

注意：

新托福市面上没有真题，备考最佳材料就是旧托福的真题！然而——普通的 PBT 真题历年在考场上偷录的声音质量存在严重的问题，影响我们学习使用！

特点：

本材料取材于旧托福 CBT 机考的真题，声音质量很清晰
按照场景分类去学习，同话题横听段子，事半功倍

场景分类如下：音频地址：<http://www.xiaoma.com/bbs/thread-2167-1-1.html>

A: campus topic类（适用于新托福的长对话部分）

B: 历史类

C: 生物类

D: 地球科学类

E: 天文学类

F: 人体生理心理类

G: 人类学类

使用方法：

（1）先做题（适用于新托福主旨题和细节题）

（2）听写：请参考：[这里](http://www.xiaoma.com/bbs/thread-10089-1-1.html)（<http://www.xiaoma.com/bbs/thread-10089-1-1.html>）
和[这里](http://www.xiaoma.com/bbs/thread-105-1-1.html)（<http://www.xiaoma.com/bbs/thread-105-1-1.html>）

（3）跟读中弥补听写的缺陷

（4）总结整理场景词汇并时常温习

你会得到：

（1）听写真题，更快的提高托福听力的实力

（2）跟读真题，更准备的把握学术文章特征

（3）总结词汇，应对以后专业词汇得心应手

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生物

第一篇 (Reptile)

1. What is the main topic being discussed?
 - A. How humans move
 - B. How different animals walk and run
 - C. Which animals are the fastest?
 - D. How muscles are developed in mammals

2. What do the students learn from the diagram?
 - A. The pattern in which lizards move their feet
 - B. The relative size of different kinds of lizards
 - C. The function of lizards' tails
 - D. The reason that some lizards can climb walls

3. What is special about how lizards walk and run?
 - A. They are able to move quickly in high temperatures.
 - B. They keep their bodies completely straight.
 - C. They always move at the same speed.
 - D. Their bodies move from side to side.

4. What determines the length of the steps lizards take?
 - A. Which feet they use
 - B. Which climate they live in
 - C. How they bend their bodies
 - D. How many breaths they take between steps

5. According to the discussion, what is a disadvantage for an animal whose feet extend out from the side of its body?
 - A. It cannot gather food quickly enough.
 - B. It cannot run and breathe at the same time.
 - C. It cannot swim in deep water.
 - D. It cannot climb trees.

★Listen to a discussion between two students as they study for Zoology exam

M: Now let's see professor Stone spent a lot of time talking about how animals walk and run. I remember she started by describing how humans move, and later we went over the gaits of

different two-legged and four-legged animals. Like cats, camels, lizards...

W: Wait. I think I missed the class when you went over how lizards move. At least, I don't have any notes on it.

M: Well, we talked in class about how modern reptiles like lizards run. I think I even copy the diagram the professor drew on the board. Here it is. Now, look at this. Lizards run with what's called as **sprawling gait**, their feet are well out on either side of their body and they move diagonally opposite feet together. The left fore foot with the right hind foot and the right fore foot with the left hind foot. They use this way of moving when they're going slowly or quickly. When they move, they bend their **bodies** from side to side. And they time this bending so that they increase the length of their steps.

W: Okay. That makes sense. But I remember reading that, in general, animals **evolves** so that their feet are right under their bodies. But I don't see why?

M: That's because even the sprawling gaits suits lizards pretty well, there's a major disadvantage to this arrangement. **Reptiles** can't run and breathe at the same time. They stop **briefly** between short breaths of anywhere from 2 to 12 strides because when they move from side to side, the muscles of the left and right sides contract at different times. To breathe though, these muscles have to contract at the same time. Mammals don't have this problem because they don't move from side to side. Their feet are in the different position.

词汇讲解:

- | | | |
|-------------------|----|----------|
| 1. lizard | n. | 蜥蜴。 |
| 2. reptile | n. | 爬虫，爬行动物。 |
| 3. sprawling gait | | 懒散的步伐 |
| 4. diagonally | | 对角线的 |
| 5. evolve | v. | 进化 |

Correct answers: B A D C B

第二篇 (Insect Behavior)

1. What are the students mainly discussing?

- A. The life cycle of slave maker ants
- B. Mating behavior among certain species of ants
- C. A kind of ant that gets others to do its work
- D. How ant eggs develop into larvae

2. What do the students say about ant pupae?

- A. They hatch from the egg in a few days.
- B. They are eaten by adult ants.
- C. They have long mandibles.
- D. They can be captured by slave maker ants.

3. What do Amazon ants need other ant species to do for them?

Click on 2 answers.

- A. Provide their food
- B. Hatch their eggs
- C. Defend them against predators
- D. Dig their nests

4. . How can an entire colony of ants become “slaves”?

- A. A slave maker queen mates with one of them.
- B. A slave maker queen takes over their colony.
- C. Their eggs are carried away to a slave maker ant's colony.
- D. Their eggs are destroyed by slave maker ants.

5. What happens to most of the eggs of a slave maker queen?

- A. The queen destroys them before they become larvae.
- B. The queen abandons them in a distant colony.
- C. They mature into adult slave makers in the queen's colony.
- D. They are captured by slave makers of another colony.

★Listen to a discussion between two students who are reviewing their notes from a lecture on Insect Behavior

M: Let's see we should probably start by reviewing the four stages the ants go to. You know when the developing from the eggs.

W: Yeah. Ah.... I wrote that down somewhere on my notes.

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M: I got right here! Let's see, they start off the egg, the ant lays the eggs after... I don't remember exactly how long they turn...

W: Oh yeah, yeah here says it. The eggs are very tiny and they hatch in a few days and become larvae

M: And then they **turn** into pupae. That's one not move at all and then they...

W: Oh! Oh! Oh! I remember something interesting about the pupae stage that's before they are full in mature and they can get captured by other ants and they become sort of slaves in other ants colony.

