

TPO 口语 task3-6 听力原文【YeeaoBox 总结】

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按托福考试题目练习

task 1 404道 >
task 2 414道 >
task 3 87道 >
task 4 84道 >
task 5 66道 >
task 6 50道 >

按托福考题类型练习

所属分类: person
目前共有167位网友练习过本题

Question:
Do you agree or disagree that to be successful, a person should study in the university? Use specific reason and example to support your answer.

开始练习: 1. 点击REC后开始倒计时并自动录音 2. 录音结束后点击“SAVE”可以保存录音 3. 录音可以到“我的练习”中查看与分享

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英雄榜

- 最勤奋: ww 练习711道题目
- 最热心: peter 为他人点评143条
- 最无私: wangyutong96 分享录音208个
- 最富有: wangyutong96 金币101.6个

得分高的网友录音

- change job-task2 tiank07
- 2012-01-13-task1 fobkygte
- 2011-08-28-task1 ou1217
- 2011-12-17-task2 belben

托福口语优秀答题录音 (公开)

- 2010-12-11-task1 你的小蘑菇
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- travel-task2 小吃123
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TPO 1 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the opinion expressed in the letter.

student A

Did you see Paul's letter in the paper about the new sculpture?

Student B

Yeah, but it was totally unconvincing. His reasons for opposing the plan were just totally off. I'm glad we'll finally have some nice art on campus. I'd like to shake the donor's hand and say ""Thank you.""

Student A

What do you mean, ""the donor""?

student B

You didn't know? An anonymous donor is paying the bill for most of the sculpture.

Student A

Not the university?

student B

No. His assumptions about who's paying for it are all wrong.

student A

Still, I wonder if he has a point about the space it'll take up.

student B

Well, you know why Paul is upset? He and his friends are always out there on the lawn, right where the sculpture will be, kicking around the soccer ball. Now they'll just have to use another part of the campus to play.

student A

Oh, so, he just doesn't want to have to move.

Student B

Yeah. For him, it's sculpture versus convenience."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1580.html>

TPO 2 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the article.

Man

I don't like the university's plan.

Woman

Really? I've ridden those buses, and sometimes there were only a few people on the bus. It did seem like kind of a waste.

Man

I see your point. But I think the problem is the route's out-of-date. It only goes through the neighborhoods that've gotten too expensive for students to live in. It's ridiculous that they haven't already changed the route—you know, so it goes where most off-campus students live now. I bet if they did that, they'd get plenty of students riding those buses.

Woman

Well, at least they're adding more parking. It's gotten really tough to find a space.

Man

That's the other part I don't like, actually. Cutting back the bus service and adding parking's just gonna encourage more students to drive on campus. And that'll just add to the noise around campus and create more traffic . . . and that'll increase the need for more parking spaces . . .

Woman

Yeah, I guess I can see your point. Maybe it would be better if more students used the buses instead of driving.

Man

Right. And the university should make it easier to do that, not harder."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1581.html>

TPO 3 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the announcement.

Student A

Do you believe any of this? It's ridiculous.

Student B

What do you mean? Well it's important to eat healthy foods.

student A

Sure it is, but they are saying yogurt's better for you than an omelet or than hot cereal? I mean whether something is hot or cold, that shouldn't be the issue, except maybe on a really cold morning. In that case which is going to be better for you, a bowl of cold cereal or a nice warm omelet? It's obvious; there's no question.

student B

Uh I'm not gonna argue with you there.

student A

And this whole thing about saving money.

student B

What about it?

Student A

Well, they are actually going to make things worse for us, not better, 'cuz if they start cutting back and we can't get what we want right here on campus, well we are going to be going off campus and pay off-campus prices. And you know what? That'll be expensive. Even if it's only two or three mornings a week, it can add up."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1582.html>

TPO 4 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the article.

Student A

I just don't think this will work.

Student B

Why not?

Student A

Because it's not gonna solve the problem. Students are busy at night. I mean, we have jobs, families, clubs social events... Most of us already have something to do every single night of the week.

Student B

I see your point. I sure couldn't fit anything into my schedule during the week. I've got swimming practice most nights.

Student A

Right, and as far as expense goes, I think they are going about it the wrong way. I mean, it cost money to hire more teachers and keep the academic building open later, which is a lot more expensive than just simply buying more computers.

Student B

More computers?

Student A

That's right. Computer prices have come way down the past few years. So the department won't have to spend as much now as they did in the past. Besides, the computer department classrooms, you know, the rooms themselves, they are actually very big There's plenty of space to add more computers."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1583.html>

TPO 5 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the article.

Student A

Did you see that article?

Student B

Yeah, and it sounds like a great idea. It's really good for the students in that program.

Student A

Don't they cook in class anyway?

Student B

Well, yeah, they do. But my cousin was in the program a few years ago, and she said that it's very different to cook for a lot of people in that kind of atmosphere than to cook for classmates.

Student A

Why is that?

Student B

Well, in class, you can take your time, but cooking for more people there is more pressure. I mean you are in a rush, people are waiting, and it might be easy to make a mistake with all that stress.

Student A

Then they'll think you are a bad chef right?

Student B

Absolutely.

Student A

So, OK, it's good practice. But what about the extra cost?

Student B

Well, look at it this way. You've eaten at some of the fancier restaurants in town right?

Student A

Well, there are some great places to eat around here.

Student B

Well, these students, they'll be making fantastic meals and it's gonna be cheaper than going out to one of those restaurants.

Student A

Much cheaper actually.

Student B

So, you know, it would be worth it. The meal will be as good as the ones in those expensive restaurants."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1584.html>

TPO 6 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the letter.

Student A

I totally disagree with Tim's proposal.

Student B

Why?

Student A

Well look, Tim's my friend, but he's not your typical student. He stays up late partying every night, week nights too.

Student B

If he parties every night, no wonder he can't pay attention.

Student A

Yes, and most students aren't like that. They come to class prepared and rested and they can concentrate.

Student B

So, you are saying the problem is really Tim.

Student A

Yes, he was in one of my classes last year and whenever I looked at him he was actually sleeping.

Student B

I guess if he's sleeping, he can't really know what's happening, what other people in class are doing.

Student A

Right, and you want to know what does happen in that last hour of seminar? In a lot of seminars that I've been in, that's when things get interesting.

Student B

Yes, that's usually when students get really involved in their discussion and started exchanging important ideas. And if the history department actually did what Tim suggests. well, if they did that. what would happen is you lose what might be the most worthwhile part of the seminar."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1585.html>

TPO 7 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the article.

Student A

Everything all right?

Student B

Yeah, I'm just upset about that article I showed you this morning.

Student A

Why? What's the big deal?

Student B

Well, as an art major, I think it's a big loss for the department. The university's got it all wrong.

Student A

What do you mean?

Student B

Well, the low enrollment isn't because art majors don't want to take these classes. Problem is: who has time to take them when there are so many other requirements.

Student A

I..I don't understand.

