think they'd hold the Nebra Disc up against the sky and when what they saw in the sky, the Pleiades and the crescent Moon, not what we call a new Moon but judging from the apparent thickness of the crescent on the Disc a Moon four or five days old, when these celestial features corresponded to the configuration on the Disc they were holding, they'd add a month to their calendar. This would have happened about every two to three years. And if this is true, that the Bronze Age astronomers managed to harmonize the lunar and solar calendars, it's pretty amazing. I mean, we have a collection of ancient documents from the Middle East, Babylonian documents, written a thousand years after the Bronze Age, and they mentioned adding a thirteenth month. But this Nebra Disc seems to prove

that these Bronze Age people already understood this way of aligning their calendars, a thousand years before those ancient Babylonians.

(*female student*) So it was used as an astronomical device?

(*professor*) Well, very likely, though some scholars who think so believe that probably just a few people knew how to use it. And they even speculate that the knowledge about the lunar calendar's shortage of days, how to fix it, et cetera, was lost along the way, and that in the end, the Disc became a completely symbolic object purely for use in rituals and ceremonies. And all of this is supported, it seems to me quite convincingly, by some symbols and perforations that were apparently added later on.

1. What is the purpose of the lecture?
   A) To explain various symbols used in Bronze Age mythology
   B) To discuss theories about the function of an ancient artifact
   C) To examine reasons for imperfections in a Bronze Age calendar
   D) To attempt to prove the age and origin of a recent archaeological discovery

2. What does the professor indicate about the symbols on the Nebra disc?
   A) Some of them do not accurately reflect the way objects appear in the sky.
   B) Some of them have not been preserved well enough to be clearly understood.
   C) They are all commonly found in central European cave art.
   D) They are similar to symbols found on other Bronze Age discs.

3. What two features of the Nebra disc were most important for its use as an astronomical instrument by Bronze Age people? **[choose two answers]**
   A) The size of the Sun relative to the stars
   B) The width of the crescent Moon
   C) The direction that the tips of the crescent Moon are pointing
   D) The cluster of circles resembling the stars of the Pleiades

4. Why does the professor mention a thirteenth month in the lunar calendar?
   A) To emphasize the difference between modern and ancient calendars
   B) To explain how lunar calendars can be adjusted to more closely match solar calendars
   C) To point out a fact that may have been misunderstood by the Bronze Age people
   D) To prove that Bronze Age people used several different kinds of lunar calendars

5. What attitude toward the Nebra disc does the professor express when she discusses the Babylonian documents?

A) She believes it led directly to important discoveries by Babylonian astronomers.

B) She believes it was probably more accurate than the Babylonian calendar.

C) She is surprised at how great an understanding of astronomy it indicates.

D) She is disappointed that it was not accurately described in ancient documents.

6. What does the professor conclude about the use of the Nebra disc?

A) No strong evidence exists about how the Nebra disc was used.

B) Much more research is needed before scholars can prove the Nebra disc was used in rituals.

C) The Bronze Age people were not the first to make use of the Nebra disc.

D) The way ancient people used the Nebra disc probably changed over time.