

**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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## 历史

### 第一篇 (建筑)

1. What is the talk mainly about?

- A. A school of design
- B. A famous architect
- C. A group of German engineers
- D. A machine used to help architects

2. What was the philosophy of the founders of the Bauhaus?

- A. Designers should specialize in one particular skill area.
- B. Designers should study works from earlier movements.
- C. Design should be a blend of art and technology.
- D. Design should be used for social criticism.

3. Why was mass production important to Bauhaus architects?

- A. It demonstrated their ability to invent new machinery.
- B. They were able to sell to markets outside of Germany.
- C. They could quickly establish themselves as major artists.
- D. It made their work accessible to people other than the rich.

4. What can be inferred from the conversation about the Bauhaus today?

- A. Very few architects imitate its style.
- B. Its teachings are still influential.
- C. Its philosophy has been discredited.
- D. It has relocated outside of Germany.

★Listen to a conversation about an architecture class

M: Interesting lecture today didn't you think?

W: Well, I supposed. But I have never heard of the Bauhaus and I'm not clear on something. Was it some place you should go to or it was more the young or movement some XX sort you know like Brook impressionism.

M: No. It was an actual design school located in Germany, founded by Walter Gropius. His goal was to combine technical skill and artist talent and by doing this create a new form of architecture and the plight arts.

W: Okay. So that explained what professor mentioned how certain people had studied with both a craft person and an artist.

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M: Right. Before anybody could actually begin their former training, they had to take workshops that were taught by both a craft person who emphasize technical expertise and an artist.

W: Interesting.

M: And the Bauhaus founders also departed from the notion of arts being of a former of a luxury object. They want to produce functional art to be enjoyed by everybody, not just the wealthy.

W: Weren't they making some sort of social statement?

M: Perhaps. Uh...I don't know. But it did mean that Bauhaus's creation had their own artistic beauty and that instead of being individually handcraft like something you see in a... I don't know... Garth Cathedral they were produced by machines in large quantities.

W: Is the Bauhaus still around?

M: I don't think so. But judging by the amount of time on our class schedule, that were going to be devoting to it. **It's a fact that must be left it.**

词汇讲解:

- |                        |                  |
|------------------------|------------------|
| 1. Bauhaus             | 鲍豪斯建筑学派(德国建筑之一派) |
| 2. Brook impressionism | 布鲁克印象派           |
| 3. plight arts         | 艺术困境             |
| 4. handcraft           | 手工艺              |

Correct answers: A C D B

第二篇（人物）

1. Why are the students discussing Albert Kahn?

- A. The woman is helping the man study for his class.
- B. They are visiting a factory Kahn designed.
- C. The woman is deciding whether to take history of architecture.
- D. The woman is researching Kahn's work.

2. What work is Albert Kahn best known for?

- A. Inventing the assembly line
- B. Building modern factories
- C. Designing early automobiles
- D. Reviving classical architecture

3. To what industry did Albert Kahn make a major contribution?

- A. Steel manufacturing
- B. Coal mining
- C. Textiles
- D. Transportation

4. According to the talk, what was one problem with factories before Kahn's time?

- A. They were a fire hazard.
- B. They were too spread out.
- C. They were designed for efficiency rather than for beauty.
- D. They were difficult to heat.

★Listen to two students discuss the architect Albert Kahn

W: Didn't you write a paper about Albert Kahn last semester?

M: Yes, for my history of architecture class.

W: Oh, I am taking it now and I have got to do some researches on industrial architecture. I need to read up on Kahn's factory. So I'd like to see what you wrote about them.

M: I don't think my paper will help; I focus on his classical designs like the Clements library and his office buildings but you are interesting in the modern building he is famous for.

W: Yes he is best known for his factory; especially the auto plants in Detroit. He made a breakthrough in industry design. You know before his time, factories were so cramped and inefficient but his factory provide enough light and air and open spaces. So the cars could be assembled in one huge plant.

M: I remember reading that the factories used to have wooden frames and the heavy machinery

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made the building vibrate and there were fire-hazards too. But when Kahn started designing auto plants around the turn of the century, reinforced concrete had just been invented. Talk about the breakthroughs, not only was the building sturdy and fireproof but they were cheap to put up too!

W: You seem to know a lot of about his industrial career.

M: Actually even though I wrote about his other works, I did a lot of background reading. Let me see if I can dig out that paper for you. There were some books and articles included my bibliography but you might want to look up at the library.

词汇讲解:

- |                 |                           |
|-----------------|---------------------------|
| 1. architecture | 建筑学                       |
| 2. cramp        | 用夹子夹紧; 用扒钉接牢; 拘束, 束缚(自由等) |
| 3. fire hazards | 火灾隐患                      |
| 4. fireproof    | 耐火的, 防火的                  |
| 5. bibliography | 书目提要; 书目, 书志学, 书志         |

Correct answers: D B D A

第三篇（音乐 jazz）

1. What are the students mainly discussing?
  - A. Why jazz music originated in the United States
  - B. One way in which jazz music is unique
  - C. The importance of the trumpet in early jazz music
  - D. How the early jazz musicians trained other musicians
2. According to the conversation, how were the early jazz musicians different from other professional musicians?
  - A. The early jazz musicians taught themselves to play music.
  - B. The early jazz musicians were paid more than other musicians.
  - C. The early jazz musicians created completely original melodies.
  - D. The early jazz musicians played different kinds of instruments.
3. According to the conversation, what ability did most early jazz musicians develop?
  - A. The ability to play many different instruments
  - B. The ability to express themselves musically
  - C. The ability to read music very quickly
  - D. The ability to provide formal musical instruction
4. According to the conversation, how did early jazz music differ from other music of that time?
  - A. In jazz, fewer instruments were used to play a song.
  - B. In jazz, the music quality was poor.
  - C. In jazz, there was more than one correct way to play the music.
  - D. In jazz, the melodies were very simple.