Student B

See, the classes they are eliminating are all optional. The required courses are mostly painting and drawing and they take up all our time. What we really need are different requirements. Then

our majors could take a better variety of classes, all the things are interested in.

Student A

That makes sense. But, the thing about the professor.

Student B

Well, that's true. But still, they are being drastic. If money is the problem, they could hire a part-time professor. Or, most of the professors in the department have secondary fields.

Student A

Really?

Student B

Yeah. At least a few painting teachers are also great sculptors. I'm sure one of them could teach a class."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1586.html>

TPO 8 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the university's plan.

Student A

Did you read this article? Are they serious?

Student B

Yeah, I think so, why?

Student A

Well, first of all. a lot of kids aren't looking for a relaxing break at lunch time. They like to study while they eat, especially if they have exams coming up or some assignment they have to get done.

Student B

Yeah. that's true.

Student A

And now they won't be able to concentrate This is gonna be very distracting.

Student B

Hm, ok, yeah, I see your point.

Student A

And second, most students don't like classical music.

Student B

It's certainly not what I listen to.

Student A

SO are people going to stop listening to their own music?

Student B

No.

Student A

I think people are going to be even more likely to bring their rap3 player, you know, to play their own music and block out the classical stuff.

Student B

Yeah, that makes sense."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1587.html>

TPO 9 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the announcement.

Student A

Did you read this announcement?

Student B

Yeah and I disagree. I don't think it will actually help students.

Student A

Really? Why not?

Student B

Well, they talked about leadership and organizational skills, but that's not really the kind of work you do. Like my elder brothers have the kind of jobs they are talking about and typically you are just there to do basic tasks like typing or filing stuff, nothing very meaningful.

Student A

Oh so you wouldn't actually learn anything new.

Student B

Exactly.

Student A

Ah, I guess I see what you mean. But what about the other point they make?

Student B

About this helping us after we graduate? I don't agree.

Student A

How come?

Student B

Well, the problem is that there are lots of other universities in our area that have the same requirement, so there are lots of other students at these positions.

Student A

Yeah, I guess I hadn't thought of that.

Student B

So even if you take a position like this in a company while you are still a student, once you graduate, the competition for permanent jobs will be impossible. I mean there just won't be enough jobs available for all the business graduates in the city who will be looking for full time work.

Student A

Hm, I see what you are saying."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1588.html>

TPO 10 Speaking Task3 听力原文

Narrator

Now listen to two students discussing the letter.

Male student

Mary, you are an art student. What do you think of this letter?

Female student

I don't like the idea.

Male student

Why not?

Female student

Well, first of all, his first point about a lot people passing through the student center, that's true, but...

Male student

But?

Female student

But it's always really crowded with people coming and going. It's not good for showing artwork. Imagine you are standing there, trying to look at a painting. There's gonna be like a million people walking through, people walking in front of you, blocking your view, distracting you...

Male student

Hm...yeah...hadn't thought of that.

Female student

You won't be able to appreciate the artwork, or get a good look at anything with so much going on, with so many people moving around.

Male student

Yeah, I see what you mean.

Female student

Plus, he's wrong about the windows.

Male student

But isn't it true that it's good for art to have lots of light?

Female student

In a sense, yeah, but that kind of light, all that natural light from windows? That's actually not good because if it's really sunny out, it'll be way too bright. If it's cloudy, it'll be way too dark.

Male student

Oh!

Female student

What you want is controlled light, consistent light, the kind you get from electric light bulbs. Think about in an art museum. In an art museum, you've got electric lighting, and the light is always carefully controlled, always at the same level."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1589.html>

TPO 1 Speaking Task4 听力原文

Narrator

Now listen to part of a lecture on this topic in a business management class.

Professor

So let me tell you about my own experience with this when I was working for a computer company a couple of years ago. So one day, a coworker and I suggested we should give our computers a design makeover, make them look more up to date. Market research was showing that new customers said they would be more interested in buying our computers if they looked cooler. Our technology was advanced, but the outside design looked really old-fashioned.

At first, more than half the group supported us. There were a few senior managers there though who didn't support the design change. One of the senior managers said, "Our focus has always been on technology. Changing the look is an unnecessary cost." Almost immediately, some of our supporters changed their minds. Even my coworker changed his mind. When I asked him why after the meeting, he told me he didn't want to make a bad impression on the senior managers. He thought that disagreeing with them might jeopardize his chances of getting a promotion by not looking like a team player.

What about me? I hate to admit it, but after a few hours of discussion, I started wondering if it was worth everyone's time to argue about this. As more people sided with senior management, I started to feel like I was the only one holding up the vote. Everyone else seemed to think change wasn't necessary, so I voted against my own idea in the end. So we unanimously decided to stay with the current old-looking design. But this decision ended up costing us a lot of money. That same year, our competitor came out with a new design that attracted some of our customers and prevented us from profiting on potential new customers."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1606.html>

TPO 2 Speaking Task4 听力原文

Narrator

Now listen to part of a talk in a sociology class. The professor is discussing audience effects.

Professor

OK, so we said that the way we interact with others has an impact on our behavior. In fact, there's some interesting research to suggest that in one type of interaction—when we're being observed specifically, when we know we're being watched as we perform some activity—we tend to increase the speed at which we perform that activity.

In one study, college students were asked to each put on a pair of shoes—shoes with laces they would have to tie. Now one group of students was told that they would be observed. The second

group, however, didn't know they were being observed. The students who were aware that they were being watched actually tied their shoes much faster than the students who thought they were alone. Other studies confirm the same is true even when we're learning new activities. Let's say someone is learning a new task—for example, learning how to type. When they're conscious of being observed, they'll likely begin typing at a much faster rate than they would if they were alone.

But, and this is interesting, the study also showed that certain common behavior— things people typically do, like . . . making mistakes when you're learning something new that behavior pattern will also increase. So in other words, when we're learning to type, and we know we're being watched, we'll type faster but we'll also make more mistakes."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1607.html>

TPO 3 Speaking Task4 听力原文

Narrator

Now listen to part of a lecture about this topic in a sociology class.

Professor

This is a true story, from my own life. In my first year in high school, I was addicted to video games. I played them all the time, and I wasn't studying enough. I was failing chemistry. That was my hardest class. So this was a conflict for me, because I wanted a good job when I grew up, and I believed, I knew, that if you want a good career, you got to do well in school. But I just couldn't give up video games. I was completely torn.

And my solution was to...to change my perspective. See, the only class I was doing really badly in was chemistry. In the others, I was...I was ok. SO I asked myself, if I wanted to be a chemist when I grew up, and the fact is I didnt. I was pretty sure I wanted to be a sociologist, so I told myself my chemistry class didn't matter, because sociologists don't really need to know chemistry. In other words, I changed my understanding of what it meant to do well in school. I reinterpreted my situation. I used to think that doing well in school meant doing well in all my classes. But now I decided that succeeding in school meant only doing well in the classes that related directly to my future career. I eliminated the conflict, at least in my mind."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1608.html>

TPO 4 Speaking Task4 听力原文

Narrator

Now listen to part of a lecture on this topic in a psychology course.

