以下为新第 4 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。

新第四套

Listen to a conversation between a woman and her Education professor

【公众号“四箭齐发托福】(*man*) I’m glad you decided to stop by to see me, Emily. There is actually something I needed to ask you.
(*woman*) Oh?
(*man*) I’m having trouble locating the paper you turned in last week. I know you submitted it but I must have accidentally misplaced it.
(*woman*) Oh, I save all my work on my laptop just in case. I’m actually really happy with the way my paper turned out. I think I incorporated a lot of good ideas based on our class discussions and the readings you assigned. Anyway, I can always email the document to you.
(*man*) That’ll be great, again, sorry for the confusion.
(*woman*) No problem and, well, so I was actually wondering if we could discuss, uh, remember how you taught us about that teaching technique called, um, consensus?
(*man*) Yes, that’s right, consensus.
(*woman*) Well, next semester I’m gonna be doing my practice teaching at an elementary school in Norville, you know, to fulfill the fieldwork requirement for my teaching certificate.
(*man*) Yes
(*woman*) And, well, I was thinking about trying it.
(*man*) Oh, OK, well, do you remember the procedure?
(*woman*) Yeah, I mean, I think so. OK, I start by appointing one of the children in the class to assume the role of the teacher.
(*man*) Right
(*woman*) OK, let’s say it’s a girl. She’ll lead the class and she’ll read an essay written by a classmate, well, the first paragraph of an essay written by a classmate.
(*man*) Right
(*woman*) OK, and then she’ll ask the other kids in the class to identify any mistakes or problems they see in that first paragraph.
(*man*) Right, very good, so it’s the students who have to find the problems not you.

(*woman*) Exactly! And then if one student says that something is a mistake and then another student disagrees, each student has to, like, uh, explain their rationale. And they have to, like, go back and forth until they reach an agreement. My job is just to facilitate.
(*man*) Precisely! And after they finish the first paragraph
(*woman*) Uh, then I'll have them break up into small groups and each group will go through the rest of the essay the same way. And I'll walk around the room and monitor their progress.
(*man*) OK, you definitely seem to grasp the main tenets. Of course, there's always the child who keeps asking questions, the unexpected fire drill, that sort of thing.
(*woman*) OK, got you.
(*man*) OK, and you might also want to talk to the full-time teacher at the school, the one whose class you'll be in. As you begin your fieldwork, you'll typically go through three different phases: the orientation period, the participation period, and the independent teaching period.
(*woman*) OK
(*man*) During the participation period, you'll be asked to assist the teacher, though somewhat limited in scope. It's the independent period where you'll get to try out things you were thinking of doing. So before you're asked to do independent teaching, discuss your plans with the teacher and see if consensus will be appropriate for one of the lessons you'll be teaching.

1. Why does the woman go to see her professor?
   A) To discuss a paper she recently submitted
   B) To review the steps involved in obtaining a teaching certificate
   C) To discuss the implementation of a specific instructional strategy
   D) To discuss a situation she recently observed while doing her fieldwork

2. When a teacher uses the consensus method, what must students do if they disagree?
   A) Choose one member of the class to act as their teacher
   B) Justify their ideas to other members of the class
   C) Ask the adult teacher to help them solve their problem
   D) Write down the reasons why they disagreed

3. According to the consensus method, what does the teacher do after the class finishes discussing the first paragraph of the essay?
   A) Meet individually with one student at a time
   B) Select a new student to lead the class discussion
   C) Observe the students as they work in groups
   D) Point out any problems the students missed in the paragraph

4. Why does the professor mention the three stages of fieldwork?

A) To warn the woman of the rigorous process of fieldwork

B) To emphasize that each stage has its own challenges and rewards

C) To explain the importance of getting a good evaluation at the end of each stage

D) To point out the best time to discuss teaching plans with the teacher in charge

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

A) The woman will face some difficulties when using the consensus method.

B) The woman should encourage her students to ask a lot of questions.

C) Students enjoy learning when teachers use the consensus method.

D) The disadvantages of the consensus method outweigh its advantages.