M: Yeah, Doctor Lucy even use the term slave maker ants, they'll be slave maker ants but go into other nests and steal the pupae. So when the pupae grow to adults they are like the slave of the other ants.

W: And these slaves, they actually do the work as the other ants would have to do themselves.

M: Right!

W: But most of the slave maker ants they could do the work for themselves couldn't they?

M: I guess so, but then there are those Amazon **ants**. **Amazon?**

W: Um... The Amazon ants, oh, those were the slave maker ants that are actually depended on the ants they slaved. Now **where we start again?**

M: Let me see, here it is. The size of their mandible yeah, it was because they have these really long curvy **mandibles**.

W: Oh, yeah! Those are the **jaws**.

M: Right! And those mandibles are so big that the Amazon ants can't even get their own food or dig nests for themselves. So they need the slaves to get the food and dig the nests for them.

W: That makes **sense**! Now could we go back to the part on how they capture the slaves? We were talking before about how some slave maker ants go into other nest and bring back **pupae** to become slave. But they can also take over a whole colony, right?

M: Yeah. Yeah. The queen ant after she mates, she is carrying her own eggs and what she does is she goes into another colony of another specie. She takes over the **colony** and those other ants the slaves start working for her and then she lays her eggs.

W: But the colony she is there is already got its own queen, so...

M: Yeah, if she doesn't cooperate, the slave maker ant will kill that queen and then when she has own eggs, they become adults and they become slave maker ants too.

W: And then they go out to rob other ants nest for pupae to bring back and then slave.

词汇讲解:

- | | |
|--------------------|--------------------|
| 1. Ant | 蚂蚁 |
| 2. Hatch | 孵化 |
| 3. Larva | 幼虫 |
| 4. Transfer | 变型 |
| 5. Pupae | 蛹 |
| 6. Mature | 成熟的 |
| 7. slave maker ant | 奴役者蚂蚁 (能奴役其他蚂蚁的蚂蚁) |
| 8. Amazon ant | 亚马逊蚂蚁 |
| 9. Mandible | 上颚, 下颌骨 |

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- | | |
|------------|----|
| 10. Jaw | 颚 |
| 11. Nest | 网 |
| 12. Mate | 交配 |
| 13. Specie | 物种 |

Correct answers: C D A D B C

第三篇 (鸟)

1. Why did the professor choose to discuss crows?
 - A. Crows are in the same family as golden eagles and spotted owls.
 - B. Some varieties of crows have become endangered.
 - C. She thinks that common birds are not given enough attention.
 - D. She has recently completed a long research study on crows.

2. According to the professor, which aspect of studying crows is most difficult?
 - A. Following a flock's movement from day to day
 - B. Identifying individual members of a flock over time
 - C. Keeping crows alive in captivity
 - D. Finding food that attracts wild crows

3. What does the professor imply about tagging crows?
 - A. It is practically impossible to do.
 - B. The tags often fall off the birds.
 - C. The tags can prevent injury.
 - D. It is the most common way to identify crows.

4. What does the professor say about the relationship of crows to their environments?
 - A. Crows are difficult to see in their natural environments.
 - B. Crows are becoming sick from polluted urban environments.
 - C. Crows are sensitive to disruptions in their environments.
 - D. Crows adapt well to many different environments.

5. What change have researchers observed among crows in the last forty years?
 - A. They must travel longer distances to find food.
 - B. Their population is expanding rapidly.
 - C. They are moving into cities.
 - D. The markings on their bodies are changing.

★Listen to a lecture in an ornithology class

You know, it's kind of fashionable among students of birds to study well and exhausted species, especially in danger ones like golden eagles or spotted owls. But I often think that everyday-birds, birds that really are part of our lives are simply overlooked, so I'd like to spend some time talking about a very common bird "black crows." It might surprise you to know that crows are among the

most challenging birds to observe and study. First of all, they look alike. Picking out one or several individual crows in a flock in finding them again later is almost impossible, people study in larger animals can put some kind of mark on them, so they can tell them apart, well, you can trap large animal like a bear in a mobilized or a tranquilized gun, then it is easy to put a tag on it. But try doing that to a crow you probably kill it. Secondly, crows are highly intelligent survivors, they adapt easily to wildly varying situations. This adds to the difficulty of studying in them, because they pick up so many individual allies habits, so you can never be sure about any conclusion you reach about crows from observing them applies to the whole species or just those particular crows you being watching. One general observation about crows that can't be made the reasonable degree of certainty is that in the last forty years, more and more crows have been found living in large cities. They are attracted by people who produce a normal surmount of garbage and leave them places that crows can easily get to, it make for distances they must travel to hunt a lot shorter.

词汇讲解:

- | | |
|-----------------|--|
| 1. Golden eagle | 鸢 |
| 2. Crow | 鸦 (包含 raven, rook, jackdaw, chough, 英国特指 carrion crow) |
| 3. Habit | 习性 |
| 4. Tranquilize | 使安定 |
| 5. Surmount | 顶部 |

Correct answers: C B A D C

第四篇（蜘蛛）

1. What is the main topic of the talk?
 - A. Differences between different kinds of spiders
 - B. Different types of spider glues
 - C. How spiders avoid getting caught in their own webs
 - D. How spiders create their webs
2. Who is probably giving this talk?
 - A. A graduate student reporting on her thesis research
 - B. A biologist specializing in spider behavior
 - C. A biology student fulfilling an assignment
 - D. A biology professor
3. Where does the spider put the sticky material?
 - A. On the drops of water
 - B. On the outer parts of the web
 - C. On the middle of the web
 - D. On all parts of the web
4. What advantage of the spider's method of catching insects is mentioned by the speaker?
 - A. It can catch more insects than other types of spiders.
 - B. It can coat the entire web with sticky material.
 - C. The material stays sticky for a long time.
 - D. It saves energy by using a minimum of sticky material.