★Listen to part of a conversation between two students

W: So, one of the things that I really have in trouble understanding is how jazz music developed to be so different from many other kinds of music. My class notes are terrible.

M: Well what can't you understand from your notes?

W: Uh... One thing is I copy down the musical training from the blackboard. What did it mean by that?

M: Well most people who become professional musicians to have some kind of formal training in music but the first people who play jazz music had almost none.

W: Ok, but so what? Doesn't it just mean that they weren't very good musicians?

M: Well, that's not that the early jazz musicians weren't good. it's they that play their instrument differently. Let's say you are receiving formal instruction in the trumpet. First you would learn the

right way to place your mouth and the right way to use your fingers and right way to blow air and then you will practice single notes and different combination of notes until you could do those correctly and only after that which your teacher give you a piece of music to play.

W: And the early jazz musician didn't learn to play this way?

M: No, the first people who play jazz music learn to play their instrument by actually trying to play a song they like! They were humanity and tried to play themselves on their instruments. Because they were mostly teaching themselves, they began to express themselves in ways that formally traditionally trained musician didn't. In traditional instruction there's one correct way to play something and everyone who plays try to make the correct sound. But in jazz...

W: In jazz music, there isn't one right way to play. In fact, individual musicians are supposed to interpret the music in their own style. So you are saying that this aspect of jazz developed because the first people who play jazz didn't have any formal music training?

M: Well that's part of it but there is more. What else do you have in your notes?

词汇讲解:

- |               |                 |
|---------------|-----------------|
| 1. jazz       | 爵士乐             |
| 2. musician   | 音乐家             |
| 3. instrument | 乐器              |
| 4. trumpet    | 【音乐】小号          |
| 5. interpret  | (根据自己的诠释)演奏, 表演 |

Correct answers: B A B C

第四篇（音乐 jazz）

1. What is the talk mainly about?

- A. Music on southern plantations
- B. Great jazz instrumentalists
- C. One type of jazz
- D. Recordings from the 1920's

2. What is the origin of the blues?

- A. Instrumental music
- B. Work songs of field laborers
- C. Music performed in New York City
- D. Lyrics written by Bessie

3. Where does the blues get its name?

- A. The sky in the southern United States
- B. The name given to a recording star
- C. The period of time in which it was popular
- D. The feeling expressed by the words of the song

4. What does the professor imply about Bessie Smith?

- A. She had a powerful influence on later jazz singers.
- B. She preferred to sing unaccompanied by a band.
- C. Her work is not popular with contemporary jazz musicians.
- D. She needed the support of a microphone.

5. What will the class probably do next?

- A. Take a test on jazz
- B. Write some blues lyrics
- C. Listen to a talk about a jazz instrumentalist
- D. Listen to songs sung by Bessie Smith

★Listen to a professor give a lecture in a Music History class

To continue our study of jazz, today we will focus on the blues and listen to some recordings by Bessie Smith who is considered by many to be the greatest of all jazz singers. The blues developed in the southern United States from the music of black people who were brought from Africa and forced to work as slaves on southern plantations. The earliest form of the blues were work songs



and field howlers that was musical form of communication among slaves. The name "blues" comes from the loneliness and sorrow typically expressed in the song lyrics. The blues started out as strictly vocal but over time musicians began to accompany blues singers. Jazz greats like Louis Armstrong and Francis Andersen accompanied Bessie Smith in her recordings. The example of blues we will hear today is the reissue of some of Bessie Smith's classical recordings. These songs are from the late 1920's when she was at the peak of her career. It's no wonder she was known as the emperor of the blues. She made 160 recordings and was also a sort after live performer in New York, Boston, and Chicago as well as the larger cities in the south. Know her rich powerful contract her voice, in fact, in live performances she refused to use microphone. Bessie Smith's songs typified the earthiness and realism of the blues.

词汇讲解:

- |               |   |
|---------------|---|
| 1. plantation | 【历史】移民，殖民；(pl.) 殖民地                         |
| 2. howler     | 咆哮者；哭叫的人                                    |
| 3. reissue    | 重新发行；改版                                     |
| 4. realism    | 【文艺】现实主义；写实主义；【哲学】实在论，唯实论；【教育】实学主义；【法律】实体主义 |

Correct answers: C B D A D

第五篇（音乐）

1. What is the talk mainly about?

- A. The career of Bessie Smith
- B. The origin of blues music
- C. Great performances by Louis Armstrong
- D. The early years of the recording industry

2. What does the professor imply about Louis Armstrong?

- A. He grew up in Tennessee.
- B. He taught Bessie Smith to sing.
- C. He made only one movie during his lifetime.
- D. He admired the deep feeling in Bessie Smith's singing.

3. According to the professor, what often happened during Bessie Smith's concerts?

- A. Movie crews filmed her performances.
- B. Millions listened to her on the radio.
- C. She was accompanied by Louis Armstrong's band.
- D. Traffic stopped because of crowds outside the theater.

4. What was special about the movie St. Louis Blues?

- A. It was the first of many successful movies by Bessie Smith.
- B. It made Louis Armstrong famous.
- C. It was one of the first movies with sound.
- D. It tells the story of Bessie Smith's life.

