

新托福考试不像原来旧托福可以偷回每次的考题，能供大家学习的ETS出的听力试题，一共有 17 篇，分别是官方指南上 11 篇文章+practiceonline 里面的 6 篇文章（<http://www.xiaomaguohet.net/bbs/thread-2691-1-1.html> 模拟练习三即是）。这 17 篇文章需要大家在了解过听力的出题思路后，再去使用，而且应该是仔细的揣摩每道题的考点。另外如果有的同学喜欢背段子的话，那这 17 篇文章最适合去背诵了。

供我们备考所用的旧托福的试题，可以分成三类：

PBT（考国内）、PBT（考北美）、CBT（大陆范围之外）。

考国内的PBT试题，从 95 年 8 月——2004 年 10 月，供 42 套题，是适合大众使用的材料。需要使用者放弃掉每套题中的小对话部分，只取Part B 和Part C使用即可。我更推荐大家把时间集中在每次旧托福的 Part C 的演讲。在 www.xiaoma.com 的这个地址里 <http://www.xiaomaguohet.net/bbs/forum-24-1.html> 我从 95 年一直按照每套的形式一直放到 2006 年。音频和听力的脚本都在里面。

北美的PBT的试题，被ETS授权给泰德时代于 2003 年出版了 31 套真题。因为是经过授权出版的，所以声音质量与考场一致，这个材料虽然没有我们能得到的国内的PBT试题多，但是声音质量远远好于国内的PBT（因为是大家在考场上偷录的）。以我接触学生的经验来看，备考听力者比较痛苦的莫过于对场景陌生和对专业场景里的词汇头疼，所以这个声音质量完美的材料，我把它划分成了场景：campus类、历史类、生物类、地球科学类、天文学类、人体生理心里累、人类学类、语言学类、和商业类，供大家同一场景连续突破。在这个地址可以下载<http://www.xiaomaguohet.net/bbs/forum-23-1.html>

具体介绍在这个地址：<http://www.xiaomaguohet.net/bbs/thread-8781-1-1.html>

北美的 CBT 的听力试题，也被我按照场景的模式划分，在这个地址 <http://www.xiaomaguohet.net/bbs/thread-2167-1-1.html>

其他市面上大家可以购买的书籍是：longman 朗文的绿色的综合教程、delta的蓝色备考策略（新东方统一强化班是配发）、barron的紫色模考教程。这个地址可以下载模考光盘 <http://www.xiaomaguohet.net/bbs/thread-2559-1-1.html> 这三类教材都是国外不同的出版机构按照ETS的出题思路出的模拟题，并不是真题。但是，这三个出版机构的语料库是让人羡慕的，所以备考者使用此三本教材做题是小，熟悉长文章套路和话题及词汇是大。切记不能只是拿来做题使用！推荐听写。这三个教材的难度顺序是：朗文<三角洲<巴郎。学习者手里有任何一本外加使用旧托福的听力真题配合听写提高听力实力即可。切莫贪多都做，做就要做的彻底！

我的讲义部分是这样编辑的：

- （1）第三页到第七十六页的听力讲义部分是从朗文的模考光盘里扣出来的。
- （2）场景分类训练的上是CBT的材料、场景分类训练的下是北美的PBT材料
- （3）听觉导向训练里的 36 篇文章是取材于PBT的试题，所以声音质量有点小问题
- （4）Mini训练是朗文模考光盘的 8 套mini试题
- （5）模拟训练 1 和模拟训练 2 是朗文模考光盘的模拟题
- （6）模拟训练 3 是practice online上的真题
- （7）语音识别训练是取材于tomson出版社的高级视听说教材

我的材料，我都已经制作成PDF格式供大家使用，同时提醒大家，不需要再次购买朗文的材料。使用我的材料加上delta三角洲备考策略的 4 套模考题足矣！

如果备考过程里需要泛听一些材料的话，我推荐discovery探索频道的世界百大发现系列的地球科学单元和天文学单元，在这个地址：<http://www.xiaomaguohet.net/bbs/forum-57-1.html>

题型讲解 (<http://www.xiaomaguohu.net/bbs/thread-14276-1-1.html>)

新托福听力三种能力 (6 类题型) 训练

Skills-Basic Comprehension (主旨题和细节题)

Passage 1 (食虫植物)

- (1) What is the professor mainly discussing?
- (a) Insects that feed on plants
 - (b) Animals that feed on insects
 - (c) Plants that use insects to survive
 - (d) Insects those are attractive to plants
- (2) why is the professor discussing this topic?
- (a) He is lecturing about sth that the students will see the next day
 - (b) He is preparing the students for an exam that is tomorrow
 - (c) He is explaining sth that the students have just seen
 - (d) He is discussing sth that the students will be required to read
- (3) what does an insectivorous plant get from an insect?
- (a) All of its nutrients
 - (b) Chlorophyll
 - (c) Nitrogen
 - (d) Digestive liquid
- (4) According to the lecturer, how widespread are insectivorous plants?
- (a) There are hundreds of varieties in the world
 - (b) They exist in 500 countries in the world
 - (c) They exist only in North America
 - (d) There are five different types throughout the world
- (5) What is stated in the lecture about the Venus flytrap?
- (a) It is the largest insectivorous plant
 - (b) It is found only in South America
 - (c) It has moveable parts
 - (d) It has only one trap leaf
- (6) What is stated in the lecture about the sensory bristles?
- (click on 2 answers)
- ☐ They are divided into two parts
 - ☐ There are three of them
 - ☐ They are on the outside of the leaf
 - ☐ They cause the trap leaf to close

答案: (1) c (2) a (3) c (4) a (5) c (6) bd

Listening Script:

(narrator) Listen to a lecture in a botany class

(man) Today, we're going to be talking about insectivorous plants. As you know, we have a field trip tomorrow. We'll be going to be seeing some insectivorous plants there.