Listen to part of a lecture in an Anthropology class

【公众号"四箭齐发托福】(*female professor*) We'll continue looking at early native American societies.

But, first let me ask, have you ever been to a baseball game and there're venders everywhere selling food or, uh, merchandise? Well, the idea of taking advantage of a large crowd of people gathered in a sport event and using that occasion to sell things isn't a new idea. Today I want to talk about an example from way back in the eleventh century in what's now the southwestern United States there was a group of people known as the **Hohokam**.

OK, a little background. The Hohokam were made up of separate communities; spread out over a large geographic area, but there's evidence these communities interacted. We know they gathered together for sporting events because, well, there were many ball courts scattered throughout the region with some courts able to hold up to five hundred spectators. And we believe the games played a significant role in Hohokam identity and culture.

We've also recently been able to gain some insights about the Hohokam economy by looking up ball court marketplaces. We know that the markets at the ball courts were not just local markets for local people because of ceramic evidence. You see, very similar types of pottery have been found all over the region. But relatively recently we determined that all that pottery was produced at just five source areas, not only that but artisans in the different areas tended to be specialists to produce only certain types of containers and each type was used for a specific purpose.

So that begs the question, "How were the Hohokam able to evenly distribute, from only five locations, such a large number of bowls and jars to consumers who were spread out over a large area?" There's no evidence that there was a central authority, um, a kind of a central

control to regulate production, distribution, prices, things like that. There's no real evidence for that in Hohokam society. In fact, scholars have long thought that the Hohokam had what referred to as horizontal market rings. A marketing system based on horizontal market rings is totally decentralized. Vendors set their own prices. They're not regulated by an over-watching authority. So that fits with all we know about the Hohokam.

What doesn't fit so well is, uh, we usually think you can't count on this type of marketplace to always have what you need. So in this kind of system people tend *not* to depend on the market for their basic necessities. They're more likely to be self-sufficient, to make things themselves. But, apparently, the Hohokam *did* rely on the marketplaces on specialists from faraway, from only those five locations. So how could the Hohokam do this within this type of system which we normally think of is unreliable? Something must have allowed the marketplaces to function more reliably than we'd normally predict. And *that's* where the ball courts come in.

These ball courts would have facilitated cooperation among the Hohokam people, people regularly met at ritual ball games, ball games that represented an important connection among the different communities. Anyway, these marketplaces would be really advantageous for pottery makers for a couple of reasons. First, you minimize your transportation costs. If everybody gets together in the same few large-scale marketplaces, you don't have to worry about sending multiple loads of pottery off to a lot of different areas. Also, if people are gathering from all around, you get the opportunity to sell your goods to people from sparsely populated areas, places you might not go otherwise, which increases your sales. So, perhaps our opinion about the efficiency of horizontal market rings needs some rethinking, right?

It seems that ball courts made up for the deficiencies one would expect to find in a decentralized marketplace economy. And in case you need more convincing, recent archeological findings show that the ball courts began to decline in popularity and eventually disintegrated in the latter part of the eleventh century and *exactly* at that time there's a really striking interruption in the production and distribution of clay containers. A particular type of clay pot called Buff Ware becomes much harder to find after the eleventh century.

This is fairly significant data because it suggests that the marketplaces started to decline at exactly the same time as the ball courts, more confirmation that the ball courts may have played an important role on in allowing the Hohokam to maintain large-scale markets even in the absence of a central political authority.

1. What is the lecture mainly about?

A) The types of games played at ancient ball courts

B) The types of clay pots sold in one ancient civilization's marketplaces

C) Ideas about how the Hohokam reused their former ball courts

D) Ideas about how one part of the Hohokam economy functioned

2. Why does the professor talk about a baseball game?

A) To introduce a similar game played by an ancient culture

B) To point out a similarity between an ancient and modern marketing strategy

C) To help explain how sporting events often have ritual functions

D) To point out the difficulties of conducting business in areas where the towns are widely dispersed

3. According to the professor, what is the significance of the discovery that Hohokam pottery makers from different regions specialized in particular types of containers?

