新托福考试备考丛书

总策划: 邹晓东总主编: 黄必康

TOEFL。他TIDE



本系列丛书根据美国教育考试服务中心(ETS)惟一授权 泰德时代集团的新托福考试专用备考课件LanguEdge™及备考资料编写

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新托福書试口语 专顶突破模拟试题

泰德时代新托福考试研究中心 编著

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经过近两年的精心筹划和紧张有序的编写工作,本套根据美国教育考试服务中心(ETS)惟一授权给泰德时代集团的新托福考试专用备考课件 LanguEdge™ 及备考资料编写而成的《新托福考试备考丛书》终于付梓出版了。2005年9月ETS 在美国率先正式开考新一代托福考试(TOEFL iBT,以下简称"新托福"),我国各种层次的新托福教师培训计划以及考生复习和备考课程也是呼之欲出,这势必带动在新的外语学习理念引导下的新一轮英语学习热潮。传统的托福考试历经40年,很大程度上有效地测试出莘莘学子的英语知识能力和应用水平,为他们的事业成长铺平道路,可谓功不可没。但随着社会的发展,时代的进步,北美英语国家高校对国际学生英语运用能力有了进一步要求,而传统的托福考试从设计理念和实际操作上都显得相对滞后,暴露出不太切合语言实际应用的语言教学观念以及测试形式和手段的一些不足之处。在此状况下,新托福总结得失,改弦易辙,应运而生,将成功地完成推陈出新的使命。

新事物的产生必定要适应新的社会需求,必定建立在人们对事物新的认识基础上。具体 说来,我们认为有必要就以下几个方面的特点做出概括性的思考,相信这对新托福考试的广大 应试者是大有裨益的。

我们认为,ETS对传统托福考试进行改革,研制推出新托福考试,这首先是时代和 社会发展的需要。随着全球经济与政治一体化的进程,国际间文化交流日趋频繁,英语 作为国际通用语言,其应用范围不断扩大,话语权愈发突出。美国历来是实用主义盛行 的移民国家,其教育体制中对语言的工具性特征一直十分地强调。在这样的文化语境中, 高等院校受教育者在北美大学学业语境中使用英语进行实际的交流,更成为他们成功地 完成学业的必要条件。我们知道,托福考试的目的是测试非英语国家学生的英语语言能 力,使他们能够在北美英语国家的高等院校中顺利完成学业。经历了过去几十年的应试 培训和考试实践,人们发现,传统的托福考试注重应试者对英语语言知识的系统把握和 理解,在很大程度上割裂了各种单项语言技能之间在语义和文化上的循环联系,不利于 准确地测试出考生综合应用英语进行大学校园学业和生活交际的能力,同时考试形式也 逐渐程式化,容易使应试者产生语言理解以外的意识活动,考试结果也就不能满足高等 院校在新的时代和社会境遇中对考生的英语综合应用水平的期待。因而,改革托福考试, 推出新一代的托福考试,限定语言应用的社会语境范围,增加难度,综合测评,就成了 势在必行的任务。认识到这一点对备考新托福的考生有很大好处,他们可以扩大学习视 野,在自己职业生涯的较高层次上策划安排自己的英语学习和应试计划,从而摆脱对应 试技巧的过分依赖和幻想,脚踏实地地不断提高自己的英语综合应用能力和学业语言交 际水平。

其次,新托福考试利用计算机考试的优势,尽可能全面地测试应试者听、说、读、写各种技能的综合理解与应用能力,表现了对语言的认识和语言教学理念的一次重大更新。说明确一些,就是用交际语言教学理念替代认知型的结构主义语言教学理念。传统