Do you understand what insectivorous plants are? Insectivorous plants are plants that trap and assimilate insects in order to sustain life. You may understand the meaning of insectivore from related words such as carnivore or herbivore: a carnivore eats meat, and an herbivore eats plants, while an insectivore devours insects. But—unlike carnivores and herbivores, which are animals—the insectivores that we're going to discuss today are plants.

All insectivorous plants contain chlorophyll and have roots, so they don't get all of their nutrients from the insects they take in. Insectivorous plants trend to live in soil that lacks enough nitrogen for them to exist, so they consume their insect victims in order to get the nitrogen they need. There're many types of insectivorous plants in the world—there're perhaps 500 known species of insectivorous plants worldwide. Of these many types of insectivorous plants, we're going to look at one of the better known ones in depth.

The insectivorous plant that we're going to discuss in detail is the Venus flytrap, which is native to North America. Now look at the drawing of the Venus flytrap on the screen. The Venus flytrap catches insects by suddenly snapping the ends of one of its trap leaves around an insect. You can see in the diagram that a Venus flytrap has a number of trap leaves and that each trap leaf is divided into two parts. Inside the two parts of the trap leaf are three sensory bristles, sensory bristles which resemble tiny hairs. When an insect touches the bristles inside a trap leaf the two surfaces of the leaf shut instantaneously, and the insect's trapped inside the parts of the leaf. The Venus flytrap then discharges a digestive liquid into the leaf in order to assimilate the insect and obtain the nitrogen the plant needs in order to survive.

That's all for today on the Venus flytrap. I hope that from our discussion of the Venus flytrap you've developed a clearer understanding of how this and other insectivorous plants function. You'll need it for the trip tomorrow.

Passage 2 (建筑学家)

- (1) What is the professor mainly discussing?
- (a) The importance of function in the design of a building
 - (b) A number of modern American architects and the important elements in their work
 - (c) Which of the three elements of architecture is the most important?
 - (d) The important characteristics of the designs of one specific architect
- (1) What was NOT mentioned in the lecture as one of the main elements to be considered by an architect?
- (a) Function
 - (b) Appearance
 - (c) Tradition
 - (d) Durability
- (3) What is stated about the Guggenheim?
- (a) It has numerous rooms
 - (b) It is a long, low building
 - (c) It used to be Wright's home
 - (d) It exemplifies Wright's belief in openness
- (4) Which characteristics of prairie-style houses does the professor mention?
(click on 2 answers)
- ☐ They are long, low buildings
 - ☐ They fit well on the prairies
 - ☐ They are tall, open buildings
 - ☐ They were influenced by European architecture
- (5) What material does the professor say that Wright appreciated for its durability?
- (a) Stone
 - (b) Wood
 - (c) Concrete
 - (d) Metal
- (6) What two resources will be tested on the exam?
(click on 2 answers)
- ☐ The books on reserve in the library
 - ☐ The class text
 - ☐ The biography of Wright
 - ☐ The professor's lectures

答案: (1) d (2) c (3) d (4) ab (5) c (6) bd

Listening Script:

(narrator) Listen to a lecture in a class on modern American architects

(professor) Good afternoon, class. Today, we'll continue our discussion of modern American architects. As I'm sure you know, we've almost finished this unit, and you know what that means; that means we'll be having an exam next week on all the modern architects we've covered in this unit. Now, let's review the three main elements that any architect must consider when designing a building. Do you remember what they are? We've been discussing them for the last few classes.

(man 1) One of the elements is function

(professor) That's right. An architect must consider the function of a building, whether the design hinders or enhances the use of the building, whether the design allows for easy heating and cooling, plumbing, and electrical wiring... Now, what is another of the elements we've discussed?

(female) Appearance... the second element is appearance.

(professor) Right. Does the building fit in with its surroundings? Is it pleasing to look at or an eyesore? Its appearance is quite an important element. Now, what's the third element?

(man 2) Durability?

(professor) Yes, an architect must consider a building's durability, whether the materials will withstand wear from weather on the outside and wear from use on the inside.

(professor) Now we'll move on to discuss the architect who's our topic for today. The man in this photograph is Frank Lloyd Wright. Frank Lloyd Wright has been called the greatest figure in modern American architecture because of his influence on function, appearance, and durability.

Wright wanted his buildings to be functional, and he strongly believed that interior space was more functional if it was open. The homes he designed tend to have very few walls. One room flows into another. The Guggenheim, a museum he designed, is a very good example of the openness that Wright strove for. The Guggenheim actually has no rooms at all. Visitors ride an elevator to the top and then gradually descend to ground level by walking through a giant spiral-shaped gallery. This sense of openness greatly influenced both American and European architecture.

The second element is appearance, and Wright was very, was very concerned about the appearance of his buildings.

(professor) Let's look at an example of Wright's architecture, and let's focus on

its appearance. This is Wright's Robie House. Wright felt that buildings should seem a natural part of their site, and you can see that the Robie House is. This is what's called a prairie-style homes. Notice the strong sense of horizontal line. Wright felt that low homes emphasizing horizontal lines blended well with the, the Midwestern prairies.