Professor

Last month my favorite uncle paid me a surprise visit. I hadn't seen him for many years. The doorbell rang, I opened the door and there was uncle Pete. Now I am sure when I saw him, I said something like "Uncle Pete, what a surprise! How nice to see you!" Anyway, my wife was standing next to me, and according to her, I wasn't really aware of this, my eyes got really wide and I broke into a huge big smile. She said I was actually jumping up and down like a little boy. Well, anyway, later that evening uncle Pete told me how very very good he felt when he saw how happy I was to see him.

But compare that with this, my daughter, she is six. We were building a birdhouse together last week. And I was showing her how to use a hammer and nail. And of course, stupid me, I wasn't being very careful and I smashed my thumb with the hammer. Boy did it hurt! I almost felt like screaming, but I didn't want to upset my daughter, so I said, "Don't worry, honey, it's nothing." Meanwhile, I was shaking my hand as if that would stop my thumb from hurting, and my face was contorted in pain. My voice was trembling too. So even though I told my daughter I was okay, I'm sure she didn't believe me because she kept asking me if I was okay."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1609.html>

TPO 5 Speaking Task4 听力原文

Narrator

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

Professor

Nowadays something you notice more and more is television commercials that are made specifically for certain television programs. So let's say a company wants to sell a telephone, a cell phone. Now during TV shows that young people watch, you know shows with pop music or teen serials, they create the commercial that emphasizes how fun the phone is. You know, the phone has bright colors and they show kids having a good time with their friends. And well the company wants the kids watching TV at this time to want to buy this phone, this phone that's made especially for them.

But the same company will make a different commercial to be shown during, say, a program about business or a business news show. Now for this group of people, business people, the company will have to show how efficient their phone is, how it can handle all business easily and maybe even save money. And here is the thing. It's basically the same phone. The company has just made two different commercials to appeal to different groups of people."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1610.html>

TPO 6 Speaking Task4 听力原文

Narrator

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

Professor

Ok, uh... the first kind of memory, we're all very familiar with this, right? You probably remember what you had for dinner last night - you have a Conscious Memory of last night's dinner. So, um, if I ask you 'what did you eat last night?' you could tell me.

But these other kind of memories - 'Implicit Memries', they work differenfiy. Let's take an example from the world of advertising. When you're driving along a highway, you'll see plenty of billboards - you know, road-side advedisements. You certainly don't remember them all. But they still affect you.

Marketing researchers have shown, well, to be specific, let's say there's a billboard on the highway advertising a ... car, called the 'Panther'. The ad shows a big picture of a car and above the car in huge letters is the name of the car- 'Panther'. A lot of people drive by the billboard. But ask those drivers later if they saw any advertisements for cars, and well, they'll think about it and a lot of them will say 'no'. They honestly don't remember seeing any. They have no conscios memory otthe 'Panther' billboard.

So, you ask the same people a different question. You ask, urn...ok, um...you ask them to name an animal starting with the letter 'p'. What do you think they'll answer? Do they say 'pig'? 'Pig' is the most common animal that starts with the letter 'p', but they don't say 'Pig'. They say 'Panther'. The billboard had an effect even though the drivers don't remember ever seeing it."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1611.html>

TPO 7 Speaking Task4 听力原文

Narrator

Now listen to part of lecture on the topic in a psychology class.

Professor

This happens all the time with kids in schools. Say there is a little boy or a girl who's just starting school. Well, they are not really used to the rules about proper behavior for a classroom. So at the beginning, they might, I don't know, interrupt the teacher, walk around the classroom when they are supposed to be sitting down, you know just misbehaving in general.

OK, but what happens? Well, the teacher gels angry with them when they act this way. They might get punished. They have to sit at their desks when everyone else is allowed to go outside and play, and they certainly don't like that, Soon they'll learn that this kind of behavior gets them in trouble. They'll also learn that when they raise their hand to talk to the teacher and sh quietly and pay attention during class, they are rewarded. The teacher tells them she is proud of them,

and maybe puts little happy face stickers on their homework. Now that their behavior gets a good reaction from the teacher, the kids learn to always act this way in class and not behave the way they used to."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1612.html>

TPO 8 Speaking Task4 听力原文

Narrator

Now listen to part of a lecture from a biology class.

Professor

There is a large tropical insect called the Peanut Bug, yes like the peanuts that you eat. Um and the peanut bug's front wings are colored so that they blend in with their surroundings. But its back wings, which are usually closed and hidden, have these bright colorful spots on them and when the peanut bug's attacked, it suddenly opens its back wings and out pop these big bright colors. And that surprises the predator and gives the peanut bug a chance to get away.

Um and then you have a butterfly called the Morpho Butterfly, and pairs of the morpho butterfly's wings are very shiny. They reflect a lot of sunlight. When this butterfly is resting, this shiny part of its wings is hidden. Now morpho butterflies are often attacked by birds. So when a bird approaches, the morpho flies away. And when the morpho flaps its wings, all the bird can see are flashes of light reflected from the morpho's wings. Those flashes of light make it very difficult for the bird to follow the morpho, and the morpho is usually able to get away."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1613.html>

TPO 9 Speaking Task4 听力原文

Narrator

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

Professor

SO. the other day I went to this great new movie, and one of the scenes in particular I thought was really set up nicely.

At the start of the scene, before the action and talking and things started, you saw, on the movie screen, an image of a city. You could tell it was a big city. There were lots of buildings, tall ones, skyscrapers. And the cars and signs on the city streets looked old-fashioned, like they were from the past, like the 1940s. The other thing I noticed right away from this first image, just when the scene started, was that the city seemed gloomy. You couldn't see much because it was, well, there was mostly darkness rather than sunlight. And there was only just a little bit of light from

the street lamps. On top of that, it was raining, and kind of foggy. All of these details worked together to create a dark, gloomy, mysterious feeling.

So then when the action started, and it showed detectives talking to each other in an office, I already knew that the office was located in a tall building in a big city sometime in the 1940s. And I had a good idea that the events that would be taking place would be pretty dark and mysterious because of the shot, the image I saw at the beginning of the scene."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1614.html>

TPO 10 Speaking Task4 听力原文

Narrator

Now listen to a lecture from a marketing class.

Professor

OK, so I've actually got a few different examples of this. You know when I was kid, a character named Action Hero was really popular with my friends and me. We would always watch the Action Hero program on television every week, and played games, pretending that we were strong and powerful as he was. Then pretty soon we began seeing this small Action Hero figures in all the stores. And well we all just had to have them. I mean we'd been watching the television show for so long that it seemed only natural to want to own the toys too.