5. What will the class do next?

- A. Discuss another well-known blues musician
- B. Listen to a recording by a famous blues singer
- C. Watch the movie St. Louis Blues
- D. Enjoy a live performance of well-known blues songs

★Listen to a talk in a Music History course

Good morning, today we're going to learn a little more about that great musical tradition called "the blues." And in just a minute, we'll get to hear the voice of a great blues performer, one of the most famous singers and that's Bessie Smith. First of all, let me tell you a little about her, Bessie Smith grew up in the south in Tennessee, and while she was still a teenager, she started touring the country with other black performers, and making a name for herself. By 1923, she was

making records for a major recording studio and selling hundreds of thousands of copies, and soon, she was singing at sold-out performances at theaters in city after city with huge overflow crowds outside, often filling with the street and blocking the traffic. It was really something. A couple of years later, she and the Great Louis Armstrong made an unforgettable recording of the St. Louis Blues. And a few years after that, St. Louis blues was also the name of Bessie Smith's only movie, one of the very early talking pictures. Try to see it some time if you can. From then, up until her death, Bessie Smith kept on writing and recording songs and singing the blues in concerts all over the country, all together she made 160 records. We are going to play one of them now and as we do, please listen to the passion of that wonderful deep voice of hers. I think you'll be able to understand why Louis Armstrong said Bessie Smith: she had music in her soul.

词汇讲解:

1. Tennessee (美国) 田纳西州

Correct answers: A D D C B

第六篇（美国发展史）

1. Why were wooden fences not used in the western plains?
  - A. They were not strong enough.
  - B. Wood was too heavy.
  - C. Using wood for fences was against the law.
  - D. Wood was not readily available.
2. What does the speaker compare **barbed** wire to?
  - A. The spikes used to attach railroad tracks
  - B. The pointed horns of cattle
  - C. Jagged rocks
  - D. Sharp thorns on plants
3. Why did the young salesman set up a **demonstration** in Texas?
  - A. To convince Texans to invest money in the **transcontinental** railroad
  - B. To advertise 160-acre parcels of land
  - C. To promote the sale of barbed wire
  - D. To sell livestock
4. Why did the people who watched the demonstration stand at a distance?
  - A. They thought they were in danger.
  - B. The salesman told them to be careful.
  - C. They were kept back by a wire barrier.
  - D. The demonstration was very noisy.

★Listen to part of a lecture in the United States History class

Today we are going to look at ways in which legislation can create practical problems, which in turn lead to inventions to solve these problems. You'll recall that the homestead act of 1862 granted a hundred sixty acre plots to settlers. This resulted in considerable population growth in the western plains. In that same year the construction of transcontinental railroad was set up by the Pacific Railroad Act. These 2 pieces of legislation made it necessary for ranchers to limit the movement of their cattle instead of letting them roam freely. There weren't many trees or rocks to use for the fencing material so planting hedges was tried but they took a long time to grow. Smooth organized wire fences were another idea but they were not strong enough. Finally inspired by the reaction of cattle to the sharp **thorns** on vegetation, a new fencing was invented--barbs, sharp, wire points like thorns were twisted onto wire fencing. Not everyone accepted the invention

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right away, Texas were resistance until a young sales man staged the dramatic demonstration. He put up a career of the new barbed wire and challenge cattle owner to put their wildest animals in it. Untrusting spectators kept their distance as the cattle were driven into the enclosure. The animals charge the fence look quickly retreated. Texas was sold and the new fencing soon became common throughout the plains.

词汇讲解:

- |                     |  |
|---------------------|--|
| 2. legislation      | (集合词) 法规                                   |
| 3. transcontinental | 横贯大陆的; 大陆那边[另一端]的(文中指(美国)横贯大陆中西部通到太平洋岸的铁路) |
| 4. ranchers         | (美国) 牧场主; 牧场工人                             |
| 5. fencing          | 栅栏, 围墙, 篱笆                                 |
| 6. hedges           | (用灌木等构成的)树篱, (树枝等编成的)篱笆, (石头、草皮等叠成的)隔墙     |
| 7. thorns           | 刺; 荆棘                                      |
| 8. roam             | 漫游, 游历, 游荡, 漫步, 闲逛                         |

Correct answers: D D C A

第七篇（艺术史）

1. What is the main topic of the talk?
  - A. The evolution of technology used in painting
  - B. The use of x-ray technology to analyze art
  - C. New ways to tell an original painting from a copy
  - D. Improvements in x-ray equipment for use in museums
  
2. What did the art historian in Ohio discover about two famous paintings?
  - A. They had not been painted by the same artist.
  - B. They had once been joined together.
  - C. One had been painted long before the other.
  - D. One was a copy of the other.
  
3. Why does the professor mention the white dog in the portrait of the young boy?
  - A. It helped experts determine who the boy was.
  - B. It was painted with unusually bold brush strokes.
  - C. It revealed how the original idea for the painting had changed.
  - D. It had been added by the painter's apprentice.
  
4. According to the professor, what is probably the most important question about a painting that may be resolved using x-rays?
  - A. Who painted the painting?
  - B. When was the painting begun?
  - C. What general mood did the artist intend to express?
  - D. How have the colors of the paint changed over the years?
  