(professor) Finally, durability was also important to Wright, and his choice of building materials was strongly influenced by their durability. Wright felt that concrete was highly durable yet flexible in its use for public buildings. He used it in a variety of...um...ways both structurally and decoratively. Wright was one of the first architects to use concrete for building and helped popularize its use.

Well, that's all for today. I've placed several books on reserve in the library. Some of the books contain pictures and diagrams of Wright's work, and there's also an in-depth and...um...informative biography of Wright. The exam next week'll cover the information in the textbook and the lectures I've given on Wright. The reserve material in the library is optional, but you may want to spend some time with it in order to have the best understanding possible of Frank Lloyd Wright and his work.

Passage 3 (西点)

- (1) What is the topic of this discussion?
- (a) West Point before the establishment of the military academy
 - (b) Key battles during the American Revolution
 - (c) Benedict Arnold's military career
 - (d) The recent history of West Point
- (2) Why is this topic being discussed?
- (a) The students will be visiting the place under discussion
 - (b) The students asked the instructor about it
 - (c) The students are expected to know about it for a test
 - (d) It appeared on an exam that the students took
- (3) Where is West Point located?
- (a) Across the Hudson from Manhattan
 - (b) Forty-five miles from Manhattan
 - (c) In the middle of the Hudson
 - (d) Forty-five miles from the Hudson
- (4) In what ways mentioned in the discussion was the Hudson strategically important to the British? (click on 2 answers)
- ☐ Economically
 - ☐ Educationally
 - ☐ Historically
 - ☐ Militarily
- (5) What types of fortifications were installed by the colonists around West Point? (click on 2 answers)
- ☐ A massive wall around the military academy
 - ☐ Cannons in the hills
 - ☐ Forts in the area
 - ☐ A chain around Constitution Island
- (6) What is stated in the discussion about Benedict Arnold? (2 answers)
- ☐ He constructed the fortifications at West Point
 - ☐ He was recognized for his accomplishments early in the war
 - ☐ He served as commander-in-chief of the American forces
 - ☐ He tried to surrender West Point to the British
- (7) What did Benedict Arnold expect to gain for his act of treason?
- (a) British citizenship
 - (b) Acknowledgment as a military hero
 - (c) The rank of major in the British military
 - (d) Financial reward
- (8) What is stated in the discussion about Benedict Arnold? (2 answers)
- ☐ He was viewed as a hero early in his career
 - ☐ He was viewed as a traitor early in his career
 - ☐ He was viewed as a hero late in his career
 - ☐ He was viewed as a traitor late in his career

答案: (1) a (2) c (3) b (4) ad (5) bc (6) bd (7) d (8) ad

Listening Script:

(narrator) Listen as an instructor leads a discussion of some material from a history class

(instructor) Ok, today, we're going to be discussing West Point, which is home to the United States Military Academy. It is, in fact, the oldest continuously occupied military outpost in the United States. Ah, just a warning... you may want to pay careful attention to this discussion because there's an exam at the end of the week, and the information we're discussing today just might be covered on the exam.

(instructor) Now, we can see the Military Academy at West Point in this photograph. The Military Academy was founded at West Point in 1802. Uh...prior to the establishment of the Military Academy there, other military installations were located at West Point because of its strategic location. What we're going to discuss today is the important role of West Point during the American Revolution, prior to the time that the Military Academy was founded there. Ok. Now, Matt, what was the strategic importance of West Point during the American Revolution?

(Matt) Uh... West Point's located 45 miles above Manhattan on the Hudson River.

(instructor) Uh-huh

(Matt) Its strategic importance can be seen from its location on the map. It's located at a spot, at a point where the river narrows and bends sharply, with hills on either side.

(instructor) Excellent. And why was this location important to the British during the Revolution?

(Matt) Uh...during the Revolution, the British military forces knew that if they could...um...control the Hudson, then they could dominate the colonies, both economically and militarily,...and control of West Point meant control of the Hudson.

(instructor) OK. So how would control of the Hudson ensure both economic and military domination of the area? Anybody? Nina?

(Nina) Um...The Hudson was a major means of transportation during the revolutionary era. Control of the Hudson would mean that commerce into New York could be monitored and that transportation of military supplies and, and troops could be diminished. It would also mean that the colonies could effectively be divided.

(instructor) Exactly. Control of the river was of extreme importance during the war. Because of this importance, the colonial forces made a great effort later in the war, during the war to fortify West Point. Uh... Pam, what types of fortifications did the colonists install at West Point during the Revolution?

(Pam) Cannons were installed in the hills overlooking the Hudson in the area around West Point, and a number of forts were constructed.

(instructor) Yes, that's true. The colonial forces installed cannons and built a number of forts. Uh, they also installed a very different type of protective device. Anybody? What was that?

(Pam) Oh, um...in addition to the cannons and forts, they stretched a chain across the river between West Point and Constitution Island, close to the bend in the river.

(instructor) Uh-huh. And why was the chain stretched across the river, and why in that location?

(Pam) Well...um...the chain was built to block the river, and the location between the point and Constitution Island was ideal because I think it wasn't visible to river traffic coming up the Hudson.

(instructor) OK, now, about the forts in the area of West Point. What was the name of the major fort in the area? Ah...Matt?

(Matt) Ah...one of the forts was named Fort Arnold. And it was named after Benedict Arnold, who had been a military hero earlier in the war, wasn't it?

(instructor) Exactly. Now, how else was Benedict Arnold related to West Point? Nina?

(Nina) Well, later in the war, George Washington, the commander-in-chief of the American forces, appointed America's best fighting general, Benedict Arnold, to command the fortifications at West Point.