Well I finally grew up and left the Action Hero television program and toys behind. But now I have a seven-year-old daughter who watches television a lot and also likes to play with her toys. And lately her favorite toy is a cute little baby doll with a big round face and lots of curly hair named Rosa. All my daughters' friends have Rosa dolls too. And they enjoy going to each other's houses to play with them. Then a few weeks ago, my daughter came running up to me all excited because she had just heard there was going to be a new television program on every week with the doll Rosa as the main character. So naturally she and all her friends have begun watching the show. And it's already very popular, as popular as the toy doll."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1615.html>

TPO 1 Speaking Task5 听力原文

Narrator

Now listen to a conversation between two students.

Student A

Hey, Mary! How's your volunteer work going? You still involved in that after-school program with the elementary school kids?

student B

Yeah! But I've got a problem. I'm supposed to be driving a bunch of them to the zoo tomorrow.

Student A

Yeah?

Student B

And I was supposed to rent a van for the trip. But I waited too long to call the rental agency to reserve one. And now it turns out they don't have any vans available for tomorrow. I don't know what to do! These kids will be really disappointed if their trip gets cancelled.

student A

Um...well, doesn't one of your friends here on campus have a car? I mean, couldn't you borrow it for the day?

student B

Yeah, probably, but I'd need to borrow two cars or there wouldn't be enough space for all the kids.

Student A

Uh-huh.

Student B

That's why I was going to rent the van. And then I need to find somebody else to drive too. I can't drive two cars by myself.

student A

[Chuckles] Yeah, that's true! Well, I'm sure you can probably find a volunteer, or if you wanted to save yourself the trouble of hunting down the second driver, well.., what about public transportation? Check the bus schedule. I..I think there's a bus line that goes right past the zoo!

student B

Yeah! That's a possibility. But. ,I don't know. It might be a real 'challenge', supervising the kids on the bus.

student A

[Chuckles]

Student B

Sometimes they are a handful when they get excited. It's an option, though."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1630.html>

TPO 2 Speaking Task5 听力原文

Narrator

Listen to a conversation between a student and her geology professor.

Man

Mary, I'm so glad I ran into you.

Woman

Oh hello, Professor Jensen.

Man

Listen, I know it's short notice . . . and maybe you've already made plans for spring break . . . but . . . one of my students just dropped out of the field trip to the Smithson River Caves. You're next on the waiting list, so now there's room for you to come along.

Woman

You're kidding! [disappointed] I didn't think there was a chance . . . and . . . well, it's a three-day trip, right? I agreed to spend next week helping Professor Clark set up the new museum exhibition. I think she's really counting on me.

Man

Yeah, three days. But you know . . . if you'd rather come on the field trip, why not speak with her and see if she has anyone to replace you?

Woman

Yeah, I'd hate to miss out on the caves. I'll definitely ask Professor Clark if there's someone else who could help her.

Man

You know . . . we don't leave until Wednesday. If you still have to help out, any chance you could get the museum setup done before then?

Woman

Oh yeah . . . not until Wednesday . . . so then yeah . . . maybe that's possible too."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1631.html>

TPO 3 Speaking Task5 听力原文

Narrator

Now listen to a conversation between two students.

Student A

Hey, Marny! What's wrong?

Student B

Oh...I'm just struggling about what to do...I won an award from the Creative Writing Institute for a story I wrote

And...

Student A

That doesn't sound like anything's wrong.

Student B

Well, it's a huge honor to win, and there's an award ceremony they've invited me to attend, which I'm so excited about, but...and here's what's frustrating: I've got a biology exam that's scheduled for the same time.

Student A

Uh-oh! Well, have you talked to your professor about this?

Student B

Yeah, she said I could write a five-page paper instead. And I've lots of ideas and know I could do a good job. But...

Student A

But what?

Student B

Well, writing a paper would take up so much time, a lot more time than studying for and taking the exam. I've lot of other schoolwork to deal with.

Student A

Oh! Or, you could have someone else receive the award for you, I mean, go in your place and accept it on your behalf.

Student B

Maybe... I'd still get the award and the money that way.

Student A

Ooh!!! You won money too?

Student B

Yeah, pretty cool, huh? But anyways, my parents were really looking forward to coming and seeing me on

stage, shaking hands with the Institute's president and all. I'd hate to disappoint them.

Student A

Um.. true, I'm sure they're really proud.

Student B

Like I said, I'm still struggling about what to do."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1632.html>

TPO 4 Speaking Task5 听力原文

Narrator

Now listen to a conversation between two students on campus.

Student A

Hi, good morning! Could you help me with something?

Student B

Uh...maybe. what's up?

Student A

Well, I'm a first year student.

Student B

Everything going okay?

Student A

Actually no.. .um....this is a little embarrassing. I think I left my, class schedule back in my dorm.

Student B

Hm... .not a good thing to do on the first day of classes.

Student A

Yeah...so I'm not sure where my class is. I think I remember it was supposed to be here in Smith Hall.

Student B

There is a computer for student use in the student center. You can go over there, look it up and check the room number. But you'd have to hurry.

Student A

Hm... that's not a bad idea. I could check my schedule for the whole rest of the day at the same

time. I don't know where any of my other classes are either, but I don't wanna be late, make a bad impression with the professor on the first day. It's actually my very first class - Introduction to Psychology.

Student B

Psychology? Oh! Okay, you're definitely in the right building. And if it's introduction to Psychology, it's gonna be a big class, in which case it probably meets in a big lecture hall. There're only three lecture halls in the building, one on every floor. Just check each floor till you find yours. There is an elevator, so you should be able to move fast.

Student A

Yeah, but I don't know what the professor looks like or anything. How will I know whether it's my class or not? It'd be sort of embarrassing, sticking my head into each lecture hall, asking if I was in the right place.

Student B

Well... you might luck out and find it the first time."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1633.html>

TPO 5 Speaking Task5 听力原文

Narrator

Listen to a conversation between two students.

Student A

Susan! What happened to your arm?!

Student B

That's my wrist actually, I sprained it last weekend. And I'm kind of upset about it, because I'm supposed to play the violin in my string quartet's big concert next week. We've been practising for weeks and we've already sold a bunch of tickets.

Student A

Uh...I'm sorry to hear that. What are you gonna do?

Student B

Well, I was thinking about trying to play anyway. I mean I really don't want to let the other three group members down. Plus the doctor said my wrist should be feeling better by then.

Student A

Oh, okay, so, problem solved, right?

Student B

Not exactly. I'm worried that I'm gonna be out of practice, like I haven't been able to play the violin since I sprained my wrist. What if I don't play well? I'd make the rest of the group sound bad.

Student A

Why don't you get somebody else to take your place?

Student B

Well there is only one other person I know of who could do it, and that's Jim. He is a great violinist, and I'm sure he'd say yes. The thing is that he is not very reliable. I mean I'm in the orchestra with him and he is always showing up late for rehearsals.

Student A

Oh, so you're not sure you can depend on him.

Student B

Exactly, and we have less than a week left to rehearse for the concert. We'd really need him to show up on time for all of our rehearsals."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1634.html>

TPO 6 Speaking Task5 听力原文

Narrator

Now listen to a conversation between a professor and a student.