5. What will the professor probably talk about next?
  - A. A museum's recent purchase of a famous Dutch painting
  - B. Predictions about the future use of technology in art history
  - C. A disagreement that modern technology has failed to resolve
  - D. The use of technology in creating new kinds of art

★Listening to part of a talk in Art History class

To study paintings by old masters, experts often make use of modern technology. Today let's talk about one example of that--X-rays. These days X-ray equipment is no longer found just in hospitals and dentist's offices. Now it's also widely used in the study of works of art and it led to

some exciting discoveries. For instance, an art historian in Ohio discovered that the 2 famous paintings now held in different museums were originally part of a same painting, probably sewed apart by some greedy art dealer. X-rays shows several hidden figures that had been split between the two canvases. In another famous painting, a portrait of a young boy, an X-ray revealed the artist had once painted a small white dog where now only rocks and grass can be seen. In this case, the technology gives us an insight into how an artist thinking developed and changed during the process of painting a picture. Perhaps the most important question in an art historian may have to address is whether a particular work was actually painted by a certain master artist or perhaps by a less well known apprentice or imitator. They hide in brush dropper back in X-rays revealed may lead to definite answer to this question but not always. Let me tell you now about two respected experts and how each use X-rays of one famous Dutch portrait to support radically different conclusions about it.

词汇讲解:

- |               |                 |
|---------------|-----------------|
| 1. imitator   | 模仿者; 仿造者        |
| 2. apprentice | .徒弟, 学徒; 学徒工    |
| 3. canvases   | (一块)油画布; (一幅)油画 |
| 4. portrait   | 肖像, 肖像画; 相片     |

Correct answers: B B C A C

第八篇（美国革命）

1. What is the lecture mainly about?
  - A. The making of laws before the American Revolution
  - B. The motivation behind the American Revolution
  - C. The writers of the Declaration of Independence
  - D. Warfare strategies during the 1700's
  
2. What belief of the colonists does the professor say was radical at the time of the American Revolution?
  - A. People are born with certain rights.
  - B. People must revolt against unjust rulers.
  - C. Violence cannot successfully bring about political change.
  - D. All personal property should be abolished.
  
3. Why does the professor quote from the Declaration of Independence?
  - A. To explain how the American Revolution took place
  - B. To **emphasize** the principles behind the new political system
  - C. To provide information about the colonial legal system
  - D. To describe a philosophical view different from that of the **colonists**
  
4. What did the colonists believe was necessary for a government to be legitimate?
  - A. Short terms for all elected officials
  - B. A king or other absolute ruler
  - C. The agreement of the governed people
  - D. Laws based on European models
  
5. What will the class probably discuss next?
  - A. Specific battles in the **Revolutionary War**
  - B. Economic hardships of the colonists
  - C. Religious intolerance within the colonies
  - D. The colonial policies of the British in North America

★Listen to part of a lecture in a United States History class

We've been looking at factors leading up to the American Revolution. Today I want to look more deeply into what the colonists in the 1700 was thinking and feeling. What motivated them to change the political order **violently**--- was it money, social injustice, religious intolerance. Without



question American colonists saw the conflict in terms of political issues. They are concerned with not so much the economic problems as it was how the colonists wanted and indeed thought they deserved to live. In other words, the American Revolution was about liberty the protection of personal liberty. You see the colonists share to believe that was quiet radical at the time. They believe that person has rights, these rights were not based on the generosity of the king and they weren't based on the language of the law. The colonists believed in the higher law, one that granted people rights, rights that they were born with and which couldn't be taken away by any human being. Unless of course someone commit the crime and then they have to go through the proper legal steps. Now what were these rights? I'll quote directly from the **Declaration of Independence** which states them clearly: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights that among these are life, liberty and the pursuit of happiness." The colonists had a new vision of what make political authority legitimate and what make personal liberty secure. Their vision was this, legitimate government require the consent of those who be in governed. So to understand how events lead to the revolution, we need to understand specifically how political power had been exercised by the British in the colonies. Any ideas?

词汇讲解:

- |                                |   |
|--------------------------------|---|
| 1. American Revolution         | 美国独立战争                                      |
| 2. intolerance                 | 不容纳异说[意见、信仰], 偏狭; 固执                        |
| 3. liberty                     | 自由(权)                                       |
| 4. radical                     | 基本的, 根本的; 固有的, 本来的; 重要的, 主要?<br>的; 最初的; 彻底的 |
| 5. Declaration of Independence | 独立宣言  |
| 6. legitimate                  | 合法的, 正常的, 正当的                               |

Correct answers: B A B C D

第九篇（发明史）

1. What is the speaker mainly discussing?
  - A. The need for new inventions
  - B. The practicality of paper bags
  - C. The life of Charles Stilwell
  - D. Machines that people no longer use
  
2. Why does the speaker mention the telephone?
  - A. As an example of an important invention
  - B. As an example of one of Stilwell's innovations
  - C. As an example of an invention people do not think about
  - D. As an example of efficient engineering
  
3. According to the speaker, what was one design advantage of Stilwell's invention?
  - A. It was easy to dispose of.
  - B. It was pasted together by hand.
  - C. It could stand on its own.
  - D. It had a lot of extra carrying space.
  
4. What does the speaker **demonstrate** with a dictionary?
  - A. The bag's strength
  - B. The bag's large size
  - C. A flaw in the bag's design
  - D. The spelling of an unusual word
  
5. What is the speaker's purpose in giving the talk?
  - A. To point out the advantages of a career in engineering
  - B. To demonstrate how inventors do their work
  - C. To inspire students to make big inventions
  - D. To show that even small inventions can be very useful

★Listen to the end of a lecture given by a professor of **Engineering**

But too often, it seems to me we apply the term “invention” only to big important items like the car or the telephone. After all, we can hardly imagine **surviving** without them. We don't stop to think that there are literally hundreds of inventions that make our life a little easier, a little more convenient. Let's take something as common as the paper bag on my desk here. Yes, that's right.