A) It suggests that many Hohokam households made their own pottery.

B) It indicates that the Hohokam marketplace functioned more reliably than would normally be expected.

C) It proves that there was central control of Hohokam marketplaces.

D) It reveals that some pottery used by the Hohokam people originated outside the Hohokam community.

4. According to the professor, what were the advantages of large-scale marketplaces for a Hohokam pottery maker? [**choose two answers**]

A) They would allow the pottery maker to charge high prices.

B) They would help minimize transportation costs.

C) They would allow goods to reach sparsely populated areas.

D) They would be a reliable way to obtain the clay with which to make pots.

5. What opinion does the professor express about the type of marketing system that uses horizontal market rings?

A) The inefficiency of this type of system probably led to the decline of the Hohokam economy.

B) The generally accepted view that this type of system is inefficient may need to be revised.

C) There is not enough evidence to determine whether the Hohokam used this type of system.

D) This type of system would be beneficial to many present-day economies.

6. What does the professor suggest is evidence that Hohokam marketplaces may have been connected with ball games?

A) Ball courts and certain types of pottery declined at the same time.

B) Hohokam Buff Ware pottery and ball courts both became popular at the same time.

C) Designs on pottery represented ball courts.

D) Large amounts of pottery have been found at ball courts.

Listen to part of a lecture in a Biology class

【公众号"四箭齐发托福】(*female professor*) Now, I'm, just to review last week's lecture. You'll remember we talked about the life cycle of amphibians, uh, frogs, toads, salamanders. And some of you were surprised to learn that not all amphibians lay eggs in water. That's understandable, especially when we think about the quintessential amphibian we think of the frog. And children learn at a very young age that frogs lay eggs in streams or ponds and these eggs hatch into tadpoles. Tadpoles swim around like fish until they grow limbs, lose their gills and tails, and move on to land. But, as we saw last week, this *isn't* true of all amphibians. It's not even true of all frogs. So, any questions about that before we move on, yes, David?

(*male student*) I remember reading somewhere that frog populations all over the world are declining. Some scientists think fungus might be killing them off or climate change might have something to do with it. Do you have any theories?

(*professor*) If I had the answer to that question, well, you mentioned two of the main suspects already. But recent research in Brazil had shed some light on the problem and it has to do with human activity. When humans take pristine forestland and cut it down for, say, agriculture, they leave the forest fragmented. Instead of large areas of forest, there will be small sections. Some will be wet fragments because they contain rivers or streams, while others will be dry.

Now, this is a big problem *if* you're an animal that depends both on wet and dry parts of the forest, say, like a species of frog that lays its eggs in water. Frog tadpoles live in water but the adults live in the dry forest. If these two habitats are no longer connected because of forest fragmentation, we have what the Brazilian researchers call **habitat split**.

Habitat split occurs when organism can no longer easily go from one part of its habitat to another. So, imagine you're a frog and you live in the forest but you go to the lake to breed. Now, imagine that a real estate developer decides to build houses along the lake, you know, waterfront property, great view. Well, all the houses and roads separate the forest from the lake you see. So, now, if you're going to breed, you have to cross roads and open spaces to get to the water. And once your young emerge from the lake, they'll have to do the same to get to the forest.

Now, the Brazilian researchers wanted to measure the effects of habitat split on aquatic breeding frogs and they chose the **Atlantic Forest** in southeastern Brazil as their study. The Atlantic Forest is home to more than four hundred eighty amphibian species. It is also one of Brazil's most endangered environments.

Thanks to human activities only about 12 percent of the forest remains. And what's left is highly fragmented. So I suppose rather unfortunately, this makes the perfect setting for studying habitat split. Wendy?

(*female student*) Well, if so much of the forest is gone, how can you really measure the effects of habitat split and how can you tell how it's affecting frogs when, I mean, all animals would be affected by the loss of habitat, right?

(*professor*) You're right that all animals would feel the effect of habitat loss, Wendy, but that's not quite what we're talking about here. The researchers focused on areas where streams were separated from dry forest. That's habitat split. They weren't just looking at the total area that's no longer habitable.