(instructor) Yeah. Benedict Arnold is famous, or notorious I should say, for more than being a skilled general. Why is Benedict Arnold notorious? Pam?

(Pam) Ah...well...um... Benedict Arnold is notorious for treason against the United States. While serving as commander at West Point, he apparently felt that he wasn't getting the recognition that he deserved, so he set up a treasonous plot. He met with the British, ah, with British Major John Andre, and agreed to surrender West Point to the British in exchange for 20,000 British pounds.

(instructor) Uh-huh. Was the plot successful or not?

(Pam) Uh...well, the plot was discovered when Andre, the British major, was discovered when Andre, the British major, was discovered behind American lines. Because the plot was discovered, West Point did not fall into British hands

(instructor) And the importance of this?

(Pam) Well...um...because of the strategic importance of West Point, had it fallen to the British, the outcome of the war might've been different.

(instructor) OK. And how is Benedict Arnold viewed today? I mean, after all, he was a brilliant military officer in his career. Nina?

(Nina) Well, he may have been a hero early in his career, but by the end of the war he was known only as a traitor. His name today is synonymous with “traitor”

(instructor) Yeah. That’s right. Now...any questions about the early history of the West Point and Benedict Arnold’s role in relation to it? Ah... just a hint...you most likely want to be quite knowledgeable about this before Friday’s exam.

Skills-Pragmatic Understanding (重听题——功能题和态度题)**Passage 1 (陆地乌龟)**

(1) Why does the man say this: *Now we can move on to discuss the next part of the chapter, the part on land tortoises*

- (a) To indicate the next topic for discussion
- (b) To suggest a new location for the discussion
- (c) To state what has previously been said
- (d) To clarify why they are having the discussion

(2) Listen again——

How does he seem to feel when he says this: *That's couldn't be... No way*

- (a) Unhappy
- (b) Incredulous
- (c) Incapable
- (d) Disturbed

(3) Listen again——

Why does the woman say this: *Actually, I think the book said it was at least 152 years old.*

- (a) To contradict what was in the book
- (b) To indicate that she is not sure what is correct
- (c) To restate what the man said
- (d) To correct an error by the man

(4) Listen again——

What does the man mean when he says this:

- (a) What was said sounds plausible
- (b) Marion's tortoise was not on the island of Mauritius
- (c) There may be an alternate explanation
- (d) There was only one tortoise on the island

(5) Listen again——

Which sentence best describes how the woman feels when she says this: *200 years*

- (a) It is possible for a tortoise to live for 200 years
- (b) A tortoise could not possibly live to the age of 200
- (c) No 200-year-old tortoise has ever been found
- (d) Many types of tortoises live to be very old

答案: (1) a (2) b (3) d (4) c (5) a

Listening Script:

- (narrator) Listen to two student discussing a zoology course
- (man) Now, we can move on to discuss the next part of the chapter, the part of the chapter, the part on land tortoises
- (woman) Yes. Land tortoises are tortoises that don't live in the water, although they may live near the water. They only come to the water to drink or bathe.
- (woman) Oh, look here in the book. Here's a picture of one of the 40 kinds of land tortoises.
- (man) Land tortoises are the ones that live to such long ages, aren't they?
- (woman) Yes, my favorite part of the chapter was the part that was about how long land tortoises can really live.
- (man) How old can they live to be?
- (woman) It's not really known for sure. There are lots of traditional stories about tortoises that lived for hundreds of years. I do remember hearing, when I was young, about tortoises that were supposed to be one-to two-hundred years old.
- (man) That couldn't be...No way.
- (woman) Well, there're a lot of stories, but there's no accurate records, so it's impossible to verify whether or not they're true.
- (man) Well, how old is the oldest tortoise on record, do you know?
- (woman) In the chapter I just read, it said that the oldest tortoise whose age can be verified to some extent is the one known as Marion's tortoise.
- (man) I read that Marion's tortoise was 152 years old.
- (woman) Actually, I think the book said it was at least 152 years old. It was probably older.
- (man) So, they're not really certain how old Marion's tortoise really was when it died. What is truly known about Marion's tortoise?
- (woman) It's certain that a French explorer named de Fresne, Marion de Fresne captured an adult tortoise in 1766, and he transported the tortoise to the island of Mauritius in that same year.
- (man) Well, when did Marion's tortoise die? Are there authentic records?
- (woman) *Historians are satisfied with the authenticity of the records that show that Marion's tortoise died in 1918.*
- (man) How do they know it was the same tortoise? Could it have been a different tortoise that died there in 1918?
- (woman) Tortoises don't occur naturally on Mauritius, so Marion's tortoise was the only tortoise on the island of Mauritius.
- (man) And so this tortoise had been on the island of Mauritius for 152 years when it died.
- (woman) That's right. Marion's tortoise arrived in Mauritius in 1766 and

died in 1918, so that would make it at least 152 years old.

(man) But didn't you say that the tortoise that was captured and brought to Mauritius by Marion de Fresne was an adult when it was captured?

(woman) Yes. So Marion's tortoise was known to have lived for 152 years on Mauritius. But because it was an adult when it was captured in 1766 and it's unclear how old it was at that time, it could have been considerably older than 152 years when it died, maybe 180 years or more. Two hundred years old for this type of tortoise isn't inconceivable.

(man) So a tortoise living to the age of 200 may be possible, but there're no verified records of such a tortoise.

(woman) Exactly!