Professor

Hi, Sara. Uh, to what do I owe the pleasure of this office visit?

Student

It's my study group, Professor Wilson. We are not getting much studying done. And, you know, not all of us did very well on your last quiz.

Professor

Hmm.. What's the problem?

Student

Well, we've all become good friends and we joke around a lot instead of studying.

Professor

Hmm... Sara, let me ask you this. When do you meet?

Student

Every Friday afternoon.

Professor

Have you thought about changing to another day? By the time Friday afternoon rolls around, all of you are probably exhausted, and um, all you want to do is relax and um, unwind. It's hard to stay focused at the very end of the week.

Student

Good point! Although things have gotten so out of hand that I'm not sure changing days would help. And we'd lose one or two people if we change days. Friday afternoon is the only time everyone is available. But it's worth considering.

Professor

OK. But, just a second, another possibility is, does your group have a leader.

Student

No.

Professor

Well, if you had a leader that would help enormously. Someone to set an agenda in advance, email it to everyone before the meeting, and then make sure when you meet that you stay focused on your goals. And since you seem to be concerned enough about the problem to have come see me, I think that someone might be you.

Student

I guess I could take on that role, but it sounds like work.

Professor

You don't have to do it for the whole semester, Sara. You can start it off and then perhaps someone else can take over."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1635.html>

TPO 7 Speaking Task5 听力原文

Narrator

Now listen to a conversation between two students.

Student A

Hey Jennifer, how are things going?

Student B

Well, I'm relieved it's the end of the semester but, that's actually part of my problem.

Student A

What do you mean?

Student B

Can you believe this? My computer broke yesterday, so it's at the shop being repaired. It won't be ready until the end of next week, which is when all my papers are due.

Student A

Why not use the computer lab? They've got lots of machines there.

Student B

I know. But it gets so noisy there that I can't keep my mind on my work. I mean when I'm at the computer, I'm not just typing - I'm thinking! So I need quiet to concentrate.

Student A

Maybe you could try going in the morning or evening. It might be less noisy then!

Student B

Maybe, but this time of year everybody is working on papers and it could be crowded even then.

Student A

Um...what about calling back the computer repair shop to see if they can have your computer ready at the beginning of next week instead? That would still give you enough time to finish your papers by the end of the week.

Student B

Oh! I haven't thought of that! The only problem is that the shop is closed today and tomorrow for the long holiday weekend so it would be a few days before I could talk to them."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1636.html>

TPO 8 Speaking Task5 听力原文

Narrator

Listen to a conversation between two students.

Female student

Hey Steve! are you ready for classes to start?

Male student

Not really! There is still a big conflict in my course schedule.

Female student

What's wrong?

Male student

This is my last semester, and I've still got two required courses left to take in order to finish my literature degree.

Female student

OK?

Male student

I have to take both History of the Novel and Shakespeare, or I can't graduate. Problem is the two courses meet at the same time.

Female student

Uh oh! What are you gonna do?

Male student

Well, I talked to the professor who's gonna teach Shakespeare. He said I could do an independent study to fulfill that requirement.

Female student

How would that work?

Male student

I'd read the assigned texts on my own, do all the same assignments and meet with them when I need to, if have any questions.

Female student

Well, that sounds like a good way to fulfill the requirement."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1637.html>

TPO 9 Speaking Task5 听力原文

Narrator

Listen to a conversation between two students.

Male student

Hey Beth! How are things?

Female student

Not great!

Male student

Why? What's wrong?

Female student

I just found out I have to move out of my apartment, like, right away.

Male student

You are kidding Why?

Female student

Well, my apartment... it's in a house, a kind of old house. And now something's wrong with the water pipes. think some of the pipes burst or wore out or something. Anyway, we don't have any water in the house. And apparently, it's gonna take about two weeks to fix the problem.

Male student

So you need to find a place to live for what, two weeks or so?

Female student

Yeah! Bad timing huh, with mid-term exams coming up and everything.

Male student

SO have you figured out what you are going to do?

Female student

Well, some friends said I could stay at their place. They don't have an extra bedroom, but they said it'd be OK for me to sleep on their living room couch.

Male student

You could probably handle that for a couple of weeks nght?

Female student

I guess so. I mean it's really nice of them to offer, and it's free. The only problem is they already have four people living there so it could be a little crowded.

Male student

And not ideal for studying for mid-terms.

Female student

Yeah, too many distractions.

Male student

Um, any other options?

Female student

Well, I did find this place. It's a small hotel over on 3rd Street right near campus.

Male student

Oh right! A lot of kids' parents stay there when they come for a visit.

Female student

Right, so I could get a room there. They have a weekly rate and it's pretty reasonable, but...I don't know.

Male student

At least at the hotel you'd have a place of your own. you know, so you could get more done.

Female student

That's definitely a plus. But I have to think about it. Even though it's pretty cheap, it will still end up costing me some money and my budget's pretty tight right now."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1638.html>

TPO 10 Speaking Task5 听力原文

Narrator

Listen to a conversation between two students.

Female student

Is there a problem with the electricity?

Male student

Yeah, this storm's smacked up power all over the city. And they are saying it might be several hours before we have electricity again.

Female student

Oh no! I have a history paper due tomorrow, and I've been writing it on my laptop computer and the battery is running low. I'm going to need electricity soon.

Male student

Well, you know, Jefferson City still got electricity, and there is a library there where you can plug in your laptop. You could go over there and work on your paper. It's only about a 20-minute drive.

Female student

That's a good idea. Of course I'd have to pack up all my stuff and it is raining outside.

Male student

Yeah, that's true. Well, why don't you just ask the professor for an extension? You know, tomorrow when you go to class, just ask him if he'd give you an extra day to get the paper done. I'm pretty sure he'd agree, you know, with this storm and all.

Female student

Yeah, that'd sure be a lot easier. But then he did tell us when he gave us the assignment that he wouldn't grant any extensions.

Male student

You don't think he'd grant an extension in this case?

Female student

I'm not sure. It's a little risky. He might just say that we shouldn't have waited until the last minute.

Male student

Yeah, but maybe if other students had the same problem, you might be able to convince him.

Female student

Yeah, I mean it's not our fault the electricity went out, hm..."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1639.html>

TPO 1 Speaking Task6 听力原文

Narrator

Now listen to part of a lecture in a psychology class. The professor is discussing the mathematical capabilities of babies.

Professor

Scientists have learned some interesting things about the intellectual abilities of babies. They say there is evidence that babies as young as five months old can do basic arithmetic - that they can add. Scientists think babies know that one plus one equals two, and not one. The evidence is indirect because obviously, you can't ask a five-month-old baby to add up some numbers for you.

So they devised an experiment where... um in this experiment, a baby is shown a doll on a table. OK, so the baby looks at the doll. Then the researcher lowers a screen in front of the doll, so now the doll is hidden behind the screen. But the baby's already seen the doll and so knows it's there.