★Listen to the beginning of a talk in a Biology class

As you all know, Dr. Nelson's assignment was for each of us to find a little scientific puzzle to research and solve. Well, mine was why don't spiders get stuck in their own webs--a pretty good question if you ask me. Someone even read a thesis on it I'm sure. There are actually several answers depending on the spider. Let's start with one common type of spider. These spiders usually stay in the middle of their webs and don't put any glue-like material there. But they do leave a thin strand of sticky material on the outer part of the web. This material is made of compounds that draw water molecules out of the air. When it draws enough water, it does what water normally does. It forms little drops. The result is sticky little globs, little balls of glue-like material. When the spider steps into one of the little glob by accident as it sometimes does, it is as human beings step on a piece of chewing gum. It is just inconvenience. But when a fly flies into the spider's web, it hits about 50 of the globs in order to make stick tightly to the web. What's

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more, because the sticky material **is** in the glob instead of in the uniform coat, the spider uses less of it. By doing this, the spider saves energy and that means it has to catch fewer flies. It is not of economy really. The spiders do what is easiest for spiders.

词汇讲解:

- | | |
|--------------|--------------|
| 1. glue-like | 胶状 |
| 2. compound | 混合物 |
| 3. molecule | 分子 |
| 4. sticky | 黏的 |
| 5. glob | (浓流体或半固体的)团块 |

Correct answers: C C B D

第五篇 (Animal behavior)

1. What is the main topic of the talk?
 - A. Symmetry as a factor in animal attraction
 - B. Classical and modern definitions of beauty
 - C. Breeding animals in captivity
 - D. The use of animals in scientific experiments

2. According to the speaker, why is a pleasant appearance important to animals choosing mates?
 - A. It makes a potential mate easy to recognize.
 - B. It is a sign of high status.
 - C. It is an indication of physical health.
 - D. It is not **frightening** to young animals.

3. What do certain female birds look for in the wings of their **potential** mates?
 - A. Variation in color
 - B. Signs of aging
 - C. **Rhythmic** movements
 - D. Equal length

4. What is the significance of the experiment in which colored bands are put on finches?
 - A. It disproves a previously **accepted** theory about beauty.
 - B. It is **evidence** about animals' preferences.
 - C. It was the first of its kind.
 - D. It proves that finches have color vision.

5. What is mentioned as one reason for asymmetrical antlers in elks?
 - A. Inadequate nutrition
 - B. Injury
 - C. A genetic defect
 - D. Pollution

★Listen to part of the talk given in a Biology class

We've all heard the proverb "Beauty is only **skin-deep**" meaning that the outward appearance is not a valuable way to judge a person's worth. But researchers studying why animals are attracted to each other had found that the opposite may be true for animals. For them a beautiful face and body are reasonably reliable indicators of underline quality and experiments had shown that many

species appear to look for at least one classic characteristic of beauty mainly **symmetry**. Now according to this theory, a more selective partner in the pair usually the female seek the maximum possible balance between the left and right half of a potential mate's body. For an example, certain female birds first check to see if the male's left wing is the same length and shape of the right to get clues about the bird's health and strength. Now what other evidence do we have of this kind of behavior? Well, in one experiment, researches put color bands on the legs of male finches. The female by far prefers males with same color on both legs over those that had a different color on each leg. Another experiment involving male elks indicate the importance of symmetry in the antlers. **Asymmetric** antlers of course often indicate that the male has lost a fight to another male and he is therefore not the strongest.

词汇讲解:

- | | |
|--------------------|-------------------------------------|
| 1. Skin-deep | 表面上的 |
| 2. Asymmetric | 不对称 |
| 3. Symmetry | 对称 |
| 4. Finch | 【动物; 动物学】雀科鸣禽(如燕雀、金翅雀等) |
| 5. Elks
wapiti) | 【动物; 动物学】麋, 大角鹿 (美国 moose; (加拿大.北美) |

Correct answers: A C D B B

第六篇（动物预测）

1. What is the talk mainly about?

- A. Potential warning signs from nature
- B. The ecological consequences of a volcanic eruption
- C. Predicting weather from animal activity
- D. The overpopulation of amphibians

2. How are woolly worms sometimes used to predict winter weather?

- A. By measuring the length of the worms
- B. By counting the worms
- C. By measuring the worms' fur
- D. By watching how the worms prepare their nests

3. What does the speaker imply about frogs?

- A. They are moving to higher altitudes.
- B. Their numbers are decreasing all over the world.
- C. They have always had difficulty adapting to new conditions.
- D. New species continue to evolve.

4. According to the speaker, why is the phenomenon described in the talk so troublesome?

- A. There is no good explanation for it.
- B. It is occurring very slowly.
- C. Its causes are irreversible.
- D. It is caused by pollution.

5. Why does the speaker mention dinosaurs?

- A. To demonstrate the consequences of a change in climate
- B. To give an example of an extinct animal group
- C. To compare amphibians to a kind of reptile
- D. To emphasize how long amphibians have been in existence

★Listen to a talk given by a Biology professor

Nature often sends signals indicating what is going to do. Some of these signals are pretty obvious others not so much. Smoke beginning to pour some out of volcano probably means that it will erupt some time soon. Less obvious and easily overlooked is the fur of the woolly worm. It's been claimed that you can make a long-range weather forecast based on the thickness of woolly worm's

fur. The thicker the fur, the harsher the winter is predicted to be. The thinking of course is that the worms know what they have to prepare for in order to survive. However, I don't know of any research on this. I want to share with you something biologists have noticed in the last few years. Amphibians, especially frogs, have been disappearing in alarming numbers. In places where a couple years ago, there were populations, now there are none. Surely nature is urgently signaling something. But What? What makes this particularly worrisome is the fact that the phenomenon isn't restricted to any specific climate, altitude, country. That is no common link, no one element that scientists can point to and blame. It'll be easy to say the global warming or loss of **habitat** due to the over population. But these don't begin to explain the scope of the problem. Amphibians evolved around 350 million years ago, which means they came long before the dinosaurs. They have **endured** phenomenon change in the earth, all of which add to the mystery in concerns. Why was the population that such ancient older animals change so suddenly after that much time?