Passage 2 (鬼屋)

(1) What does the professor mean when he says this:

- (a) It is not sth important
- (b) The students should already know it
- (c) It will be explained later in the lecture
- (d) The students need to answer his question

(2) Listen again——

Which sentence best describes how the speaker feels about the Winchester House?

- (a) It was a fairly normal house for its time
- (b) It appears to have been carefully planned
- (c) It represents a common style of architecture
- (d) It is notable for its haphazard design

(3) Listen again——

Why does the professor say this:

- (a) To announce what he is about to explain
- (b) To encourage the students to respond
- (c) To indicate that the answer is unknown
- (d) To suggest that the students should have prepared more

(4) Listen again——

How did Sarah seem to feel about the ghosts?

- (a) The house was haunted because of the way the family had achieved its wealth
- (b) The house was not really haunted, but stories about ghosts helped the house to become famous
- (c) The house may have been haunted, but she did not understand why
- (d) She made up stories about the house being haunted to get sympathy

(5) Listen again——

Which sentence best describes the professor's view of ghosts?

- (a) He believes in them even more than Sarah did
- (b) The fact that the house is haunted by ghosts makes it special
- (c) He does not believe in them, but the fact that Sarah did is important

答案: (1) b (2) d (3) a (4) a (5) c

Listening Script:

(narrator) Listen to a lecture in a course on architecture

(professor) Today we're going to take a look at one of the more unusual houses in America, the Winchester House in San Jose, California. This house was built by Sarah Winchester, the nineteenth-century heiress of the Winchester family. I don't think I need to tell you why the Winchester family is famous. That's right. The Winchester family is the owner of the Winchester Repeating Arms Company, the company that accrued its wealth in the business of manufacturing Winchester rifles, the rifle of note and notoriety in the American West

(professor) Let's take a look at this rather incredible house that Sarah created. She began construction on the home in 1884, and she created an unbelievably wild profusion of rooms, corridors, stairways, doors, and windows. She continued to add to the house until her death in 1922. By the time of her death, the number of rooms had reached 160, and it had...can you believe it...more than 2,000 doors and 10,000 windows.

Why do you think someone might build such a house? Well, here is Sarah's story. Sarah Winchester was married to the son of Oliver Winchester, who'd founded the Winchester Repeating Arms Company and made a huge success of it. In 1881, Sarah's husband and their month-old baby daughter died. Because Sarah's husband had been heir to the Winchester fortune, on his death, Sarah inherited the fortune. The fortune notwithstanding, Sarah was devastated by the loss of her beloved husband and daughter.

In the aftermath of her loss, Sarah was convinced by a trusted advisor that the family's misfortune was due to the fact that the family's massive fortune had been obtained through the manufacture of weapons responsible for uncountable deaths. Sarah became convinced that the family was being haunted by the ghosts of those victims of the Winchester rifle. To thwart the ghosts that Sarah believed were haunting her family, it seems that her plan was to build such a confusing house that ghosts who were haunting it wouldn't be able to find their way through it. Sarah dedicated the remainder of her life to adding onto the house in such a way as to make the ghosts get lost and disappear.

(professor) This is the story of how the Winchester House came to be the way it is. Whether or not you believe in ghosts yourself, and...well...not everyone does...you can see that Sarah did. The world of architecture has one huge, very tangible, and eye-catching reminder of Sarah's belief in ghosts.

Passage 3 (鹅妈妈童话集)**(1) What is the main idea of the lecture?**

- (a) All of the Mother Goose stories were probably written by Charlemagne's mother
- (b) Though there may have been a real Mother Goose, the Mother Goose stories were not all written by her
- (c) Two different versions of the Mother Goose stories have been published by different authors
- (d) Two characters in Mother Goose stories are based on historical figures

(2) Why does the professor say this:

- (a) To show that there is more to the topic than the students might think
- (b) To indicate that she thinks the students do not know anything about the topic
- (c) To clarify that they have already discussed this topic before
- (d) To encourage the students to say what they know about the topic

(3) Listen again—How does the professor seem to feel about the Mother Goose stories?

- (a) The only important stories in children's literature come from Mother Goose
- (b) It is important to create a complete overview of children's literature
- (c) The Mother Goose stories are an important part of children's literature
- (d) The Mother Goose stories are too complex for children to understand

(4) Why does the professor say this:

- (a) To review material the students have read
- (b) To provide examples of a point she just made
- (c) To let the students know what their assignment is
- (d) To announce how the lecture will proceed

(5) What two statements are true about the authorship of the Mother Goose books? (2 answers)

- (a) The Mother Goose rhymes probably had different authors
- (b) Perrault and Newbery contributed significantly to the writing of Mother Goose stories
- (c) Charlemagne's mother wrote most of the Mother Goose rhymes
- (d) Different Mother Goose stories were probably written at different times

(6) Who is the real Mother Goose believed to be?

- (a) Charlemagne's pet
- (b) Bertha's goose
- (c) The mother of Charlemagne
- (d) A goose with multiple owners

(7) What does the lecturer say is known about King Cole? (click on 2 answers)

- (a) He was a famous musician
- (b) He was a king of Britain
- (c) He lived more than 1,000 years ago
- (d) He was only a fictional character

(8) What does the lecturer say about Jack Horner?

- (a) He became King of England
- (b) He ate 12 pies
- (c) He became owner of an estate illegally
- (d) He stole some plums

答案: (1) b (2) a (3) c (4) d (5) ad (6) c (7) bc (8) c

Listening Script:

(narrator) Listen to a lecture in a literature class

(professor) Good morning, class. Our topic for today is the Mother Goose stories. Now...I'm sure you all think you know about Mother Goose...well, we'll find out today...