Well then the researcher takes a second doll and very obviously places it behind the screen with the first one. OK. so now you have two dolls behind the screen, right? Well, no cuz what the researchers did was they secretly took away one of the dolls. And then when they raised the screen baCk up, the baby, well, it expects to see two dolls right? But there is only one there. And

guess what? The baby's surprised. It expects two but it only sees one.

How could the researchers tell that the baby's surprised? Well they recorded the baby's eye movements on camera. And we know that when a baby is surprised by something, a loud noise, or an unexpected flash of light maybe, it stares at where the noise or light is coming from. And that's what the babies in the experiment did - they stared, cuz a baby knows that if you add one doll and one doll, you should have two dolls. So when it sees one doll, then it stares because it's surprised."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1654.html>

TPO 2 Speaking Task6 听力原文

Narrator

Now listen to a part of a talk in an economics class.

Professor

So, let's talk about money. What is money? Well, typically people think of coins and paper "bills" as money . . . but that's using a somewhat narrow definition of the term.

A broad definition is this: [slowly] money is anything that people can use to make purchases with. Since many things can be used to make purchases, money can have many different forms. Certainly, coins and bills are one form of money. People exchange goods and services for coins or paper bills, and they use this money . . . these bills . . . to obtain other goods and services. For example, you might give a taxi driver five dollars to purchase a ride in his taxi. And he in turn gives the five dollars to a farmer to buy some vegetables . . .

But, as I said, coins and bills aren't the only form of money under this broad definition. Some societies make use of a barter system. Basically, in a barter system people exchange goods and services directly for other goods and services. The taxi driver, for example, might give a ride to a farmer in exchange for some vegetables. Since the vegetables are used to pay for a service, by our broad definition the vegetables are used in barter as a form of money.

Now, as I mentioned, there's also a second . . . a narrower definition of money. In the United States only coins and bills are legal tender—meaning that by law, a seller must accept them as payment. The taxi driver must accept coins or bills as payment for a taxi ride. OK? But in the U.S., the taxi driver is not required to accept vegetables in exchange for a ride. So a narrower definition of money might be whatever is legal tender in a society, whatever has to be accepted as payment."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1655.html>

TPO 3 Speaking Task6 听力原文

Narrator

Now listen to part of a lecture in a psychology class. The professor is discussing advertising strategies.

Professor

In advertising, um...various strategies are used to persuade people to buy products. In order to sell more products, advertisers will often try to make us believe that a product will meet our needs or desires perfectly even if it's not true. The strategies they use can be subtle, uh...friendly forms of persuasion that are sometimes hard to recognize.

In a lot of ads, repetition is a key strategy. Research shows that repeated exposure to a message, even something meaningless or untrue, is enough to make people accept it or see it in a positive light. You've all seen the car commercials on TV, like the one that refers to its roomy cars over and over again, you know which one I mean. This guy is driving around and he keeps stopping to pick up different people. He picks up three or four people, and each time the narrator says "'plenty of room for friends, plenty of room for family, plenty of room for everybody'". The same message is repeated several times in the course of the commercial. Now the car...er...the car actually looks kind of small. It's not a very big car at all, but you get the sense that it's pretty spacious. You think that the viewer would reach the logical conclusion that the slogan... er... misrepresents the product. Instead, what usually happens is that when the statement "'plenty of room'" is repeated often enough, people are actually convinced it's true.

Um, another strategy they use is to get a celebrity to advertise a product. It turns out that we are more likely to accept an advertising claim made by somebody famous, a person we admire and find appealing. We tend to think they are trustworthy. So...um...you might have a car commercial that features a well-known race car driver. Now it may not be a very fast car, er.. it could even be an inexpensive vehicle with a low performance rating, but if a popular race car driver is shown driving it, and saying "'I like my cars fast'", then people will believe the car is impressive for its speed."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1656.html>

TPO 4 Speaking Task6 听力原文

Narrator

Listen to part of a talk in an art appreciation class.

Professor

In order for art to communicate, to appeal to the emotions or the intellect, it has to combine various visual elements to express meaning or emotion. It's really the visual components of the work, things like color, texture, shape, lines and how these elements work together, that tell us

something about the work. Artists combine and manipulate these visual elements to express a message or to create a mood.

Think about how a painter might use color, for example. You all know from experience that different colors appeal in different ways to the senses and can convey different meanings. An artist chooses certain colors to evoke a particular mood and make powerful statements. The color red, for example, is a strong color and can conjure up strong emotions, such as extreme joy or excitement or even anger. Blue, on the other hand, is considered a cool color. Blue colors tend to have a calming effect on viewers.

Another visual element important to art is texture. By texture, I mean the surface quality or feel of the work - its smoothness or roughness or softness. Now, of course, in some types of art, the texture's physical - it can actually be touched by the fingers. But in painting, for example, texture can be visual. The way an artist paints certain areas of the painting can create the illusion of texture, an Object's smoothness or roughness or softness. A rough texture can evoke stronger emotions and strength. while a smooth texture is more calming and less emotional.

As I said earlier, artists often combine elements to convey a message about the work. Take a painting that, say, uses a lot of strong colors like reds and oranges and uses brush strokes that are broad - wide, sweeping brush strokes that suggest a rough texture. Well, these elements together can convey a wilder, more chaotic emotion in the viewer than, more than, say, a painting with tiny, smooth brush strokes and soft or pale colors. Artists use these visual effects and the senses they arouse to give meaning to their work."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1657.html>

TPO 5 Speaking Task6 听力原文

Narrator

Now listen to part of a lecture in a psychology class.

Professor

Why do we do the things we do? What drives us to participate in certain activities, to buy a certain car or even to choose a certain career? In other words, what motivates us to do what we do?

Well, in studies of motivation, psychologists distinguish between two very different types. Our reasons for doing something, our motivations, can be extrinsic, in other words, based on some kind of external reward like praise or money. Or they can be intrinsic, meaning we engage in the activity because it pleases us internally. Both create strong forces that lead us to behave in certain ways. However, intrinsic motivation is generally considered to be more long-lasting than the other.

As I said, extrinsic motivation is external. It's the desire to behave in a certain way in order to obtain some kind of external reward. A child, for example, who regularly does small jobs around the house, does them not because she enjoys taking out the garbage or doing the dishes but because she knows if she does these things, she'll be given a small amount of money for doing them. But how motivated will the child be to continue doing the work if her parents suddenly stop giving her money for it.

With intrinsic or internal motivation, we want to do something because we enjoy it or get a sense of accomplishment from it. Most people who are internally motivated get pleasure from the activity so they just feel good about doing it. For example, I go to the gym several times a week. I don't go because I'm training for a marathon or anything. I just enjoy it. I have more energy after I exercise and I know it's good for my health so it makes me feel good about myself. And that's what kept me going there in the past five years."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1658.html>

TPO 6 Speaking Task6 听力原文

Narrator

Now listen to part of a talk in an education class.