(*female student*) Ah, so then in areas with split habitats frog population declined?

(*professor*) Well, the population of frogs in wet forest fragments was higher than dry fragments. And they found fewer juveniles in these dry fragments. Now, what does this suggest?

(*female student*) It sounds like juvenile frogs aren't making it back to the dry forest, not in great numbers anyway.

(*professor*) And that would be consistent with the hypothesis in the study about the effects of habitat split.

(*female student*) it sounds like habitat split is the answer to the mystery of vanishing frogs.

(*professor*) Well, I don't know if I'd go that far. We'd have to test the theory out; try it in other places where a population is declining and see what results we got.

1. What does the professor mainly discuss?
   A) The life cycles of frog species in dry and wet habitats
   B) The relationship between forest fragmentation and frog populations
   C) A research study about the adaptation of frogs to dry climates
   D) A new theory about land-breeding amphibians

2. Why does the professor mention building houses along a lake?
   A) To show how wet and dry habitats can become divided
   B) To emphasize the large amount of building in the Atlantic Forest
   C) To explain why some frogs no longer breed in a wet habitat
   D) To demonstrate the effects of lake pollution on juvenile frogs

3. According to the professor, why is the Atlantic Forest in Brazil a good place to study habitat split? [**choose two answers**]

A) Many animal species in the forest are endangered.

B) Many streams have recently dried up in the forest.

C) The forest is home to a large number of amphibian species.

D) The forest that still exists is highly fragmented.

4. Why does the professor talk about the concept of habitat loss?

A) To identify a way of measuring the size of an amphibian habitat

B) To explain the reasons for the appearance of new frog populations in forest habitats

C) To propose an alternative reason for the results of the study in the Atlantic Forest

D) To correct a student's misunderstanding regarding the focus of the study in the Atlantic Forest

5. What was a finding in the study of the Atlantic Forest in Brazil?

A) Land-breeding frogs were more affected by habitat split than water-breeding frogs were.

B) Only small numbers of juvenile frogs reached dry forest fragments after leaving the water.

C) Juvenile frogs may be able to adapt to environments affected by habitat split.

D) The total habitat loss in the forest was less than originally thought.

6. What is the professor's opinion of habitat split as the main reason for the reduction in amphibian populations worldwide?

A) She thinks it has been adequately confirmed by research in many parts of the world.

B) She thinks there is not yet enough evidence to support that conclusion.

C) She thinks it will probably be supported by future studies.

D) She thinks the conclusion is based on inaccurate data from the study in Brazil.

Listen to a conversation between a student and a librarian

【公众号"四箭齐发托福】(*woman*) Hi, how can I help you?

(*man*) I'm looking for the reference room.

(*woman*) What kind of reference materials are you looking for, encyclopedias, dictionaries?

(*man*) My professor put some articles on reserve, required reading for the class. They're about solar panel design. I have the list here.

(*woman*) OK, what you want is the reserved reading room.

(*man*) Oh, OK

(*woman*) Yeah, a lot of students get the two mixed up. That's up on the second floor.

(*man*) OK, thanks, say, are we allowed to bring them down here?

(*woman*) Yes, and you can use them for up to two hours.

(*man*) Oh, hmm, I assume I'd be able to have more time than that.

(*woman*) Well, you could come back later and check it out when we close tonight. Keep it overnight. You just have to return it by ten o'clock tomorrow morning.

(*man*) Hmm, that's a thought. But, I have a class tomorrow morning until 9:30. If I got it back a few minutes late, is there, like, a fine or something?

(*woman*) Sixty cents per hour

(*man*) Oh, OK, good. That's not too bad.

(*woman*) So, solar panels, huh? Um, you know that's a particularly relevant topic you're studying. There's been talk of the library having solar panels installed this summer up on the roof.

(*man*) Oh, yeah? My environmental engineering professor mentioned that the Student Union has solar panels. But I haven't heard about plans for the library.

(*woman*) Well, originally they said that they'd install them last fall. But now they're saying they'll start this summer. I'll believe it when I see it.