词汇讲解:

- | | |
|--------------|-------------------|
| 1. Amphibian | 两栖动物[植物] |
| 2. Frog | 蛙 |
| 3. Habitat | (动、植物生长的)自然环境[地区] |
| 4. Scope | (活动)范围 |
| 5. Endure | 忍耐, 忍受; 容忍 |

Correct answers: A C B A D

第七篇（蜕变）

1. What is the talk mainly about?

- A. The differences between butterflies and frogs
- B. The life cycle of higher animals
- C. Developmental changes in certain animals
- D. Evolutionary advantages of metamorphosis

2. What happens in direct development?

- A. An animal maintains the same basic structure throughout its life.
- B. An animal gives birth to several offspring at one time.
- C. An animal lays its eggs in the fourth stage of metamorphosis.
- D. A young animal models its behavior after its parents.

3. Why do butterflies lay their eggs on plants?

- A. To provide a supply of food
- B. To hide the eggs from birds
- C. To provide an appropriate place to make a cocoon
- D. To expose the eggs to sunlight

4. What is the sequence of the metamorphosis of a butterfly?

	1	2	3	4	5
A butterfly lays eggs, which become larvae.					
A butterfly emerges from its cocoon.					
A larva covers itself with silk.					
Adult structures are developed.					
A butterfly pumps blood into its wings.					

5. What is an example of incomplete metamorphosis?

- A. An animal is born with undeveloped lungs.
- B. An animal is hatched directly into its adult form.
- C. An animal undergoes only three stages of changes.
- D. An animal stops developing at the pupal stage.

6. Why does the professor mention toads and frogs?

- A. Their pupal stages are very long.
- B. They are examples of animals that undergo metamorphosis.

- C. They lay their eggs in water.
- D. They eat roaches and grasshoppers.

★Listen to a talk in a Biology class. The professor is discussing Metamorphosis

Higher animals like dogs, horses even human being look like their parents when they are born. There are some minor changes that occur as these animals grow. But the basic form and the structure stay the same. Now this is called direct development, which is quite different from metamorphosis. When lower animals like ants, flies or sea urchins emerge from the eggs, they don't look at all like their parents. Only after series of major changes do they take on the **characteristic** of their parents. Butterfly and moth provide the best example of what biologist call complete metamorphosis because they pass through 4 distinct stages of extreme changes. Here is the illustration of a butterfly at each of the four stages of complete metamorphosis.

The first stage is the egg. Butterflies usually lay their eggs on plants and these plants provide food when they transform into larvae, the second stage. After about months in this stage, a butterfly larva spins the cocoon of silk around itself. A **larva** in the cocoon is also called pupa. So it's known as the pupil stage. The pupil stage is the **period** of **inactivity** when larva structures evolve into adult structure. Depending on the species, the pupil stage can last anywhere from a few days to several months. When the pupa finally mature into the adult butterfly, it pushes its way out of its cocoon and cross onto a twig or tree land and pumps blood into the trunk and wing until they are full size and strong. Now some insects like grasshopper and roaches have only 3 stages—egg, larva and adult. When an animal skips the pupil stage, it's called incomplete metamorphosis. It's not only insects that **undergo** metamorphosis. Frogs and toads are the most well know example of other **form-changing animal**. **Frogs** lay their eggs in water and the eggs hatch into tadpole. A tadpole looks more like little fish because it has tail and no legs. But it gradually loses its tail and develops into a four-legged frog.

词汇讲解:

- | | |
|----------------------------|--------------------------------|
| 1. Metamorphosis | 【生物学】变态 |
| 2. Sea-urchin | 【动物；动物学】海胆 |
| 3. Series of major changes | 一系列的主要变化 |
| 4. Butterfly | 蝴蝶 |
| 5. Transform | 变形 |
| 6. Cocoon | (蚕)茧；(昆虫的)卵袋；(蚯蚓等的)土房；(蜘蛛等的)子囊 |
| 7. hopper | 单足跳者；跳虫（如跳蚤、干酪蛆等 |
| 8. roach | 【鱼类】斜齿鲃，(欧洲)石斑鱼 |
| 9. toad | 【动物；动物学】蟾蜍，癞蛤蟆 |
| 10. form-changing animal | 变形动物 |
| 11. tail | 尾巴 |

Correct answers: C A A C B

第八篇 (Animal cognition)

1. What do the students say Hunt's study shows about crows?

- A. Crows tend to hunt in the same area for their entire life.
- B. Crows may display **cognitive** behavior.
- C. Crows are less intelligent than previously thought.
- D. Crows design tools somewhat **haphazardly**.

2. What do the students **imply** about sea otters and **chimpanzees**?

- A. They use similar tools to hunt for food.
- B. They display the capacity for planned tool making.
- C. Their tool making abilities fail to match those of crows.
- D. They use a wide variety of tools for different purposes.

3. Why do the students mention leaves?

- A. Chimpanzees use them as a type of tool.
- B. Crows often hide their tools beneath them.
- C. Crows line their nests with them.
- D. Chimpanzees eat them.

4. How do crows keep track of their tools?

Click on 2 answers.

- A. They hold on to them while eating.
- B. They give them to their mates for safe keeping.
- C. They hide them while searching for **prey**.
- D. They take them along when they move to new hunting grounds.

5. What do the students imply is one criticism of Hunt's study?

- A. It is too similar to other studies.
- B. Animals other than crows also make sophisticated tools.
- C. Hunt's sample was too small to be considered meaningful.
- D. Hunt has not proved conclusively that the crows' behavior is planned.

★Listen to part of the discussion in a Biology **seminar**

P: All right, ah, Jenison and Clod have been assigned to read part of our discussion today on animal cognition, are you both ready?