Professor

One of the hardest parts of teaching is keeping your students' attention. Now, the key to doing this is understanding the concept of attention.

Basically, there are two types of attention. The first type is 'active'. Active attention is voluntary. It's when you intentionally make yourself focus on something. And since it requires effort, it's hard to keep up for a long time.

Ok ,so, um, let's say you're teaching a...a biology class, and today's topic is 'frogs', all right? You're standing at the front of the room and lecturing, "'A frog is a type of animal known as an amphibian.' Well, this isn't necessarily going to keep the students' interest. But most of them will force themselves to pay active attention to your lecture. But it's only a matter of time before they get distracted.

Now the other type of attention is passive attention when it's involuntary. Passive attention requires no effort because it happens naturally. If something's really interesting, students don't have to force themselves to pay attention to it. They do it without even thinking about it.

So, back to our biology lecture, you start talking about frogs, and then you pull a live frog out of your briefcase. You're describing it while you hold it up, show the students how long its legs are and, and how they're used for jumping, for example. Then, maybe you'll even let the frog jump around a bit on the desk or the floor. In this case, by doing something unexpected, something

more engaging, you can tap in to their passive attention and it can last much longer than active attention. As long as the frog is still there, your students will be interested."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1659.html>

TPO 7 Speaking Task6 听力原文

Narrator

Listen to part of a lecture in a business class.

Professor

If a consumer has to choose between two products, what determines the choice? Assume that someone, a purchaser, is choosing between two products that cost the same, ok? If people have a choice between two identically priced products, which one will they choose? They choose the one they think is of higher quality of course, but what does it mean for a product to be a high quality product? Well, business analysts usually speak of two major factors of quality. One factor is reliability and the other is what we call features.

So reliability. What's reliability? Well a product is reliable, if it works the way we expect it to work, if it can go a reasonable amount of time without needing repairs. If a product, a car for example, doesn't work the way it should and needs repairs too soon, we say it's unreliable. So product reliability means basically the absence of defects or problems that you weren't expecting. It used to be that when people thought about product quality, they thought mainly about reliability. Today it's different. People do still care about reliability, don't get me wrong It's just that manufacturing standards are now so high that...we'll take cars for example today. Today's cars are very reliable, so reliability is important but it's not gonna be the deciding factor. SO if reliability is not the deciding factor any more, what is? Features. All those extras, the things a product has that aren't really necessary but that make it easier to use or that make it cool. For example, new cars today are loaded with features like electric windows, sunroofs, air conditioning, stereos and so forth. When people are comparing products today, they look at features, because reliability's pretty much equal across the board and that's why manufacturers include so many features in their products."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1660.html>

TPO 8 Speaking Task6 听力原文

Narrator

Now listen to part of a lecture in a business class.

Professor

Today we'll talk about how companies determine the initial price for their products, by that I

mean why they first introduce a product in the market. There are different approaches and today we will discuss two of them. They are quite different, each with their own advantages.

One approach, or strategy, sets the initial price of the product high, followed by a lower price at a later stage. Why? Well, when introducing a new product, companies want to build a high-quality image for it. Products that cost more are believed to be of higher quality. So, during the early stages of the product life cycle, companies can make very high profits from consumers willing to pay more for a high-quality product, and although consumers know that prices will eventually go down, they are also willing to pay more to get the product sooner. This approach works very well with, oh, innovative high-tech products for example. Now just think about when video recorders, or video cameras, or even cell phones first came out. They were very expensive, but then they became much more accessible.

Another very common strategy sets an initial price low. Now this happens when the market is already saturated with the product and the strategy is to undercut its competitors. Say there is a newly starting computer maker trying to gain market share, so what do they do? Well, they offer a computer at an affordable price, lower than existing brands. By doing this, the company appeals to new consumers who weren't probably even interested in getting a computer, and, well of course, to existing consumers who might now be tempted to switch brands. Now how does this company make profits with its low price computer? Well, one thing that's often done is to encourage their customers to buy accessories also manufactured by them, like printers or software for example."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1661.html>

TPO 9 Speaking Task6 听力原文

Narrator

Listen to part of a lecture in a biology class.

Professor

We all know that insects like to eat plants. But some plants have been able to...to develop ways to protect themselves from insects. Today I'm gonna talk about some ways plants defend themselves.

Now, some plants have physical features that prevent insects from landing on them, like the passion plant for example. Its leaves have little spiky hairs all over them. They are like spikes, sticking out of the plant that are so numerous and dense that they prevent insects from landing on the leaves. Basically there's just no room for the insect to land. And since insects can't land on the leaves they can't eat them. So the little hairs serve as a physical feature that helps protect the passion plant from insects.

All right! But other plants protect themselves using chemical defenses, like the potato plant. The potato plant's able to release a chemical throughout its leaf system whenever an insect attacks it, starts eating leaf. So, say an insect starts eating a potato plant's leaf. That will cause the plant to react by releasing a chemical throughout its leaf system. The insect swallows this chemical as it eats. And this chemical discourages the insect from wanting to eat any more of the plant. How? Well, the substance makes the insect feel full, like it's already had enough to eat. The insect no longer feels hungry. So it stops eating the plant. So, by emitting this chemical, the potato plant protects itself from insects."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1662.html>

TPO 10 Speaking Task6 听力原文

Narrator

Now listen to part of a lecture in a psychology class.

Professor

OK, we generally assume that babies can feel only very basic emotions like happiness or anger, that is that babies just react to things that happen directly to them. However, some new research is suggesting that babies may be able to feel concern for others, to have empathy for others. Now empathy is a complex emotion. It involves a baby relating to someone else's emotions, not just reacting to things happening directly to them. Let's talk about an experiment that may show that babies could be capable of feeling empathy.

OK, for the first part of the experiment, well, um, we've always known that babies start to cry when they hear other babies crying, right? One baby in the room starts crying and all the rest join in. We've always assumed that the other babies cried because they were reacting to the noise of the crying, that the noise itself was distressing. So in the experiment researchers played a tape recording, a tape of babies crying, to another baby. And sure enough the baby started crying when he heard the sound of other babies crying. This was no surprise of course. And researchers assumed that the baby cried because of the noise.

But the next part of the experiment was surprising. The researchers played the baby a tape of his own crying. Now it was just as noisy so the researchers expected him to cry. However this time the baby did not cry. He wasn't upset by the sound of his own crying. Why not? Well, maybe it wasn't the noise that had made him cry before when he heard other babies crying. In fact, maybe noise had nothing to do with it. It could be that the baby felt empathy for the other babies. And that was why he got upset when he heard them crying. The researchers concluded that it is indeed possible that babies feel empathy, concern for others."

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1663.html>

TPO 24 Speaking Task3 听力原文

W: I don't like his proposal.

M: Why not? There are never many students there.

W: But that's what I like about it. That is never crowded.

M: Really?

W: Yeah. So it is a great place for study. I go there a lot. I read a book or bring my laptop computer and work on a paper for my class. It's never very noisy.

M: You are able to get down work there?