的托福考试依托的语言测试理念认为,语言整体是由不同独立的语言要素和成分构成,可以通 过设计有针对性的测试项目加以分别测试。显然,这样的思路首先把语言视为可认知的知识形 式,把语言当作某种知识客体,当作分析和掌握的对象,这势必导致对语言各项技能的分门别 类的测试模式,阻断了语言的输人和输出在语义和文化统筹下的有机循环过程,使语言学习停 留在记忆、理解和判断正误的阶段,难以进入语言的交际和应用领域。这样,应试者的高分在 很大程度上表现出来的是对语言结构和形式的认知能力和理解能力(linguistic competence), 而不是语言的表达和交际能力(communicative competence)。而新托福考试的语言教学理念 注重的正是后者。语言的表达和交际能力不仅表现为语言的形式能力(formal competence)和 理解能力,而更重要的是体现在语言应用者的社会文化能力(sociocultural competence),篇 章能力 (discourse competence) 和交际策略能力 (strategic competence) 方面。而且,这些 能力都是表现在有意义的语言输出过程中的。基于此认识,新托福考试在题型方面的最大变化 就是实现听、说、读、写四项技能在同一主题意义的统筹下真正的有机综合循环的测试。关于 具体的题型解说,读者可进入到本套丛书的具体章节中寻求深入的了解。这里对新托福考试的 语言教学理念做出扼要的阐释,目的在于使广大应试者在打好语言基础和集中备考过程中能够 及时转变自己的语言学习观念,在日常学习中特别注重对听说能力和书面归纳能力的培养,自 觉地锻炼由点带面,由文化内容带动语言形式,由语句段落到篇章,由语言输入到语言输出, 由形式认知到应用交际的英语综合应用能力。

另一方面,我们高兴地注意到,新托福考试反映的语言教学理念和题型变化与当前我国正进行的大学英语教学改革方向是完全一致的。国家教育部2003年颁布试行的《大学英语课程教学要求》明确规定:"大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面信息交流。"实际上,在我国社会英语学习日趋深入,水平逐渐提高的今天,这个目标突出语言的实际综合运用能力,也是各种不同层次、不同目的、不同领域的英语学习者努力的方向。新托福考试注重综合技能整体成长的指导思想中所蕴含的正是这样一种教学的理念:以学生对主题意义认知为引导,由有声模仿,形式记忆,内容认知,输出巩固,文化习得,社会交际运用等学习活动组成的反复循环递进的过程。这要求英语学习者避免把语言学习过程知识化和结构化,尽量在听、说、读、写各种语言技能有意义的互动过程中完成学习任务,形成语言交际能力,达到文化建构。这是英语学习的正确途径。须知,以语言运用为目的,通过各种语言技能综合动态的学习过程真正锻炼培养出英语的实际综合运用能力,这才是新托福考试胜算的真正保证。

本套《新托福考试备考丛书》从"基础训练系列"、"专项突破系列"和"考前冲刺系列"三个层面展开。除应试者必读的《新托福考试指南及模拟试题》外,每个层面都分别按新托福考试中听、说、读、写四个种类的题型提供有针对性的辅导、示范和解说。其中,"基础训练系列"着重应试者语言基础的培养,同时在章节的安排和材料的选用方面都有意识针对准新托福考试可能要求掌握的基础的语言知识和技能,使应试者既能够加宽和巩固基础的英语实用能力,同时又增强信心,看到自己备考新托福考试的努力方向。"专项突破系列"贴近新托福考试,围绕听、说、读、写四个必考专项提供原创模拟考试材料,辅以简明扼要的辅导和解说,

目的在于使应试者通过大量的模拟试题实践,充分熟悉新托福考试的形式和内容范围,做到心中有数,同时借此大幅度提高自己的英语综合运用能力和应试能力。"考前冲刺系列"提供系列仿真题供考生预先测试自己的应试能力并估计自己的得分区域,以便找出弱项,实施有的放矢的强化和调整。备考过程中,不同英语水平层次的应试者可根据自己的情况决定起点,采用不同层面的备考材料。

编写此类大型丛书绝非易事,况且,这项工作关系到千千万万有志出国深造的年轻学子,对此我们不敢有丝毫的马虎和倦怠。在编写过程中,我们得到来自各个方面,特别是美国教育考试服务中心(ETS)的大力协助和支持。自2001年ETS与泰德时代集团确定战略合作(在中国大陆及港澳地区)关系以来,ETS独家授权泰德时代集团出版和发行了《托福全真试题集》(2003年9月)、《托福历年全真试题(1996-2003)》(2004年6月)、《新GRE官方指南及全真试题》(2004年1月)以及《TSE全真试题》(2004年10月),填补了中国市场的空白;ETS还将新托福考试专用备考课件LanguEdge和大量的备考资料授权给泰德时代集团,多次派出专家到泰德时代集团进行访问、交流和培训,使我们不但掌握备考工具和大量的第一手资料,同时,对于新托福考试所倡导和引领的新的教学理念和测评方法有了深入的了解、理解和正确的把握,并在本丛书的编写过程中进行准确和恰当的应用。为此,我们向ETS表示衷心的感谢。我们要特别感谢各位"基础训练系列"分册的主编,他们认真负责的工作态度和辛勤劳动保证了各分册的编写质量,使其后的工作得以为继。泰德时代集团组织外国专家编写了模拟试题的有关材料并录音,我们在此向这些外国专家深表谢意。