W: Well, Clod and I looked into tool making ability of wild animals, and we came across an article

about how a scientist named Gavin Hunt has claimed to discover a breed of crows with superior tool making abilities. He claims that the tools these birds make are different from the tools that other animals make in several ways. For one thing, the crows make different types of tools for different situations. Also the tools are very sophisticated. For example, they design tools with hooks, which they used when they are looking for food. And third... Ah Clod, what was the third thing?

M: He claims that crows may actually intentionally modify their tools to a specific shape before using them. Other animals like sea otters do use stone to pound open the shell of crab and another prey. And chimpanzees have been observed have puzzle be modifying leaves to use as umbrellas. But these activities don't meet all 3 criteria for planned tool making.

W: Yeah, and these crows even keep track of their tools when they change hunting sites. For example, they generally take their tools with them and when they eat they usually hold onto the tool with their feet.

P: Interesting! And what's the significance of Hunt's study?

M: Well, some scientists argued that the crows may have been born with this behavior. But if Hunt can prove that they really do intentionally modify their tools, their behavior will be measurably different from that of other animals and could be considered cognitive.

W: Right! No other wild animal has the ability to design, make and standardize tools. This ability was thought to be unique to human.

词汇讲解:

- | | |
|---------------------|--------------------|
| 1. Animal cognition | 动物的认知能力 |
| 2. Sophisticated | 复杂的 |
| 3. Hook | 【动、植】钩状器官 |
| 4. Clod | (土)块, 泥块 |
| 5. sea otters | 【动物; 动物学】水獭 |
| 6. Pound | 捣碎, 春烂, 把...捣成粉 |
| 7. Crab | 蟹; 蟹肉 |
| 8. Chimpanzee | 【动物; 动物学】黑猩猩 |
| 9. Umbrella | 【动物; 动物学】水母[海蜇]的伞膜 |
| 10. Criteria | criterion 的复数 |
| 11. criterion | (评判等的)标准, 准则 |
| 12. keep track of | 明了 |
| 13. prey | 被捕食的动物 |

Correct answers: B C A A D D

第九篇 (animal communication)

1. What is the talk mainly about?
 - A. The food chain on the prairie
 - B. The habitat of prairie dogs
 - C. Prairie dog communication
 - D. Attempts to communicate with animals

2. According to the speaker, what does the prairie dog provide an example of?
 - A. How animals learn to communicate
 - B. How complex animal communication can be
 - C. Unusual behavior in rodents
 - D. Ways in which animals adapt to their environment

3. Why does the lecturer compare prairie dogs to squirrels when explaining what prairie dogs look like?
 - A. Squirrels and prairie dogs live in similar environments.
 - B. Squirrels are about the same size as prairie dogs.
 - C. Squirrels are the same color as prairie dogs.
 - D. Squirrels are often mistaken for prairie dogs.

4. According to the speaker, why do prairie dogs stay near their holes?
 - A. To protect their young
 - B. To communicate easily with their neighbors
 - C. To remain near their food source
 - D. To escape danger quickly

5. What surprised the researchers about the prairie dogs that they were studying?
 - A. The prairie dogs had different barks for different people.
 - B. The prairie dogs were not afraid of the researchers.
 - C. The prairie dogs were afraid of the researchers.
 - D. The prairie dogs ran into their holes when the researchers approached.

★ Listen to part of the lecture by a Biology professor

For the next couple of weeks we'll be focusing on how animals communicate with each other. Up to now, we've had a rather narrow view of vocal warnings that animals give each other. Some recent research indicates that this communication is a lot more complex than we've traditionally

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thought. Let me give you an example. Take prairie dogs. Of course, they're not really dogs at all, but wild **rodents** who live on the plains in the western part of United States. In case you can't visualize them, let me describe them to you. They're about as big as squirrels, but without the bushy tail. And unlike squirrels, they live in holes in the ground, and they spend a lot of time just outside their holes, because they have a lot of enemies: **hawks**, **coyotes**, humans, you name it. When they spot a potential threat, they bark to warn their neighbor and then escape down into their holes. "Big deal, "you say; well, it turns out, they can differentiate among predators. Researchers discovered that the bark differs for different predators; coyote warnings are different from people warnings, for instance. But it goes deeper than that; there's actually evidence that the barks differentiate between individual **predators** of the same species. The researchers found, for example, that the prairie dogs had a different bark for each member of the research team.

词汇讲解:

- | | |
|------------------------|---------------------------|
| 1. Animals communicate | 动物交往 |
| 2. vocal | 口头的 |
| 3. prairie dog | 【动物; 动物学】(北美产)草原土拨鼠, 草原犬鼠 |
| 4. visualize | (使)显现; 想像; (使)形象化, (使)具体化 |
| 5. squirrel | 【动物; 动物学】松树 |
| 6. bushy tail | 浓密的尾巴 |
| 7. bushy | (毛发等)浓密的 |
| 8. hawk | 鹰, 隼 |
| 9. coyote | 【动物; 动物学】(美国西部大草原中的)草原狼, |
| 郊狼 | |
| 10. predator | 以掠夺为生的人; 捕食其他动物的动物, 食肉动物 |

Correct answers: C B B D A

第十篇 (鸟)

1. What is the talk mainly about?

- A. How light conditions affect the color of feathers
- B. The methods some birds use to hunt
- C. How the structure of a bird's eye compares to a human's
- D. The role UV light plays in birds' lives

2. What did the experiment with robins demonstrate?

- A. They can distinguish red light from UV light.
- B. They can perceive very low levels of UV light.
- C. They cannot see UV light through a transparent filter.
- D. They experience discomfort in dim light conditions.

3. How is a bird's vision different from a human's?

- A. A bird's eyes are less sensitive to color variation.
- B. A bird does not have receptors for the basic colors humans see.
- C. A bird can see a wider range of colors than a human can.
- D. A bird's distance vision is poor in dim light.

4. What did one experiment demonstrate about male birds?

- A. UV light helps males identify the females.
- B. UV light makes the males appear larger.
- C. UV light enhances the color of the males' feathers.
- D. UV light helps males locate sites for nests.