(*man*) I see. Well, since I'm here, I might as well do some other work. I wish I'd brought my laptop, though.

(*woman*) The library has laptops you can check out for five hours.

(*man*) I didn't know that. Can you check those out overnight? Just curious.

(*woman*) No, and the fine for late returns is ten dollars an hour.

(*man*) Wow, that sounds expensive.

(*woman*) Well, it can be very expensive. You know recently a student racked up more than one hundred dollars in fine.

(*man*) So what did he do? Did he pay?

(*woman*) She had to or her library card would have been suspended. Apparently she took the laptop home and lost track of the time while working on a paper. When she realized how late it was she rushed to the library. But she arrived five minutes after it closed.

(*man*) The library doesn't have a drop off box or something?

(*woman*) We have one for books, but for computers, no. They have to be signed out and signed in. She had to wait until the next day to return it but by that time it was more than ten hours late.

(*man*) Sounds like a total nightmare and pretty unfair, I mean, she only missed closing time by five minutes. And she could have actually bought a few books for class with that money.

(*woman*) Well, maybe. But we have problems in the past with students not returning computers on time and the rule is always clearly explained upfront.

1. Why does the man go to the library?

A) To access information in the library's encyclopedias

B) To find out the hours that the reserve reading room is open

C) To read articles that are required for his class

D) To reserve some books on solar panel design

2. What is the man explaining when he mentions that he has a morning class?

A) Why he cannot wait until the evening to check out library materials

B) Why he may not be able to return library materials on time

C) Why he should not have to pay a potential fine for late library materials

D) Why he will wait until tomorrow morning to check out library materials

3. What does the woman imply about the installation of solar panels at the library?

A) The solar panels may not be installed during the summer.

B) The solar panels will be more expensive than those on the roof of the student union.

C) The environmental engineering department will help with the installation.

D) The installation from the previous fall had to be repaired.

4. What happened in the story told by the librarian?

A) A student lost one of the library's computers.

B) A student dropped a computer off in the wrong place.

C) A student did not return a computer on time.

D) A student paid a large fine for damaging a computer.

5. What is the man's reaction to the librarian's story?

A) He thinks the library should have been more understanding in that situation.

B) He thinks the student in the story was irresponsible.

C) He thinks that the rule was not clearly explained.

D) He thinks that the fines students pay should be used to buy books for the library.

Listen to part of a lecture in a Mechanical Engineering class

【公众号"四箭齐发托福】(*male professor*) So as we explore new ways to use robots, the question about locomotion becomes crucial. How robots move depends in part on the environment they're intended for, like, underwater robots have propellers and rudders. For robots on land, designers often prefer legs rather than wheels because they are more adaptable. And designers often look to the animal world for ideas. Actually, some of the work done in studying legged locomotion has given biologists models of how animals and humans move. The best known model is the **spring-mass model**.

Now, the spring-mass model shows us how energy moves when we walk or run. Locomotion requires us to

counteract gravity and to propel us forward at the same time. So when we strike the ground with our foot, we absorb energy, uh, similar to a compressed spring. And when that energy is released, it extends the leg and propels us up and forward. This model and other models have been used to create robots that walk on two legs. But, so far, collectively, their application is restricted to solid surfaces.

Now, recently, biologists had turned the tables and come across something that's provided ideas for improving our designs for locomotion on unstable surfaces like sand and even water. This discovery arises out of biologists' studies involving a small lizard that's native to Central America, the **basilisk lizard**.

What the biologists found while studying the basilisk lizard is that it has the remarkable ability to scurry across the surface of water, upright on its hind legs. It's really a cleaver defense mechanism. When it's threatened by a predator, the lizard hurries into the water and runs across its surface. Only a few types of spiders and insects can do that because they're so light they don't pierce the surface. The basilisk lizard can run across the surface of water for up to about 4.5 meters before it sinks into the water and starts swimming.

To find out more about how this works, researchers did some experiments. In a laboratory they sprinkled water with tiny reflective glass beads that sparkle when they're lit. Then they filmed the lizard running across the water with a high-speed video camera. By slowing down the video, the researchers were able to observe each phase of the movement in detail. And by seeing how the floating beads moved, they could calculate the amount of force that lizard generates during each phase of its stride.