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I've got my lunch in it. Well, I never open my lunch bag without thinking of Charles Stilwell who in 1883 invented the first machine to produce bags like this. You see, before Stilwell, bags were pasted together by hand, and they didn't have flat bottoms so they couldn't stand on their own and you couldn't fold them very well either. Stilwell changed all that with what is really a marvelous piece of engineering. Think about it; look at how efficiently this bag is designed. I can open it with a flick of my wrist, but I can also fold it back flat as a piece of paper, and I can store a hundred of them under my desk. What's more, it's strong, see, I can even put this heavy dictionary in it and it won't break, but it's cheap to produce. Really it's a masterpiece of practical engineering. Grocery stores buy over a billion of them every year. Well, nobody remembers Stilwell nowadays, but his little invention has certainly proved useful. If any of you could produce anything help as useful, you have really done something.

词汇讲解:

- |                          |                                 |
|--------------------------|---------------------------------|
| 1. marvelous             | 奇异的, 不可思议的, 奇怪的; (口语) 妙极的; 了不起的 |
| 2. masterpiece           | 杰作, 名著                          |
| 3. practical engineering | 实际工程                            |

Correct answers: B A C A D

第十篇（艺术史）

1. What is the main topic of the discussion?
  - A. Trends in art in the 1930's to the 1950's
  - B. Government support for the arts during the depression
  - C. The effect of the depression on artistic style
  - D. Government **censorship** of art during the depression
2. What criticism was directed against the public art program?
  - A. The art was not available to the public.
  - B. The artists were too critical of the government.
  - C. The art was not realistic.
  - D. The art served no practical purpose.
3. What was the student mistaken about?
  - A. The number of people involved in the government project
  - B. The cost of the artwork
  - C. The style of the art during the depression
  - D. The amount of time it took to create the artwork
4. What does the professor suggest that the students do to learn more about depression-era art?
  - A. Write research papers
  - B. Look at a book containing reproductions
  - C. Go to an **exhibit**
  - D. Visit some local artists
5. What kind of artwork were the depression-era artists most likely to create?
  - A. A **documentary** about the depression
  - B. A post-office mural
  - C. An abstract expressionist painting
  - D. A self-portrait

★Listen to a discussion in an art history class

W: I was talking before the break about funding in art in the United States about where the money comes from. I think some of you probably have questions. Yes, Tom.

M: You said that during the depression the government provide relief work to a lot of artists, just what sort of works did they do?

W: It depended on the kind of artists you talking about. A lot of painters did work for government buildings, murals, and city halls or other public buildings for example. **Sculptors** did work to put in the public park, that sort of things.

M: Didn't people get upset about the government spending so much money on art?

W: There were some criticisms, sure. Many people consider the program wasteful. They thought that creating public art was not real work like paving a road or putting up a building. But the government was concerned with getting as many people employed as possible

M: Could I ask about one more thing? I expected art from 1930's to be **abstract**, but what you show in the slides was pretty realistic.

W: You maybe a little mixed up there. Abstract Expressionism-that's the main of American abstract school is usually associated with 1950.

M: Was there a **dominant** artistic style that these depression era artists used?

W: Let's look at a few more slides. Maybe that will show you. Also there was an exhibition in Washington a few years ago about this art, so I put a catalog from the show on reserve in the library. If any of you want to see more examples of this work. Go over and take a look.

词汇讲解:

- |               |                             |
|---------------|-----------------------------|
| 1. Sculptor   | 雕刻[塑]家[师]; 雕刻[塑]工人          |
| 2. criticisms | 批评, 批判, 评论; 非难              |
| 3. era        | 纪元; 年代, 时代                  |
| 4. dominant   | 最有力的, 占优势的; 主要的; 突出的, 超群出众的 |

Correct answers: B D C B B

第十一篇（音乐 jazz）

1. What are the students mainly discussing?
  - A. Special qualities of jazz music
  - B. How jazz music is similar to classical music
  - C. How Louis Armstrong influenced jazz music
  - D. Reasons why jazz music is so popular
2. What does the man say he learned when he took a course in music appreciation?
  - A. How jazz has changed over time
  - B. How jazz was influenced by classical music
  - C. What to listen for in classical music
  - D. What makes jazz sound different from classical music
3. What point does the woman try to make by mentioning short stories and poems?
  - A. They are both types of artistic expression.
  - B. They should not be judged by the same standards.
  - C. They have both inspired a lot of jazz.
  - D. They can be analyzed by the same rules as music.
4. According to the woman, how can the ground beat be identified in jazz music?
  - A. It is part of the melody.
  - B. It is tapped by the musicians' feet.
  - C. It is played by the strongest musicians.
  - D. It is established by a separate rhythm section.
5. What does the woman say about a blues scale?
  - A. It is part of a major scale.
  - B. It is easily produced on classical instruments.
  - C. It is the basis for most European music.
  - D. It is different from a major or minor scale.

★Listen to part of a conversation between two students

W: I'm reading this book about jazz for that course on Popular Culture I'm taking. Listen to these quotes by Louis Armstrong, when someone asked him what jazz music was, he said, "If you gotta ask, you'll never know." What do you think about that?

M: Oh, I don't think jazz is that **mysterious**. I mean it's just another kind of music, seems to me

like a person not be able to study it, to break down into pieces. I took the classic music appreciation course last semester, and the professor taught us the kinds of things to listen for, to understand the music. I don't see why I couldn't do the same thing for jazz as I learn to do for classic music.

W: Well, for what the book said, a lot of people try to apply the rules of the western musical theory to jazz music, like the rule he probably learned, that you need to appreciate jazz according to its own set of rules. Analyzing jazz by the same rules as classic music would be like using the rule for analyzing a short story to analyze a poem.