No overview of children's literature would be complete without Mother Goose because Mother Goose is such a, such a complex and diverse collection of children's literature. An interesting point about the Mother Goose stories is that their origin is unclear. Most scholars feel, while the name Mother Goose may refer to a person, the person known as Mother Goose in all probability did not write the stories, rhymes, and songs found in the uh...Mother Goose books. Today we'll look at the two earliest publications of Mother Goose books, one of which gives a suggestion as to who the real Mother Goose may have been. Then we'll look at two of the rhymes that suggest multiple authorship.

(professor) The earliest Mother Goose book was compiled in 1697 by a Frenchman named Perrault. This book was a collection of well-known children's stories including "Sleeping Beauty" and "Cinderella." These stories were believed to have been told to the French military hero Charlemagne by his mother, who was known as Goose-Footed Bertha; the name Mother Goose is believed to have come from this nickname of Charlemagne's mother. A second book of Mother Goose stories was published in 1760 by John Newbery. This Mother Goose collection included a selection of well-known children's rhymes and also about 15 Shakespearean songs. Neither Perrault nor Newbery claimed to have written any of the Mother Goose stories, rhymes, or songs. In fact, no one person could have done so. Some of the rhymes, such as "Old King Cole" and "Little Jack Homer," are based on historical figures. It seems quit clear that these two rhymes were written in different eras---because the real King Cole and the real Jack Horner lived centuries apart. Let's look a little more closely at these two rhymes.

(professor) The first of these two rhymes, "Old King Cole," refers to King Cole of Britain. King Cole reigned around 200 A.D. The rhyme tells us he loved music, but very little else is known about him today. The second rhyme is about Jack Horner. Jack Homer was the steward to the Bishop of Glastonbury, England in the early 1500s. He was sent to deliver 12 title deeds hidden in a pie to King Henry VIII.

On the way, Jack Horner opened the pie and stole a deed. The plum in the poem refers to the stolen title deed. The Horner family still owns the estate at Mells Park, England, the estate for which the title deed was reportedly stolen.

(professor) From the histories of these two rhymes, the conclusion that the Mother Goose stories had multiple authors seems inescapable. Although very little is known about the origin of most of the rhymes and stories, the Mother Goose collections have formed the core of children's literature in the United States and England. Next week we'll discuss Hans Christian Andersen's collection of fairy tales. Before class, please read the selections by Hans Christian Andersen in your anthology of children's literature.

Skills-Connecting Information (结构题、表格题和推理推断题)**Passage1** (殖民地)

(1) How is the information organized in the lecture?

- (a) By contrasting various periods in American history
- (b) By classifying various types of colonies
- (c) By describing developments leading to the American revolution
- (d) By outlining steps in the development of royal colonies

(2) Which of these were discussed in the lecture as types of American colonies?

(click in the correct box)

	YES	NO
Corporate		
Charter		
Proprietary		
Grant		
Royal		

(3) Which best describes each type of colony?

(Click in the correct box)

	ROYAL	PROPRIETARY	CORPORATE
Controlled by a group of people under the king			
Controlled by an individual under the king			
Controlled directly by the king			

(4) What can be inferred from the lecture about changes in types of colonies?

- (a) Royal colonies tended to become proprietary colonies.
- (b) Corporate colonies tended to become proprietary colonies.
- (c) Proprietary colonies tended to become royal colonies.
- (d) Royal colonies tended to become corporate colonies.

答案: (1) b (2) yes 的是 135 (3) 竖列 321 (4) c

Listening Script:

(narrator) Listen to a lecture in an American history class.

(professor) Good evening, class. Well, tonight we'll begin our discussion of the Colonial period of American history. During this period, people in North America lived in colonies under the authority of the King of England. By definition, a colony is... um... a group of people living in a distant land but remaining under the jurisdiction of their native land. So, tonight, we'll look at the three kinds of American colonies before the American revolution: royal colonies, proprietary colonies, and corporate colonies

(professor) The first type of American colony was a royal colony. A royal colony

was directly under the control of the King of England. Although none of the 13 colonies began as a royal colony, by the time of the Revolutionary War in 1775, eight of the colonies had become royal colonies.

Georgia, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, South Carolina, and Virginia were all royal colonies, directly subject to the King of England.

(professor) The second type of American colony was a proprietary colony. A proprietary colony was under the control of an individual, the proprietor. The proprietor was given a grant to govern a colony by the King of England. By 1775, only three of the colonies remained proprietary colonies: Delaware, Maryland, and Pennsylvania.

(professor) And the last type of American colony was a corporate colony. These colonies were governed under a charter received from the King of England by a company's stockholders. Only two colonies, Connecticut and Rhode Island, could be considered corporate colonies. These colonies were founded by groups of colonists in America, not by English stockholders. The two colonies did, however, receive a charter from the King of England and were therefore considered corporate colonies.

(professor) So, these were the three types of colonies: royal, proprietary, and corporate. As we discuss the colonies in detail, you'll see how the type of colony affected the governing of the colony. We'll study the 13 colonies in three groups, the Northern colonies, also known as the New England colonies, the Middle colonies, and the Southern colonies. Next week, we'll begin discussing the Northern and Middle colonies. Please read Chapter 7, no ,sorry, Chapter 7 and 8 in your text about the colonies in Connecticut, Massachusetts, New Hampshire, and Rhode Island.