最后,我们向出版本书的出版社表示衷心的感谢,他们出**色的编辑和认真细致**的文字工作 为本套丛书增添了光彩,使之最终得以及时顺利地出版。

总策划 多7亿

干业 克亚诺村泰德时代集团单部

总主编 2005 年 12 月 于北京大学燕北园

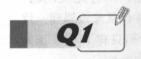
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Speaking Section Directions

In questions one and two, you will speak about familiar topics. Your response will be scored on your ability to speak clearly and coherently about the topics.

In questions three and four, you will first read a short text. The text will go away and you will then listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you read and heard.

In questions five and six, you will listen to part of a conversation or a lecture. You will then be asked a question about what you heard. Your response will be scored on your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.



Question 1

How do you think student life in America differs from that in China?

解题提示

本题属于比较题,要求比较美中两国校园文化生活的差异。由于考生口头表述的时间只有 45 秒, 因此最好只谈及自己最熟悉的方面,比如学制、入学考试、授课方式、学分制度、住宿方式等。

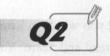
在15 秒的准备时间里,可抓住最先进入脑海的中美学生生活差异的一个方面来发挥,例如校园学生住宿情况。考场上的时间很宝贵,不必要求一定说出很有思想和深度的评价。新托福口语考试的评分标准之一是看考生口头表达的一致性和完整性。必须记住,在这样的考试中,流利顺畅的完整表达远比思想深刻但超时却没说完的表达要好得多。作为中国考生哪一点让你感触最深,就谈哪一点,而且要开篇点题,清楚地表明自己的观点;然后思考这一点如何体现在中国学生的生活中,在美国学生的生活中又是如何反映的。最后一定不要忘了比较两种现象,用简单的语言得出结论。在遗词造句方面,既然是比较性的表述就应注意用诸如 by comparison,by contrast,here,there,while,whereas 等短语和词汇,同时也要至少有一个形容词的比较级形式。

相关词汇拓展

course design, compulsory courses, elective courses, credit, accommodation, insurance policy

Suggested Response

I think the main difference lies in living arrangements. Over here we live in student dormitories with around six people to a room, whereas in the States, students live in twos or even alone. This single change in conditions means a completely different lifestyle, as US students are able to enjoy greater freedom and experience more privacy.



Question 2

Describe a teacher who you respect and whose classes you enjoy.

解题提示

本题属于描述题,描述你尊敬的老师及由他(她)教授的你喜爱的课程。回答此类问题,既可能写实回忆,也可能全凭想像。前者容易耗时,而后者容易跑题或杂乱。如果你从来没遇到一位令你满意的老师,那你心中肯定也有理想老师的样子及其授课方式。由于发言时间只有 45 秒,因此最好只谈自己最欣赏他(她)的方面,比如授课方式、对待学生的态度、敬业精神等。

在15秒的准备时间里,可先定位该教师教授的科目,一定要选一个你最熟悉且能侃侃而谈的科目。该描述的要点应包括:哪位老师、该教师的哪个方面让你推崇备至(例如老师的性情、态度等)、他(她)让你喜爱的授课方式。这三点缺一不可。建议抓住该教师的一两个特点谈,话题不要太散。最后你可以用从该教师身上或该教师的课堂上得到的启发作结语,从而体现出描述的完整性。

相关词汇拓展

physics, chemistry, English, easy-going, creative, patient, devoted, love teaching

Suggested Response

My first history teacher is perhaps my favorite teacher and out of all the teachers I have had, he is also the teacher I most respect. He was very patient with us but strict when necessary. However, what I liked most about this teacher was his enthusiasm. He taught us with so much passion that I soon became hooked on Chinese history! I'm still a fan of Chinese history and I can still imagine that teacher enthusing about the Tang Dynasty.



Narrator

The Metropolitan University is to close its Dramatic Arts department. Read the announcement below from the vice-president of the Metropolitan University. You will have 45 seconds to read the announcement. Begin reading now.