Let's consider the stride for a minute. It definitely challenges the spring-mass model. The step is divided into three phases: the slap, the stroke, and the recovery. So the first part of the step, the slap, is where the foot pushes down into the water. The lizard uses enough force to create a pocket of air around the foot and this air pocket keeps its body above the water's surface. Now, in the next phase, the stroke phase, the lizard pushes itself forward by kicking its legs back through the water. Lastly during the recovery phase, the lizard brings its foot out of the water.

Now, to stay on top of the water, the lizard has to complete the whole stride before the air pocket collapses. So you can imagine how quickly this all happens. The researchers also found that, surprisingly, the force of the lizard step is projected to the side almost as forcefully as it's projected downward. It's the strong sideways motion that allows the lizard to stay upright. It's like the lizard is catching itself after tripping over and over as it propels itself forward.

So, using these principles of locomotion, a team of engineers has developed a basic robot that can move on the surface of water. First they tried a two-legged model but they found that a four-legged model performs better. Basically, this robot's a rectangular frame with a leg coming out of each corner. Each leg has a foot

attached to it. It doesn't look much like a lizard but that's OK. Our goal shouldn't be to just copy nature but to understand the principles of how a natural system works and then to use these principles for our own creations. That's what the team has done in creating a prototype that can run on water.

1. What is the lecture mainly about?
   A) How the movement of two-legged animals differs from that of four-legged animals
   B) Possible uses for a robot that can both walk and swim
   C) Why biologists and engineers disagree on a basic principle of locomotion
   D) How observations of an animal are influencing the design of a robot

2. What does the professor imply about the spring-mass model?
   A) It fails to take into account the force of gravity.
   B) It can be extended to include lateral movements in walking.
   C) Its application to robots is limited to certain types of surfaces.
   D) It explains why four-legged locomotion requires more energy than two-legged locomotion.

3. Why does the professor mention spiders and insects?
   A) To imply that they use the same technique to walk on water as basilisk lizards
   B) To emphasize how rare the ability to walk on water is in the animal world
   C) To explain why spiders and insects are attractive prey for basilisk lizards
   D) To point out that different species often evolve similar abilities

4. In the experiment the professor describes, what was the purpose of the floating glass beads?
   A) They helped measure the forces produced by a lizard running on water.
   B) They helped determine the ideal size and weight for robots walking on water.
   C) They were used to record the speed of a lizard crossing the water.
   D) They were used to increase the surface tension of the water.

5. What is the purpose of the air pocket created during the slap phase of the lizard's stride?
   A) It helps the lizard maintain its balance.
   B) It keeps the lizard from sinking into the water.
   C) It pushes the lizard forward.
   D) It lifts the lizard's foot out of the water.

6. What is the professor's opinion of the project to create a robot that can move on the surface of the water?
   A) It showed that mechanizing a natural movement is easier than previously thought.
   B) It should lead to more collaboration between biologists and engineers.

C) It appropriately focused on applying a concept from nature.

D) It should have focused more on duplicating the appearance of a lizard.

Listen to part of a lecture in a Music Appreciation class

【公众号"四箭齐发托福】(*male professor*) When you think of an opera, of course you think of a theatrical production, a play, where all or most of the dialogue in the story is sung by the performers. And you'd probably also think a great work of art. But you probably never realize that operas we consider great today don't necessarily start out as masterpieces. Sometimes they only become recognized as great works later. A good example of just such an evolution from failure to success is the early twentieth-century opera ***Madama Butterfly*** by the Italian composer **Giacomo Puccini**.

(*male student*) Puccini's *Madama Butterfly* was considered a failure?

(*professor*) Hard to believe but true, the first performance of *Madama Butterfly* in Milan, Italy was a total bust, one of the great failures in the history of the stage. This was in 1904. Now, does anyone remember what I said about Italian opera fans in that era? Joe?