Passage2

- (1) How do the students organize their discussion?
- (a) By following the class syllabus
 - (b) By discussing one author after another
 - (c) By taking turns presenting different short stories
 - (d) By meeting on different days to discuss different types of literature
- (2) How many times have these students most likely met to discuss this course?
- (a) Two times
 - (b) Five times
 - (c) Seven times
 - (d) Ten times
- (3) How has the week on Poe been organized by the professor?
- (a) One work by each of three different authors has been assigned for each class meeting.
 - (b) One example of each type of writing has been assigned for each class meeting.
 - (c) A different piece of literary criticism has been assigned for each class meeting.
 - (d) Different short stories have been assigned for each class meeting.
- (4) Indicate which day of the week each subject is covered in class.
(Click in the correct box)

	MONDAY	WEDNESDAY	FRIDAY
Short story			
Poetry			
Literary Criticism			

- (5) Why was Hawthorne most likely a part of a lesson on Poe?
- (a) Hawthorne was highly critical of Poe.
 - (b) The professor compared Poe's novels to Hawthorne's novels.
 - (c) Poe wrote a review of a book by Hawthorne.
 - (d) Hawthorne assisted Poe in writing one of his poems.
- (6) Based on the in the conversation, indicate whether the statements below reflect Poe's philosophy of good writing. (Click in the correct box)

	YES	NO
One author cannot criticize another.		
All elements of a novel must be unified.		
Every detail in a short story needs to be unified.		
Short stories should always be cheerful.		

答案: (1) a (2) c (3) b (4) 竖列 312 (5) c (6) yes 的是 3

Listening Script:

(narrator) Listen to a discussion by a group of students taking a course in American literature.

(man 1) I'm so glad we've been getting together each week to discuss this American literature class.

(woman) Yes, and it's going to make the final exam in this course so much easier for us. Because we've been meeting regularly since the beginning of the quarter, we'll be so prepared at the end of the course when that exam comes around.

(man 1) Now, let's see. Where are we in this course?

(woman) I've got my syllabus right here. Let's look over what's going on this week.

(man 2) Today's Thursday of the seventh week of the quarter, and this's the week on Edgar Allen Poe.

(woman) And here's a picture of Poe.

(woman) It's on page 234 of the text. This's the man who wrote everything we're reading this week. Now, where are we on the syllabus?

(man 1) So far, we covered Poe's literary criticism in class on Monday and one of Poe's short stories, "The Fall of the House of Usher," yesterday. We'll be dealing with Poe's famous poem, "The Raven," in tomorrow's class.

(woman) Let's review Monday's class first. In that class, we discussed Poe as a literary critic.

(man 2) Right. Poe's most famous piece of literary criticism was his review of a book of short stories by Nathaniel Hawthorne, the one we read for Monday's class.

(man 1) I think the main point of Poe's literary review of Hawthorne's book was his emphasis on the need for unity in short stories.

(woman) Didn't Poe compare the short story to the novel in this review of Hawthorne?

(man 1) Well, he emphasized that the novel and the short story are different: a successful novel can have a variety of different elements, but a successful short story can't.

(man 2) A successful short story needs to be unified, to have everything lead to one unified whole.

(woman) OK. I think we've got the main point of Poe's literary criticism. Now, let's move on to Wednesday's class.

(man 1) I liked Wednesday's class a lot more than Monday's. I didn't enjoy reading the literary criticism for Monday, but really liked the short story on Wednesday.

(woman) Well, Poe's especially famous for his short stories, and "The Fall of the House of Usher" is certainly one of his best known.

(man 2) And for good reason. It really creates a terrifying mood and pulls the reader into the story.

-
- (man 1) I couldn't put it down until I finished it. I even went back and read it a second time to try and understand more of the details.
- (woman) Poe certainly followed his own advice, the advice he gave in his literary criticism. Every detail contributed to the unity of the story.
- (man 2) I think that's the point the professor wanted us to get.
- (man 1) Now, for tomorrow, we're supposed to read Poe's famous poem, "The Raven."
- (woman) I hope it won't take too long to read.
- (man 2) I've already finished it, and I'm sure you'll like it. If you liked the short story, then you'll really like the poem.
- (man 1) That's it for today?
- (woman) Sorry. That's it for me. I have to be at my job in the library 15 minutes, and I don't want to be late. I have to run. I'll see you two in class tomorrow.
- (man 2) And see you a week from today for our next discussion.
- (man 1) See you.

Passage3

(1) What is true about the topics covered in the biology course?

(Click on 2 answers)

- ☐ Active poisoners were mainly covered in the previous class.
- ☐ Passive poisoners were mainly covered in the previous class.
- ☐ Active poisoners will mainly be discussed at this class meeting.
- ☐ Passive poisoners will mainly be discussed at this class meeting.

(2) How do active poisoners differ from passive poisoners?

- (a) Active poison is initiated by the attacker, while passive poison is initiated by the victim.
- (b) Active poisons are animals, while passive poisoners are all plants.
- (c) Active poison is triggered by contact, while passive poison is triggered by consumption.
- (d) Active poisons are deadly, while passive poisons are not.

(3) What are the two different methods by which passive poison is triggered?

(Click on 2 answers)

- ☐ Contraction of the passive poisoner
- ☐ Contact with the passive poisoner
- ☐ Consumption by the victim
- ☐ Indigestion in the passive poisoner

(4) Why does the instructor say the following:

- (a) He's trying to slow down the class discussion.
- (b) He's not sure what was just said.
- (c) He's realized that he said something incorrect.
- (d) He would like the class to take a short break.