Reading Time: 45 seconds

Announcement from the Vice-president

The university will close the Dramatic Arts department. The closure will not be immediate, but will happen in stages with no new students taken as of September next year. Students who are already taking courses within the department will not be affected. The department will close completely in four years' time. Teaching staff and resources will be redistributed to other Dramatic Arts departments throughout the state. The reasons for the closure are falling student numbers and problems with funding. State permission has already been granted with the final decision to be made by the University itself.

Narrator

Now listen to two students from the Dramatic Arts department as they discuss the announcement.

Question 3

Discuss the two students' reaction to the announcement of closure.

解题提示

本题主要考查考生分析信息的能力。本题目结构非常清晰:阅读材料作为导入,引入所要讨论的话题。听力材料马上针对该话题展开讨论。考生需要提炼对话中两人的不同观点,然后评述。

阅读部分应快速浏览,跳跃扫读,目的是抓住主要信息,形成 language chain(语言链)。所谓语言链就是挤出一个主题的合理联想,比如:主旨是什么?什么原因导致如此?谁做出了什么决定?这个决定将对哪些人产生什么样的影响?以本题为例,首先不要忽视 narrator 给出的背景介绍:戏剧艺术系要停办。阅读时考生应试图抓住更多信息,迅速提炼出 who,what,when,where and why (何人在何时何地出于什么原因干了什么)。如能抓住这些信息,考生就能在头脑中形成语言链,这种在理解的基础上形成的语言链,由于经过考生思维的提炼加工,一般不易遗忘。本题的语言链是典型的因果关系,"由于某种原因导致某种行为,该行为又引发了哪些后果":"由于入学率下降和经费不足,城市大学决定停办戏剧艺术系,明年九月份开始停招新生,该系现有在校生不受影响。"

听力的重点是学生对该事件的看法。从最初两人说的"I can't believe it!"和"I can't believe it either"即能得出结论:两人都不赞成该系停办。最后的结论是召开学生大会征集好主意劝说校方继续办学。记住,在回答时要充分利用对话中两人提出的论据,比如,only 20 freshmen, they don't advertise the course, funding is linked to the number of students等。

关于考场应试技巧方面,与旧托福不同,新托福的听力可以做笔记,因此一定要记下有价值的信息。针对本题就应注意,两人是对该事件达成共识,还是意见相左。如果两人达成共识,关键就要抓住两人共同的看法及所提出的论据(很可能两人观点一致但使用的论据不同),并抓住两人最后得出的结论。本题即属于两人意见一致的题型。

Suggested Response

The students feel very strongly about the decision to close the department. They feel it's a waste of resources because the department is a good one. They also think that it's a shame because it could be solved by publicizing the courses so that more students take the courses. The students think that this would mean the department could stay open.



Narrator

Now read the passage about birds in the dinosaur era. You will have 45 seconds to read the passage. Begin reading now.

Reading Time: 45 seconds

Dinosaur Birds

Since the fossil of the Archaeopteryx, the first "bird," was discovered in Germany in 1861, there has been continuous disagreement as to whether or not it could actually fly. New studies into the brain of this creature are shedding new light on to the discussion. Previously it was believed that due to the Archaeopteryx's underdeveloped anatomy, it would not have been able to fly. However, research by the London Natural History Museum into its brain development showed that its brain was well developed and that it had good vision and a good sense of balance—all the requirements for a creature to be able to fly.

Narrator

Now listen to part of a lecture on this topic in a Natural History class.

Question 4

Why did scientists in the past think that the Archaeopteryx probably could not fly, and why do scientists today think that it could?

解题提示

本题主要考查考生分析信息的能力。本题阅读材料较难,学术性强,生词和专有名词容易让考生顾此失彼、无所适从。为了避免回答走题,在阅读时要抓住关键信息,不要过分纠缠细节。

以本题为例,首先不要忽视 narrator 给出的背景提示,即这篇阅读材料讲的是关于恐龙时代的鸟。明确了主题后,考生需要迅速提炼出 who,what,when,where and why(何人在何时何地出于什么原因干了什么),形成语言链。"1861 年在德国发现的始祖鸟化石引发始祖鸟是否能飞翔的争论。其主要依据是它大脑的发达程度。一方认为始祖鸟大脑不发达,不能飞翔,而伦敦自然历史博物馆的研究表明它的大脑很发达,已满足了飞翔的条件——好视力和良好的平衡感。"这里的关键词是 disagreement,因为本文用了大量篇幅谈论 disagreement 的内容。