(*male student*) Well, you said opera was really popular that people even had favorite singers and composers and that audiences were kind of like some sports fans today, like when they were unhappy with the performance they'd boo and yell even call the performer names.

(*female student*) But they were also pretty loud when they liked an opera. They'd demand songs to be performed again or even for a whole scene to be repeated right then and there.

(*professor*) Right, they didn't really care about the continuity of the story. It was all about the performance. And in Milan, Puccini faced an especially daunting task. See, it seemed that opera audiences there were never satisfied, like, the audiences in Milan were critical of composers who didn't stick to opera conventions. At the same time, they also expected them to produce original works. On top of that, the Milanese weren't great Puccini fans to begin with. So it's almost as if they came to the opening night of *Madama Butterfly* ready to dislike it. And *Madama Butterfly* clearly lived up to audience's expectations or down to them.

(*male student*) But what was so bad about it?

(*professor*) Well, there were real problems with the performance. See, Puccini typically revised his work continuously. So opening night came and changes were still being made to the music and libretto, the script

of the story. Obviously this was incredibly hard on the performers and musicians. In addition, everything about the opera was being kept secret, which meant the performers couldn't take the music or libretti home to study or practice. The idea was that secrecy would help generate great interest and ensure the opera's success.

But, instead, the producers alienated the opera critics. See, normally the critics would have been invited to view the rehearsals. But, to help build anticipation for the performance, this wasn't allowed. So the critics got mad and then they got even by giving the opera bad reviews after opening night.

Another criticism was that one of the songs in the opera was too similar to a song in an earlier work by Puccini. Really only one line in one song was similar but that was enough to anger some audience members and leave them feeling that they had been short changed. They also complained because the opera didn't follow the traditional structure, the three-act format. But Puccini didn't feel bound by the usual conventions. He wanted to experiment with form so he wrote *Madama Butterfly* in two acts rather than in the traditional three.

(*female student*) Two acts? But I've seen *Madama Butterfly* and it has three acts.

(*professor*) Yes, and that was probably the most significant change Puccini made after the opening night.

(*female student*) You mean Puccini wrote a whole new act for the opera?

(*professor*) Not at all, see, the second act was quite long, so Puccini simply divided it into two acts. Now, when *Madama Butterfly* was performed for a second time three months later, a lot had changed. More time meant that the music and libretto were more polished that the performers were better prepared. The element of secrecy was no longer pertinent because the work had already been presented to the public. And now the opera was in three acts. Plus the opera was performed outside of Milan so the audience wasn't so antagonistic toward Puccini. These differences had enormous impact on the opera's subsequent success.

1. What is the lecture mainly about?
   A) The popularity of opera in the early 1900s
   B) Musical conventions in Puccini's operas
   C) Early reactions to an opera that is now famous
   D) The development of Puccini's artistic style

2. Why does a student mention sports fans?
   A) To explain that he enjoys going to the opera as much as he enjoys sporting events
   B) To point out that there is a greater number of sports fans than opera fans today

C) To refute a generalization that the professor made about sport fans

D) To describe the behavior of some early-twentieth-century opera fans in Milan

3. What factors probably contributed to the initial reaction to *Madama Butterfly*? [**choose two answers**]

A) The music was too unconventional.

B) The performers were not well prepared.

C) The composer was not popular with the audience.

D) The critics had published negative reviews before the opera opened.

4. According to the professor, why did some people in the audience feel cheated after the first performance of *Madama Butterfly*?

A) They felt that part of the opera was too similar to that of an earlier Puccini opera.

B) They thought that the price of admission was unreasonably high.

C) The orchestra was not conducted by Puccini.

D) The performance had been moved outside of Milan.

5. What does the professor imply about the structural change Puccini made to *Madama Butterfly* before it was performed a second time?

A) It eliminated several characters.

B) It angered many of the fans.

C) It likely made the opera more acceptable to audiences.

D) It made the story easier to follow.

6. Why does the professor say this: 

A) To explain why he prefers the original version of Puccini's opera

B) To stress that Puccini's audience on opening night was demanding

C) To express dissatisfaction with the changing nature of opera

D) To express sympathy for opera fans in Milan