5. What advantage does UV light provide hunting birds?

- A. They can follow trails left by their prey.
- B. They can spot small animals from great distances.
- C. They can distinguish between poisonous and nonpoisonous animals.
- D. They can see well under cloudy conditions.

★Listen to a talk by a Biology professor discussing birds

As we've discussed, the human eye has three different types of color receptors that respond to three basic colors---red, green and blue or other colors are seem to combinations of these different types of the receptors. Birds, however, have receptors for these three basic colors and for ultraviolet or UV light. Thus they have much greater color range. What's really interesting though

is the role that UV light plays in a bird's life. Scientists have discovered that the bird's eye is extremely sensitive to ultraviolet light. In one experiment robins were able to distinguish between two objects: one completely unlit and one lit by very dim ultraviolet light. Even with the very dim UV light the object was radially apparent to the robins. In another experiment female birds were exposed to two male birds. One was behind the filter transparent UV light and one was behind the filter that blocked UV light. The female birds preferred the male bird behind the transparent filter. Those birds' feathers may have appeared colorful. Hunting birds use UV light to track down small animals. This is possible because small animals use urine to mark the trails and urine observed UV light. The hunting birds can use the UV light to follow the trail to their prey.

词汇讲解:

- | | |
|----------------|---|
| 1. Ultraviolet | 【物理学】紫外的; 紫外线的; 产生[应用]紫外线的 |
| 2. robin | 【动物; 动物学】驹鸟, 知更鸟(又叫 robin redbreast) (美国) |
| 3. filter | 滤镜 |
| 4. transparent | 透明的 |
| 5. block | 阻挡 |

Correct answers: D B C C A

第十一篇（海洋生物）

1. What is the purpose of the lecture?
 - A. To prepare students for a field trip
 - B. To validate **archaeological** findings
 - C. To classify certain marine animals
 - D. To explain the uses of barnacle cement
2. According to the professor, how are barnacles different from other shellfish?
 - A. They are generally larger in size.
 - B. They have a **thinner** shell.
 - C. They can damage ships.
 - D. They have a stronger taste.
3. Why does the professor mention fossils?
 - A. To explain that barnacles evolved from an ancient species
 - B. To prove that barnacles are related to contemporary shellfish
 - C. To question the findings of **paleontologists**
 - D. To show how long-lasting barnacle cement is
4. What do scientists hope to learn from studying **barnacles**?
 - A. How to grow bigger, better-tasting barnacles
 - B. What ocean life was like 150 million years ago
 - C. How to produce a strong, long-lasting cement
 - D. How barnacles reproduce
5. What is unique about the barnacle found on the West Coast of the United States?
 - A. It is not as nutritious as East Coast barnacles.
 - B. It grows exceptionally large.
 - C. It produces the strongest cement of all barnacles.
 - D. It fights for food with lobsters and crabs.

★Listen to a talk given by a professor of Marine Biology

OK, class. As I mentioned at the beginning of this semester, we'll be taking a field trip to the local **marina**. And that field trip will take place next week. Before we go, there are few things that I'd like to point out to you. Particularly I'd like to talk about barnacles. As we have discussed, a

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barnacles is a shellfish, usually small, less than an inch length. It is related to the lobsters, shrimp and crab. However, unlike those other shellfish, barnacles **are** considered silent organisms. That is they are potentially damaging nuisances. You know because they attach themselves to **wood piers**, rocks and ship bottoms, as we'll see next week at the marina. And they even attach themselves to other living creatures such as **turtles** and **whales**. Now barnacle uses a very powerful cement, it's a self-made **cement** to attach themselves. In fact it is one of the most powerful glues known. Paleontologists even discovered fossils from 150 million years ago that have the barnacle still attached. So as you can see it is very, very powerful and long lasting cement. Scientists today are even trying to **duplicate** that powerful **adhesive**. Only a few countries use barnacles for food. People in Chile Greece Spain and Italy harvest and eat the clam like goose barnacle. However there is one type of barnacle found here in the United States on west coast. It reaches weight of 3 pounds and actually grows up to 5 inches tall. It tastes a lot like lobsters or crab.

词汇讲解:

- | | |
|-------------------|--------------------|
| 1. marina | 小游艇船坞 |
| 2. barnacles | 藤壶 |
| 3. nuisance | 讨厌的人或东西, 麻烦事, 损害 |
| 4. turtle | 【动物; 动物学】龟, 海龟, 海鳖 |
| 5. whale | 【动物; 动物学】鲸 |
| 6. cement | 胶泥; 胶合剂, 接合剂, 胶 |
| 7. Paleontologist | 古生物学者 |
| 8. fossil | 化石 |
| 9. duplicate | 复制 |
| 10. adhesive | 黏附性的, 胶黏的 |

Correct answers: A C D C B

第十二篇 (鸟)

1. Why does the professor refer to birds as “glorified reptiles”?

- A. Birds are structurally identical to flying reptiles.
- B. Scientists prefer to classify birds as reptiles.
- C. Birds and reptiles share a common ancestry.
- D. Both birds and reptiles are considered highly evolved species.

2. What physical features of some modern birds are similar to those of flying reptiles?

Click on 2 answers.

- A. Light, porous bones
- B. Scales on the feet
- C. Feathers covering the head
- D. Claws on the toes

3. Why do scientists consider birds highly successful vertebrates?

Click on 2 answers.

- A. They evolved more rapidly than any other animal.
- B. They are able to travel long distances very quickly.
- C. They have adapted to a variety of environmental conditions.
- D. They have developed into many different species throughout the world.

4. What does the name Archaeopteryx mean?

- A. Ancient bird
- B. Flying reptile
- C. Glorified reptile
- D. Feathered lizard

5. Until 1986, what did scientists probably believe about the Archaeopteryx?

- A. It was not capable of flying.
- B. It represented a transitional stage between reptiles and birds.
- C. It should not have been classified as a bird.
- D. It was better adapted to water than to land.