M: Oh, come on. It's **obvious** that the poem has a different structures from the short story, but just how is jazz so different?

W: OK, well one example is the beat. In European music, the ground beat is built into the melody the main sound line; you can tap your foot to it. But in jazz, the ground beat is **deliberately** avoided in the melody, the beat has to be established by the whole separated section of instruments like the **bass** or **drum**.

M: All right, I'll give you that. **Really** it's a pretty important difference, but is that all?

W: No, there are other differences. Like, traditionally, classic music is based on certain type music scales: major and minor. Fortunately, all of this music is built around differences and change these types of scales, but a lot of jazz is based on the blues, and blues scale isn't major or minor.

词汇讲解:

- |                       |                           |
|-----------------------|---------------------------|
| 1. mysterious         | 神秘的,不可思议的; 暧昧的,可疑的; 故弄玄虚的 |
| 2. music appreciation | 音乐鉴赏                      |
| 3. deliberately       | 故意地                       |
| 4. bass               | 低音乐器                      |
| 5. drum               | 鼓                         |

Correct answers: A C B D D

第十二篇（艺术史 painting）

1. What is the talk mainly about?

- A. The lifestyles of Dutch artists
- B. Famous still-life artists
- C. Art in the United States during the Civil War
- D. A type of art in the United States

2. What is an example of a painting that a seventeenth-century Dutch artist of still lifes might paint?

- A. A large basket of fruit on a kitchen table
- B. Young children playing outside of a farmhouse
- C. Old army boots in the corner of a room
- D. Writing utensils on a desk in an office

3. What do the still lifes by United States artists of the first half of the nineteenth century **reveal** about many Americans during this period?

- A. They supported themselves by farming.
- B. They were wealthy.
- C. They were well educated.
- D. They did not appreciate nature.

4. What do old, worn-out objects in still lifes after the Civil War symbolize?

- A. Difficult times for the country
- B. An appreciation of tradition
- C. Warm memories of previous generations
- D. A lack of respect for art

5. What will the students probably do next?

- A. Paint a still life
- B. Arrange some objects on a table
- C. Analyze some paintings
- D. Look at slides of the Civil War

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

I'd like to move on now to still life painting in the United States. Now the earliest American still lifes were modeled on seventeenth century Dutch still life paintings, the images of which often



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symbolize the home and the growing prosperity of the Dutch merchants. So in these early American paintings, you might see, for example, a simple table top display of food or other inanimate objects. Now the still lives of the nineteenth century reveal a great deal about the time in which the artist lives. For example, in the first half of the nineteenth century, many Americans were prosperous, and shopping and accumulating things were major pastimes. So in these paintings, the consumer oriented in American society is conveyed true display of goods that suggested the luxury and social status. Well, this also suggested with representation of plentiful food, fragile flowers and other beautiful objects of natural world. Then, after the civil war, in approximately the mid nineteenth century, the mood of the country changed. Likewise, the mood of the paintings changed. For example, the artists might apply the paintings roughly to depict the group of battered old things that symbolize difficult times and the disappearance of good days. So let's look at some Flight's paintings from this period and see if you can determine when the paintings were created.

词汇讲解:

- |                    |                        |
|--------------------|------------------------|
| 1. symbolize       | 用符号表示, 是...的符号; 象征, 代表 |
| 2. prosperity      | 兴隆, 繁荣, 旺盛             |
| 3. merchant        | (美国) 零售商               |
| 4. inanimate       | 无生气的, 没精打采的            |
| 5. approximately   | 近似, 约计                 |
| 6. fragile flowers | 名贵的花                   |
| 7. depict          | 画, 刻画                  |
| 8. battered        | 打扁了的, 打垮了的, 敲碎了的       |

Correct answers: D A B A C

第十三篇（历史）

1. What is the main topic of the talk?

- A. Fashion throughout history
- B. Uses of the bobby pin
- C. The history of hairpins
- D. The origin of the phrase “bobby pin”

2. What is the purpose of the talk?

- A. To illustrate the importance of fashion
- B. To give an example of human ingenuity
- C. To demonstrate the usefulness of the hairpin
- D. To show people's connection to the past

3. Why were Roman hairpins sometimes hollow?

- A. To serve as a hiding place for poison
- B. To be used as a musical instrument
- C. To follow a fashion begun by Cleopatra
- D. To make pinning hair easier

4. According to the professor, why did people often wear bobby pins in France in the seventeenth century?

- A. They made a person's hair look longer.
- B. They made wearing a wig easier.
- C. They helped women imitate Cleopatra's hairstyle.
- D. They were a sign of wealth.

5. What happened to hairpins in the nineteenth century?

- A. They almost disappeared.
- B. They were mass-produced.
- C. People in England stopped using them.
- D. They were mostly made of ivory.

★Listen to part of a talk in a History class

There is nothing you can do to escape history. Perhaps you don't realize it but you are always surrounded by things that connect you to the past. Take for an example something as simple as **bobby pin** that people sometimes wear in their hair. It goes back 10,000 years. Ancient graves in

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Asia contain hairpins made of bone and iron, silver and gold. In function, they are little different from what we use today. Cleopatra is set to prefer hairpins of ivory that was decorated with jewels. Roman hairpins were sometimes hollow inside making them better to carry poison in. Now the modern bobby pin owes its name and shape to the 17th century French court where wigs were in fashion. They made wearing a wig easier as they were used to pin the people's real hair very close to the head. That was called bobbed hair. The U shaped pin that facilitated these was called a bobbing with pin which became bobby pin in England 18th century. Then in the 19th century, the bobby pins that are still in use today, the ones made of steel wire began to be mass produced.