此时如能预测出考题会围绕始祖鸟是否能飞翔展开,下面的听力就比较容易了。一句话,应该利用一些有警示性的词语和语气较重的句子,及时抓住主要观点及其论据。例如"Most scientists believed ... it ... wouldn't have had the muscle power necessary to fly"这句话用 most 这个十分醒目的字眼带出一个十分肯定的表述,此类表达观点的话一定不要错过。而接下来的肯定是反方的观点(因为有争论)。反方的论据是"its brain was ... similar to that of a modern day bird,this animal's brain ... more developed in terms of balance and vision, ... definitely able to fly"。听到问题后,有 30 秒时间回忆阅读和听力资料的相关细节并组织语言。Archaeopteryx 这个词不知道也不要慌,根据阅读材料可以推断出是一种鸟。阐述观点时,论据要充足,逻辑关系要清晰。

技巧:遇到生词时不要慌,可根据上下文进行推断,是不是关键信息,如果是,则可以以此引导后面的阅读和听力。如果不是,可跳过不管。另外,考生在阅读时应大胆预测、推断出要考查的题目,带着问题阅读,这样就能有针对性地收集信息,尽管可能预测偏向,也可在阅读和听力中有个主要的关注,这对此后的口头表达是有利的。

Suggested Response

When the Archaeopteryx was first discovered, people could see that it looked much like a bird. However, despite the fact that it had feathers like a bird, scientists believed its body was too similar to a reptile's to be able to fly. Scientists today have just finished their research into the Archaeopteryx's brain and have found that its brain was actually very developed compared to other animals at the time. Because it had good balance and good vision, scientists now believe that it probably could fly.



Narrator

Now listen to a conversation between two students.

Question 5

Why does George need to earn money and what does he consider the best solution to be?

解题提示

本题主要考查考生的概括能力。本段对话生词不多,反映的正是赴美留学后可能面临的问题。对于大多数考生而言,难度不在于表辞达意而在于如何展现自己的口语水平。

作答前,思路一定要清晰,围绕中心词 finance 展开,首先介绍因果关系,由于"I never thought I'd have to spend so much at school"和"bad planning"引发"financial problem"。由此又引出另一因果关系:因为认识到借钱不能解决长期问题,而在餐馆打工又会影响学业,主人公决定找一份与自己专业相关的工作。这样不仅能解决"财政问题",又能丰富自己的简历,帮助自己将来就业。因此,这也是最好的解决问题的途径。总结两部分材料的信息后就能回答 narrator 提出的问题:George 为什么要去赚钱和他打算如何赚钱?

技巧:通过语调推断谈话者所要表达的感情,通常降调表示肯定,升调表示怀疑。本题中的 "College life proves expensive?"虽然采用疑问句的语调,但却表达了肯定的意思。建议考生备 考期间可多看英文电影,加强语调与重音的耳濡目染,形成语感。同时,此举也有利于提高口语表达。

Suggested Response

George needs to earn some money because he hadn't realized how expensive college life would prove to be. He didn't make suitable arrangements to ensure he had enough money for everyday life and daily necessities. He would rather find a job than simply borrow the money from Jacky because he knows it's a long-term problem and would find it difficult to pay her back again. He's also aware that students end up spending a lot of time in unsuitable jobs. So he's decided that the best solution is to find something related to his subject. In this way, he could gain useful experience while earning some money.



Narrator

Now listen to part of a talk on the Wall Street crash.

Question 6

What causes for the Wall Street crash does the professor give in her speech and what happened on 24th October 1929?

解题提示

本题主要考查考生概括和把握细节的能力。由于先听材料再听考题,因此听取信息时一定要努力记下关键信息。笔记应当包括:

Causes: the American economy ... booming, Ordinary Americans started buying ... shares, the banks

couldn't help because they'd no money left themselves after lending it all to people who wanted to buy shares; 1921: economy — booming; 24th Oct. 1929: shareholders began to lose confidence.