6. What did the discovery of the Protoavis lead scientists to believe?

- A. The Archaeopteryx was probably the first reptile with wings.
- B. Birds were not members of the reptile family.

- C. Early members of the bird family did not have feathers.
- D. Birdlike creatures existed much earlier than previously thought.

★Listen to part of the lecture in a Biology class. The professor is discussing birds.

Birds are sometimes referred to as glorified reptiles. And even though modern birds are structurally very different from reptile, some show minor **evidence** of their ancestry, like scales on their feet or claws on their toes. However flying reptile disappeared more than 70 million years ago, but birds have obviously managed to survive. You remember that biological success of any group of **organism** is measured by the number of species and individuals in the group. There are distributions around the world and of course their ability to adapt to all kinds of environmental conditions. On the basis of these criteria birds are considered one of the most successful **vertebrate** in modern times. Their success means they were probably not only better adapted than reptile for flying but also for life on land and on water. **小马过河** But when did the **glorification** begin and how fast did the changes occur? It was seen logical to assume that **at** some time millions of years ago transitional stages between reptiles and birds existed. And in fact one of the most important clues came with the discovery of the fossils called **Archaeopteryx** which literally means ancient bird. The Archaeopteryx dates back 150 million years to **the Jurassic period**. Fortunately the fossils not only included the **skeleton** but also impressions of the **feathers** of the wings and the double rare tail feathers. If it were not for these feathers, scientist would have classified it as a reptile because it has many **characteristics** more like a lizard than a bird. Archaeopteryx is not, however, considered as the ancestor of modern birds. But it probably was **deprived** from ancestral form that also gave rise to modern birds. Up until the mid 1980s the Archaeopteryx was considered the most ancient of all birds. Then in 1986, a fossil was discovered called Portraits that show a mixture of dinosaur and bird-like characteristics. But it lived 225 million years ago, about 75 million years before the Archaeopteryx. So clearly the final work is not yet in on the origin of birds.

词汇讲解:

- | | |
|------------------------|-----------------|
| 1. ancestry | 【生物学】系谱 |
| 2. claw | (动物的)爪; 爪形器具, 钩 |
| 3. organism | 有机体; 生物(体); 微生物 |
| 4. vertebrate | 【动物; 动物学】脊椎动物 |
| 5. Archaeopteryx | 【古生物学】始祖鸟 |
| 6. the Jurassic period | 侏罗纪时期 |
| 7. skeleton | 骨骼, 骷髅 |
| 8. feathers | 羽毛, 翎毛 |
| 9. deprive | 剥夺, 使丧失 |

Correct answers: C B D C D A B

第十三篇 (Predators of human)

1. Why is the speaker talking about the wolf and the octopus?
 - A. To explain how to react when encountering one of them
 - B. To clarify misconceptions about them
 - C. To promote greater protection of both species
 - D. To compare their strategies for avoiding danger

2. How has the giant octopus gotten its bad reputation?
 - A. It has attacked ships.
 - B. It has no natural predators.
 - C. It has injured divers who have entered its territory.
 - D. It has been the subject of frightening stories.

3. What does the speaker imply about crabs?
 - A. They are eaten by the giant octopus.
 - B. There are twice as many of them as there are of the giant octopus.
 - C. They have a reputation similar to that of the wolf and the giant octopus.
 - D. They might attack a giant octopus.

4. What does the lack of a skeletal structure allow the giant octopus to do?
 - A. Swim exceptionally fast
 - B. Attach itself to the bottom of a ship
 - C. Fit through very small openings
 - D. Eat animals much larger than itself

5. According to some scientists, how does the black ink help the giant octopus to escape its predators?
 - A. It poisons predators.
 - B. It creates a repulsive smell.
 - C. It changes the giant octopus' skin color to match its surroundings.
 - D. It causes confusion by creating a false image.

★Listen to part of the lecture in a Biology class

I like to start today's lecture by challenging some of the myths about certain animals considered to be predators of human. Take the case of wolf. People fear wolf because the tales of how wolves attack and eat people walking into the woods. In fact, if you encountered the wolves in the wild, it

will probably run away. Another animal wrongly **accuse** to harming people is the giant octopus. Stories have been told about the terrifying giant octopus attacking and eating an entire ship. But unless you are the crab or some such, you don't have much to fear for a giant octopus even the hungry one. One myth probably get by such stories concerns the size of octopus, biology report that on average it has an arm standard on 2 and half meters--large certainly, but hardly a ship eating size. Far from being an attacker. The giant octopuses have a number of talents that make it especially adapted escaping. It has no **skeletal** structure, so despite its large size it can squeeze to a hole as small as 5 centimeters wide and if it's caught, for example, in the mouth of the shark. It can pull away leaving one or more its arms. They will grow back or it has been pursued **or** it squirts black ink which some scientists believe that takes on the form of another octopus and thus confuse the predator. And if that's not enough the giant octopus have the **chameleon** like ability to change the skin color to match its surrounding.

词汇讲解:

- | | |
|--------------|------------------------|
| 1. octopus | 【动物; 动物学】章鱼 |
| 2. squeeze | 挤, 压, 塞; 压出, 挤出 |
| 3. chameleon | 【动物; 动物学】石龙子, 变色龙〔蜥蜴类〕 |

Correct answers: B D A C D

第十四篇 (Animal behavior)

1. What is the professor mainly discussing?
 - A. Wildlife in Africa
 - B. The two major species of antelopes
 - C. The diet of predators
 - D. Advantages of living in groups

2. What will the students see on the videotape?
 - A. Hawks capturing mice
 - B. Birds attacking an owl
 - C. Hyenas attacking elands
 - D. A herd of buffalo stampeding

3. What do elands do when attacked?
 - A. Surround their young
 - B. Scatter in different directions
 - C. Sacrifice the weakest individuals
 - D. Surround their attackers

4. What does the speaker imply about animals that live in herds?
 - A. They are difficult to photograph.
 - B. They warn one another of approaching predators.
 - C. They hear better than they see.
 - D. They cannot defend themselves.