### 词汇讲解

- |               |                     |
|---------------|---------------------|
| 1. bobby pin  | 发夹                  |
| 2. hairpin    | 词 发夹; 夹叉, 簪; 发夹状的东西 |
| 3. Cleopatra  | 克娄巴特拉女王             |
| 4. ivory      | 象牙; (河马、独角鱼的)牙齿     |
| 5. wig        | 假发                  |
| 6. facilitate | 使容易, 使顺当            |
| steel wire    | 钢丝                  |

Correct answers: C D A B B

第十四篇（历史）

1. What is the talk mainly about?

- A. An old type of Canadian money
- B. The history of the Bank of Canada
- C. Why Canadians collect paper money
- D. The spending habits of Canadian shoppers

2. Why did the Canadian government begin printing the currency note?

- A. To simplify purchases by mail
- B. To honor a Canadian soldier
- C. To substitute for coins in short supply
- D. To make storing money easy

3. According to the professor, why did most people like the currency notes when they were first issued?

- A. They were colorful.
- B. They were collectors' items.
- C. They were shiny.
- D. They were a convenient size.

4. According to the professor, what did many soldiers do with the currency notes?

- A. Sent them home to their families
- B. Used them as bookmarks
- C. Padded their boots
- D. Polished their shoes C

5. What does the professor say about the present status of the currency notes?

- A. They are the most common currency.
- B. They are no longer used as money.
- C. They are used only by the military.
- D. They have decreased in monetary value.

★Listen to a talk given by an Economics professor

Let me tell you about an exhibit of the university museum that you might want to see. There are showing a collection of coins and paper money used in North America in the last two hundred years. The exhibit also includes historic facts about the various forms of currency. One interesting

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item I saw there was a currency note from Canada ---a piece of paper money worth only 25 cents. I've never seen a bill worth so little. The Canadian government issued the notes in 1870 as a temporary solution to a shortage of coins. The plan was to use them for only a few years until enough coins could be made. The people found the bills so useful that the Canadian government printed more in 1900 and 1923. Most people simply like the bills because they were easy to hold in a purse or a pocket or to send through the mail. They are only about half of our size as our current bills. But what's unusual is the way that soldiers used them. They would stick them down in their boots to prevent the boots from rubbing against their skin. You could image how irritated your shins might get if your boots' had to rubber against them all day. So the durable paper really helped. As a result, they became known as shin plasters. The bank of Canada finally recalled the shin plasters in 1935 and ironically those that were not destroyed are now valuable collector's items like the one on display at the museum.

词汇讲解:

currency

通货

irritated

(皮肤等)变粗的; 发红的; 因刺激而发炎的

shin

【解剖学】胫; 【昆】胫节; 外胫; 脚杆骨; 胫骨

shin plaster

胫骨膏药

Correct answers: A C D C B

第十五篇（历史）

1. What is the professor's main point?
  - A. Canadian businesses use Canada's own natural resources.
  - B. Canada has a history of intense economic rivalry.
  - C. The fur trade provided an important source of revenue for Canada.
  - D. It is unusual for Canadian companies to engage in harsh conflict.
  
2. According to the professor, what is the main advantage that the Hudson's Bay Company had?
  - A. An experienced workforce
  - B. Original ideas
  - C. Strong financial backing
  - D. A fleet of ships to transport furs
  
3. What approach did the North West Company use to compete with the Hudson's Bay Company?
  - A. Providing extra delivery services
  - B. Raising the prices paid to fur trappers
  - C. Cutting transportation costs
  - D. Opening new territories
  
4. How did the Hudson's Bay Company respond to competition?
  - A. They copied their competitor's approach.
  - B. They increased their advertising.
  - C. They bought the competing company.
  - D. They switched to another product.

★Listen to part of a lecture in a History class

The settling of inland frontier in Canada involve many conflicts and those where were making money with involve were particularly bigger. A good case in point is the intense rivalry between the 2 major fur trade companies around the beginning of 19th century. The Hudson's Bay Company had a royal charter that is a monopoly in the area where operating costs were low. In addition to keeping any competition out of the area where doing business was the least expensive, their charter also give the access to long term credit from the Bank of England. Other bonuses that include were a rich management community and support from highly place politicians. Their rival, the upstart North West Company of Montreal, had none of these advantages but they did have brave men who didn't hesitate to go into untried territory. Their profits depended on constantly moving on, always going to the new areas that have greater numbers of animals. This increased the transportation cost of course and kept their profits low. When challenged by the North West

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Company, Hudson's Bay reacted by taking on the tactics of its rival by also hiring people willing to adventure into new areas. Then they undercut North West by increasing the value of goods they trade to India for first. They could afford to do these because their wealthy backers would accept low profits for a time in order to **squeeze** the North West out.

词汇讲解:

- |             |                                |
|-------------|--------------------------------|
| 1. intense  | 激烈的                            |
| 2. rivalry  | 竞争, 对抗                         |
| 3. monopoly | 垄断[独占](权), 专利(权) (of, (美国) on) |
| 4. bonus    | 红利; 额外股息                       |
| 5. tactics  | 战术 (cf. strategy); 策略          |
| 6. squeeze  | 挤, 压, 塞; 压出, 挤出                |

Correct answers: B C D A

第十六篇（艺术史）

1. What is the talk mainly about?

- A. Sculptures that Assyria exported to other countries
- B. The training of Assyrian sculptors
- C. The major kinds of sculpture produced in Assyria
- D. The difference between Assyrian and Babylonian art

2. What does the professor say about art in Assyria after the ninth century B.C. ?

- A. It had already reached its peak.
- B. It was strongly influenced by other cultures.
- C. It was created by better trained artists.
- D. It was very different from other art in the region.