(5) Active and passive poisoners are what types of living beings?(2 answers)

- ☐ Plants may be active poisoners.
- ☐ Animals may be passive poisoners.
- ☐ It is possible for a plant or an animal to be an active poisoner.
- ☐ It is possible for a plant or an animal to be a passive poisoner.

(6) Indicate what type of poisoner each of these is. (Click in the correct box)

	JELLYFISH	BEE	MUSHROOM
Active poisoner			
Passive poisoner through contact			
Passive poisoner through consumption			

(7) What does the professor or imply about the next class?

- (a) The discussion will be continued.
- (b) A quiz will be given.
- (c) A new topic will be introduced.
- (d) The students will be able to ask questions.

答案: (1) ad (2) a (3) bc (4) c (5) bd (6) 竖列 213 (7) b

Listening Script:

(narrator) Listen as an instructor leads a discussion of some material from a biology course.

(instructor) Hello, class. Today, we're going to continue with our discussion of various types of poisoners. Uh... in our last meeting, we dealt with active poisoners; today we're going to concentrate on passive poisoners. Then, in our next class...well, we're going to find out if you really do understand the material. The first thing I'd like to do is review the difference between active poisoners and passive poisoners. Uh...Sue, can you describe these two different types of poisoners?

(Sue) Um...I think so. OK...um...active poisoners deliver poison actively or aggressively in a process initiated by the poisoner. Uh...some very common examples of active poisoners are bees that sting or venomous snakes or spiders. Passive poisoners, on the other hand, deliver their poison passively, only when the victim initiates the process.

(instructor) Excellent. That's right, Sue. Now, today we're going to discuss passive poisoners, which deliver their poison only after the victim initiates the process. There're two basic methods that cause passive poisoners to activate their poison. Can you describe these two methods? Will?

(Will) Sure. The two different methods that activate passive poisoners are contact and consumption. For one type of passive poisoner, the poison is activated when the victim makes contact with the poisoner. For the other types of passive poisoner, the poison's activated when the victim consumes, or ingests, the poisoner.

(instructor) Exactly. Now, let's think about whether passive poisoners are plants or animals. We've seen that active poisoners, because they actively initiate the poisoning, are plants...Oh, wait a minute. Did I say plants? I meant animals. Of course, active poisoners must be animals because they actively initiate the poisoning. Plants can't do that. But what about passive poisoners? Are they plants or animals? Tara?

(Tara) Well, both plants and animals can be passive poisoners. And there are examples of both plants and animals that poison passively through contact and through consumption.

(instructor) Uh-huh. Let's all think now about examples of these different types of plant and animal passive poisoners. Ah...first, can you give me some examples of passive poisoners that activate their poison on contact? Sue?

(Sue) Oh...um...as Tara said, both plants and animals can be passive poisoners that activate their poison on contact. Um...in the chart on page 136 of the text, we can see some examples of passive

poisoners that deliver their poison on contact, plants such as poison oak, poison ivy, and poison sumac. I myself am...uh...very well acquainted with poison oak because it's quite common in the woods near my home, and uh...well, I've come back from a walk in the woods with a horrendous rash from poison oak more than once.

(instructor) Oh, well, (laughs)...I can tell you've had experience with one plant that is a passive poisoner. Now, what about animals as passive poisoners.

(Sue) Well, there are also animals that deliver poison passively, through contact, such as the jellyfish. Uh...the jellyfish injects poison through tiny barbed darts when triggered by contact. Swimmers need to beware of making contact with jellyfish because contact with the jellyfish can cause it to sting.

(instructor) Uh-huh. Very good. So, we've seen that both plants and animals can release poison on contact. Let's move on. What about consumption? Are there both plants and animals that are poisonous when ingested? Will?

(Will) Yes, there're both plants and animals that are poisonous when eaten. On the following page in the text, you can see examples of plants and animals that are poisonous when ingested. Certain types of mushrooms are extremely poisonous and can cause death if eaten. Also, certain types of fish are quite poisonous and can also kill when ingested. The puffer fish's one example. The puffer fish's a delicacy in certain cultures, but it must be prepared very carefully so that the poisonous parts are removed. If the puffer fish isn't prepared correctly, the poison can kill the diner.

(instructor) Uh-huh. So what've we learned about passive poisoners? Can you review the main points for us, Tara?

(Tara) Well, OK...um...here're the main points we've discussed today. First of all, passive poisoners are different from active poisoners in that passive poisoners only poison when they're triggered by the victim. Next, passive poison can be triggered in two different ways, either by contact or by consumption. And...um...finally, both plants and animals can be passive poisoners.

(instructor) Excellent. You all seem to have a good understanding of the topic for today. Just make sure the material's really clear next class because I'm going to...uh...to find out if you really understand it.

- (1) 历年旧托福mp3 及脚本 <http://www.xiaoma.com/bbs/forum-24-1.html>
- (2) 什么是听写 <http://www.xiaoma.com/bbs/thread-10089-1-1.html>
- (3) 怎样听写 <http://www.xiaoma.com/bbs/thread-105-1-1.html>
- (4) 语音识别问题起因 <http://www.xiaoma.com/bbs/thread-10833-1-1.html>
- (5) 因听写而进步 <http://www.xiaoma.com/bbs/thread-9539-1-1.html>
- (6) 对听写者说的话 <http://www.xiaoma.com/bbs/thread-2225-1-1.html>
- (7) 听力问题解答 <http://www.xiaoma.com/bbs/thread-103-1-1.html>
- (8) 新托福听力汇总 <http://www.xiaoma.com/bbs/thread-8779-1-1.html>