W: Absolutely. Actually, I prefer it to the library as a place to study. And a lot of other students do too. We even study for our final exams there. And you can eat there where you work. Something you can't do with the library.

M: OK. But you don't actually like the food there, do you? I mean, he said...

W: Well. I don't think he's been there recently. I mean, it's true that it wasn't that great in the past, but I think it's a lot better now.

M: What's changed?

W: They have a new manager, and I guess she's made some improvements on the qualities of the food. I was there last week and the food was delicious.

M: Really?

W: Yeah, really! And the new manager has also added a lot of really healthy food and snacks. So the food doesn't just taste good now. It's good for you too.

M: En. I'll have to try the place.

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1603.html>

TPO 24 Speaking Task4 听力原文

So, one example of this is the macaw, the Great Green Macaw. Now, the Great Green Macaw is a beautiful bird, a fairly large-sized parrot known for its colorful feathers. Gorgeous green feathers with some red and blue feathers too. The macaw lives in the South American rain forest. And a part of the rain forest where a lot of trees have been cut down. The trees that the macaw relies on for its food and nesting. So, the macaw was in trouble. And, of course, along with the trees, a lot of other animals were in trouble, too. Lots of birds, bats and frogs also lived in these trees, so when the trees were cut down and cleared away, these animals also didn't have a place to live any more, and their populations drastically declined. So what concerned a group of people in the area did was they started spreading the word about how the macaw, you know this really beautiful bird, needed help. They made little books with information about the macaw with pictures, full-colored pictures of macaw that showed off its beautiful feathers and they passed out these little books, the informational brochure. They distributed them to people and schools and community centers in the area. And a lot of people responded. They contributed money and helped the groups set up some protected land, a special area where no one could cut down the trees, so the macaw will be saved. And the macaw's population started to increase. And other birds and bats and frogs came back to the area too. Their numbers increased along with the

trees.

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1629.html>

TPO 24 Speaking Task5 听力原文

M: Hey, Amy. Have you finished moving out of your dorm yet?

W: Yeah. I'm all done. I've moved into my new apartment off campus yesterday.

M: How do you like it?

W: It's great. There's just one problem.

M: What's that?

W: Well, I don't have an Internet connection in my new apartment. So, I can't use the computer to access the Internet from my room.

M: And that's really important.

W: Right. I need to research for classes, e-mail people, stuff like that. I use it almost everyday.

M: So, are you going to pay to get installed the apartment?

W: Well. I've called a couple of the Internet companies in the area and it's no trouble for them to send someone now to my apartment to install Internet service. It's just the cost. I have to pay every month for the service.

M: Well, you know there's always the computer center on campus that computers there have free Internet access. Couldn't you use them?

W: I could. It's just that I don't have classes everyday. So I'd have to go to campus on some days just to use the Internet, and then computer center can get crowded sometimes.

M: En...

W: So, I'm not sure what to do.

练习本题、查看本题的答题录音: <http://www.yeeaoobox.com/test/map-1653.html>

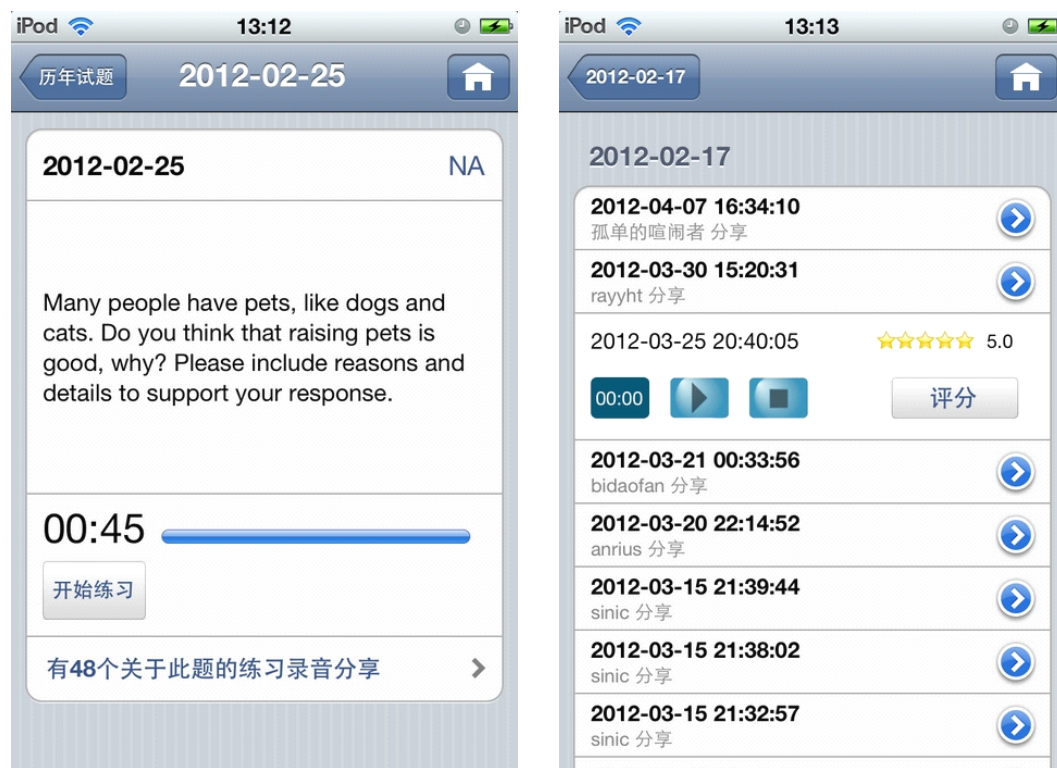
TPO 24 Speaking Task6 听力原文

Authors of fiction, in short stories and novels, of course, have many decisions to make when they are writing their works. One of these decisions is how they are going to narrate or tell the story, what perspective or what point of view the story will be told from. So others need to choose a type of narrator, some person or voice to tell the story, and this narrator can affect the readers' experience when they read the story. Now the author might choose to have an objective narrator. An objective narrator can describe what people, the characters in the story, what they do and what they say. But that's at all. So, suppose we have a story, for example, that is about a man and a woman are about to take a trip. When the story is told by an objective narrator, the only information that we get as readers is what the characters said to each other, what they do: they get on the train, they sit down, they look out the window, that's all. And this leaves questions that force the reader to interpret the events, to fill in information and decide what the characters' conversation and actions might mean.

Another kind of narrator an author might use is an omniscient narrator. In this case, the narrator, the voice that is telling the story, knows everything. And I mean, everything about the characters. So, let's imagine our same man and woman travelling but described by an omniscient narrator. Not only do we, the readers, know what they do and say, but we also know what they are thinking. For example, we are told that the couple is going to visit an old friend of the man's, and we learned what the man is thinking. That he is nervous, because he hasn't seen his friend in a long time; that he is worried if his wife will not like the friend. So an omniscient narrator provides more information and answers questions that the reader might have about the characters or the action.

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