作答前,理清发言的思路及逻辑关系。首先介绍因果关系,哪些原因引发了 Wall Street crash,而这些原因之间又有什么样的承接关系。显然,economy booming 引发 "Americans bought more shares"; Americans bought more shares 又引发了 "banks had no money left after it lent all money to people who wanted to buy shares"。必须注意,上述原因都是间接原因。导致 Wall Street crash 的直接导火索是 1929 年部分股民 "lost confidence in the belief that share prices could only keep on going up and decided to sell their shares",随后其他股民纷纷抛售手中股票,导致股价大跌,好多公司破产。大萧条时期从此开始。

技巧:解答这类题需要一定的国际金融知识,对于一些考生具有一定的难度,建议考生备考期间浏览一些金融投资风险的材料,弄清金融股票交易的过程和金融危机的一般规律。此外,考生平时应练习总结听力和速记的能力。记笔记时可用自己熟悉的符号,以节省时间。

Suggested Response

The Professor's understanding of the Wall Street crash is that more and more people were buying shares. Because the American economy had been flourishing for eight years by this point, the people had a good deal of confidence in the economy and decided to buy shares. This meant the share prices increased and people began thinking that prices could only increase, and so bought more and more shares. On 24th October 1929, some people lost confidence and sold their shares. This caused a panic and everybody tried to sell their shares and the stock market crashed.

Listening Script



Narrator

Now listen to two students from the Dramatic Arts department as they discuss the announcement.

Student A

Have you heard what they want to do to our department?

Student B

Yeah, I can't believe it! They're going to close us down!

♦ Student A

I can't believe it either, but in a way I can see why they're doing it. Numbers here have been dropping quite a lot. Our year is quite large but look at the freshmen—there are only about twenty of them.

♦ Student B

Yeah, I suppose. But that's only because they don't advertise the course here. I mean, hardly anyone even knows that there's a Dramatic Arts department here at all. If they publicized it a little bit more, there would definitely be more students coming.

♦ Student A

Yeah... and the funding they get is linked to the number of students. If they had more students they'd receive more funding and they wouldn't need to close the department. It just seems such a waste of a department. What they teach here is as good as any other Dramatic Arts department in the country, so why should they close us down?

♦ Student B

Why don't we students see if we can do something about it? Let's call a student meeting and see if we can come up with some ideas to keep this department open!

♦ Student A

Now that's a good idea, let's get on and organize something.

₹ Q4

Narrator

Now listen to part of a lecture on this topic in a Natural History class.

Professor

Following on from last week's lecture on dinosaurs, today I'd like to talk to you about the Archaeopteryx. This fine creature seems to have been half way between a lizard and a bird. Imagine a large lizard with a pair of rather ineffective looking wings and covered in feathers and you're just about there! Now, the first fossil of this kind of bird was discovered back in Bavaria in 1861, just two years after Darwin published his milestone *The Origin of Species*. Naturally, the discovery of something half-lizard and half-bird fit in perfectly with Darwin's theories and so the Archaeopteryx soon became a sort of icon for evolution.

However, ever since the first fossil was dug up, there has been ongoing debate about whether this bird-like creature could actually fly, or whether it was one step too early on the evolutionary ladder to get off the ground.

Most scientists believed that although the Archaeopteryx looked quite like a bird, underneath those feathers it was still very much a reptile and wouldn't have had the muscle power necessary to fly like a bird and would only have been able to flap and scrabble about.

My colleagues at London's Natural History Museum have just finished their research into the brain of the Archaeopteryx and found that its brain was surprisingly developed and similar to that of a

modern day bird. These scientists believe that the fact that this animal's brain was so much more developed in terms of balance and vision than other animals, that it was almost definitely able to fly.

Q5

Narrator

Now listen to a conversation between two students.

♦ Student A

Hey, George! You're looking a bit down today.

♦ Student B

Hi, Jacky! I'm fine. I'm just thinking about my finances.

♦ Student A

Oh, I take it you're a bit short on cash right now, right? College life proves expensive?

♦ Student B

Yeah, I never thought I'd have to spend so much at school. I mean, I know my fees and rent are covered by my scholarship, but I guess I just never really sat down and thought about how much I'd need for everyday living.

Student A

I know what you mean. (pause) Hey, would you like me to lend you some? (sensitively) It's just that I got my prize money through for that essay competition I won last semester. If you're having trouble I could help you out a bit and you can pay me back whenever you want.

♦ Student B

That's really good of you, Jacky, but I think it's more of a long term issue. If I borrowed from you now then I'd just end up still needing more and I would never be able to pay you back, do you know what I mean?

♦ Student A

So, are you going to look for a job?

♦ Student B

Looks like it. I just didn't want to have to find a job because it'll interfere with my studies and give me a lot more hassle.

♦ Student A

Yeah, I know a whole bunch of people who end up spending more time frying burgers than studying!

♦ Student B

Tell me about it! I'm thinking that if I get something related to my course, like some sort of paid work experience. That way I'd be okay for money and it'd look good on my