3. What does the professor say about the design of the Assyrian guardian sculptures?

- A. They were not meant to be viewed from all sides.
- B. They were unusually small.
- C. They were designed by artists from outside Assyria.
- D. They were usually attached to the tops of buildings.

4. According to the professor, what would be a likely subject of an Assyrian relief carving?

- A. A mother and child
- B. A temple
- C. A grove of trees
- D. A military procession

5. What will the class probably do next?

- A. Compare Assyrian and Babylonian sculpture
- B. Look at an example of Assyrian bronze sculpture
- C. Look at an example of Assyrian guardian sculpture
- D. Discuss trends in art in the ancient world

★ Listen to part of the lecture in an Art History class. The professor is talking about art and architecture in ancient Assyria.

Last time we talked about the fact that the earliest art in Assyria was similar to that of Babylonian and other nearby cultures. But all that changed after the 9th century B.C. when the Assyria started to develop their own unique style of art particularly with their unusual sculpture. This sculpture



primarily took two forms. The first kind was huge guardians like figures that decorated the entrances to buildings. The large guardian sculptures were actually never meant to be viewed from all sides but rather to be seen from either a flat or the side and are called double aspect relief. Relief carving, as we remember from early discussions generally stand out from the front surface and a perfect for decorating walls. The other kind of sculpture favored by Assyria artists was relief carving done in fact on the wall of palaces or other buildings. Actually the kind of carving that forms a continuous band around the basic interior of the walls was probably invented by the Assyrians. The subject matter of the relief carving most often was military conquest or the glory of the King and his family. The sculpture was sometimes arranged in the form of the story to show success of events in --- say the reign of the King or in the military campaign. The Assyrians also made relief carvings on materials other than stones. One example is the huge wooden gate of the palace that was decorated with scenes. Instead of being carved in stone these scenes were done on metal and horizontal band the bronze. Let's take a look at the slide of this gate now, so you can see the skill that was necessary to create the scenes.

词汇讲解:

- |                      |                                |
|----------------------|--------------------------------|
| 1. Assyria           | 亚西利亚 (亚洲西部古国, 即亚述)             |
| 2. Babylonian        | 巴比伦的, 巴比伦帝国的                   |
| 3. guardian          | 保护者, 保卫者; 保管者, 管理员             |
| 4. relief<br>轮廓鲜明    | 【雕刻】凸起; 浮起, 浮雕; 浮雕品; 【绘画】人物凸现, |
| 5. military conquest | 战利品                            |

Correct answers: C D A D B

第十七篇（艺术史 painting）

1. According to the professor, what has been the focus of many studies?
  - A. The chemical effects of solvents on paintings
  - B. The effect on people's health of exposure to the chemicals in paint
  - C. The effect on people's health of exposure to organic solvents
  - D. The effect of different kinds of glue on old paintings
  
2. According to the professor, what can hot water be useful for?
  - A. Cleaning oil paintings
  - B. Sterilizing jars
  - C. Opening a container
  - D. Diluting a solvent
  
3. According to the professor, how does the use of acetone damage paintings?
  - A. By leaving a film on the surface of the painting
  - B. By making spots on the painting
  - C. By dissolving the glue used to seal the canvas
  - D. By generating mechanical stresses
  
4. What can be inferred about oil paintings from the talk?
  - A. They benefit from frequent cleaning.
  - B. They should be protected from extreme changes in temperature.
  - C. The glue used to seal the canvas deteriorates quickly.
  - D. Only organic solvents should be used to clean them.

★Listen to a professor talking to her class

Today I wanna talk about the result of a recent study. These results indicate that the routine cleanings of oil paintings intended to help preserve them, may actually hasten their deterioration. As you know, conservators often use strong organic solvents such as alcohol or acetone to clean paintings. There have been many studies the chemical set for such solvents. The studies were designed to make sure that the solvents don't interact in the harmful way with the chemicals in paint or with the glue use to seal **canvas** for example. But the recent study was the first to consider the fact that solvents turn to cool off their surroundings as they evaporate. The new study found that sweeping a painting with **acetone** for just 5 seconds can cause the spot of acetone was applied to near freezing temperature, and even that if you've never had course in physics. You are probably aware that things contract and expand at the different rates when the temperature changes. That's why running hot water over a jar can make it easier to get the **lid** off. The metal

lead expand more than the glass jar does. Since different layers of paintings such as glue, fabric and paint also respond differently to temperature changes. It turns out that the use of solvent can subject the painting to very strong mechanical stresses. In other words, even if there were no chemical damage, the use of strong solvents can weaken a painting structurally, alternately cause the inter-deteriorate more quickly.

词汇讲解:

routine	例行公事，日常工作；常规；惯例；程序
solvent	【化学】溶剂，溶媒
alcohol	酒精
acetone	【化学】丙酮
evaporate	使蒸发；通过升华使(金属等)沉淀
fabric	编织品，织物；纤维品；织法；质地

Correct answers: A C D B

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- (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>

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.xiaomaguohu.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](http://www.xiaoma.com) 的这个地址里 <http://www.xiaomaguohu.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.xiaomaguohu.net/bbs/forum-23-1.html>

具体介绍在这个地址：<http://www.xiaomaguohu.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.xiaomaguohu.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.xiaomaguohu.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.xiaomaguohu.net/bbs/forum-57-1.html>