5. What will the professor probably discuss after the video?
 - A. How birds attack predators
 - B. How hyenas cooperate in their hunt
 - C. Disadvantages of group association
 - D. Threats to the elands' environment

★Listen to part of the talk about animal behavior

As a way of illustrating our discussion of group behavior of animals, we are going to watch which I think is a fascinating video about eland, one of the 2 major species of antelope in Africa. They live in herds about 200 individuals. But first, let's go over some of the general advantages animals get from group association. Probably the most important advantage is defense against predators.

Simply being in a group decreases the chances that any individuals will be the **victim** of the predator. Cooperated defense further increases the chances of survivor for individuals and species. You'll see in the video that when the herds are attacked by the hyenas the elands deliberately drive their young into the center of tightly patched group, the center being safer than the **periphery**. The herd act in a way that increases the chances of survival of the offspring. Cooperate defense may even take the form of offence. Many spices of small birds will join together in groups to attack predators like owls and hawks. Another advantage to live in the groups is **commonsense** notion that many eyes are better than a single pair. It has been demonstrated that large herds detect predators at greater distance than do individuals. Of course there is a down side to live in groups also. But let's watch the video before we get into that.

词汇讲解:

- | | |
|----------------|------------------|
| 1. eland | 【动物; 动物学】(南非)大羚羊 |
| 2. herd | 兽群 |
| 3. victim | 牺牲者, 受害者 |
| 4. hyenas | 【动物; 动物学】鬣狗 |
| 5. periphery | 边缘 |
| 6. commonsense | 具有常识的 |

Correct answers: D C A B C

第十五篇（寄生虫）

1. What is the main topic of the talk?
 - A. An effort to control a parasitic disease
 - B. The use of drugs in disease control
 - C. Causes of schist Somalis in Kenya
 - D. The training of researchers who study parasites

2. What is the most common host for the schist some worm?
 - A. Humans
 - B. Crayfish
 - C. Snails
 - D. Cattle

3. How do the worms cause disease in humans?
 - A. By attacking the human nervous system
 - B. By laying eggs inside the human body
 - C. By infecting humans with bacteria
 - D. By depleting the calcium in the human body

4. Why might crayfish be effective in controlling the worms?
 - A. They eat the worms.
 - B. They eat the worms' hosts.
 - C. They are rich in calcium.
 - D. They force the worms' hosts into the rivers.

5. What are two advantages of controlling the worms with crayfish rather than the drug?
Click on 2 answers.
 - A. The crayfish do not harm any other wildlife.
 - B. The crayfish are less expensive to use.
 - C. The crayfish have already been proven effective.
 - D. The crayfish are a good source of calcium.
 - E. The crayfish might help prevent reinvention.

6. What does the speaker say about biological agents, such as crayfish?
 - A. They have been used to fight parasitic diseases for years.
 - B. They are unable to reduce the rate of any disease.

- C. They are less effective than drugs in preventing disease.
- D. They have not been used effectively to control parasites before.

★Listen to part of the lecture in a Health Science class.

The professor will be discussing a solution to a health problem caused by a certain parasite that sometime infects human

A PARASITE is the organism that live in or on another organism called the HOST. During the talk, listen for :

- Where the parasite normally lives.
- How the parasites infects and harms humans.
- How the proposed solution is supposed to work.

Let's look at another way that **health** agencies **fighting** **parasitic diseases**. One alternative to drugs and **pesticides** is the use of **biotical agency**. In other words, if the parasite is causing problems, you find something that eats the parasite itself or something that eat the parasite normal host, then you turn that something lose in the parasite's habitat. For example, consider the SCHISTOSOMIASIS. Schistosomiasis is the infection with the parasite worm called SCHISTOSOME. Normally the host for the **schistosomiasis** is a kind of fresh water snail. But in the African country Kenya the worm frequently infects humans who are exposed to water from ponds where the snail lives. The contact commonly occurs when people get their cattle water or wash their clothes in ponds. In fact in about 2 million Kenyans mostly children are infected. Once inside the human host, the worm lays eggs and these can result in **internal bleeding**, fever, **fatigue** and sometimes death. The snails are still necessary as hosts though because **schistosome** eggs can only hatch inside snail. Now if you are already infected, you can take a drug to kill the worms. But the drug is expensive and it's easy to get re-infected when you go back to the ponds. Instead researchers are trying to eliminate the worm's normal host the snail by introducing Louisiana **crayfish** into the ponds where the worms and **snails** live. Now as you can see a crayfish looks like miniature **lobsters** and it loves to eat snails. Snail shells are rich in **calcium** which crayfish need for their own shell. And crayfish are already abundant in their nature Kenya rivers, they are imported there in early 1970s and they are easy to find. So crayfish could end up being **a cheap and affective** way to reduce **receive schistosomiasis**. If they do though, it would be the first time that a biological agent has been successfully used to control a parasite.

- | | |
|-----------------------|-----------------------|
| 1. 词汇讲解: | |
| 2. heath | 【植物; 植物学】欧石南属常青灌木; 石南 |
| 3. parasitic diseases | 由寄生虫引起的病害 |
| 4. pesticide | 杀虫剂 |
| 5. biotical agency | 生物媒介 |
| 6. Schistosomiasis | 【医学】血吸虫病; 裂体吸虫病 |
| 7. snail | 【动物; 动物学】蜗牛 |

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- | | |
|----------------------|--------------------------|
| 8. internal bleeding | 内出血 |
| 9. fatigue | 【医学】(组织、器官等对刺激失去反应能力的)疲劳 |
| 10. crayfish | 【动物; 动物学】淡水小龙虾, 螯蛄 |
| 11. lobster | 龙虾 |
| 12. calcium | 【化学】钙 |

Correct answers: A C B B B E D

- (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>

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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、人体生理心理类、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>