

TPO1 listening 问题解析

注：问题中红色标记词汇为解题突破点和关键词。

(编辑整理 By 大宝大头)

Question 1:

Why does the student go to see the librarian?

- A. To sign up a seminar on using electronic sources for research
- B. To report that a journal is missing from the reference area
- C. To find out the procedure for checking out journal articles
- D. To ask about how to look for resources for a class paper

答案：D

解析：(从第 15 秒开始)

听到图书管理员问 What can I do for you? 就意味着后面要出现这个问题的答案了。

学生说: I'm supposed to do a literature review for my psychology course, but um...having a hard time finding articles. I don't even know where to start looking. 说明她需要为她的心理学论文找到参考文献。

此处会出现迷惑项：C。但 D 更贴合原文。优中选优。

Question 2:

What does the librarian say about the **availability** of journals and articles in the library?

- A. They are not easy to find if a professor put them on reserve.
- B. Most of them are accessible in an electronic format.
- C. Most of them can be checked out for three weeks.
- D. Printed versions from the past three years are located in the reference section

答案：B

解析：(从 53 秒开始)

53 秒处提到了 **printed version**，符合 D 选项。但并非这个问题的目的。往后听到 1 分 12 秒。出现 “actually, most of our materials are available electronically now.” 该句中出现了关键词 **available**。与问题对应。因此该句就是答案

Question 3:

What does the librarian suggest the student should do to **save time**?

- A. Choose an easier research topic
- B. Concentrate on five journals
- C. Read the summaries of the articles first
- D. Install a new program on her home computer

答案：C

解析：

1分47秒处学生说: It still sounds like it's going to take a while though. 那么后面 Librarian 就会对这个问题展开讨论。下文中 Librarian 提到了“narrow your search down to articles on dream interpretation”, “the abstract or summary at the top of the first page”, “have option to display the abstracts on the computer screen”, 就是说缩小了范围, 然后读每本书的纲要, 决定是否完整的读这本书。最后 librarian 的话结尾出现了 cut down some time (关键词与问题中对应), 则前面的内容就是答案了。

Question 4:

What can be inferred about why the woman decides to use the computer **in the library**?

- A. She thinks she might need additional from the man.
- B. She does not have a computer at home
- C. She has to hand in her assignment by the end of the day.
- D. She will be meeting a friend in the library later on.

答案: A

解析: (2分24秒)

学生说: I guess I should try out the electronic search while I'm **still here** then, you know, just in case. 学生提到了我要在这试一下电子搜索的功能, 以防万一

Librarian: Sure, er... that computer's free over there, and I'll be here till five this afternoon.

图书管理员刻意告诉学生他上班到几点。就是说学生在几点前有问题都可以来找他。所以对照答案: A

Question 5 (重听题):

Why does the woman say this: (Really? ! I can't believe I didn't know that.)

- A. She had forgotten about the information.
- B. She is surprised she was not aware of the information.
- C. She is annoyed that the information was published only recently
- D. She is concerned that the librarian gave her incorrect information.

答案: B

解析: 1分30秒左右开始。

学生提到不能在家获取图书馆信息非常遗憾。

但图书管理员说: 其实你可以在家做, blahblahblah

然后学生就说了重听题里的那句话。

由此可以看出学生是很惊讶自己不知道这个方法。

Question 6: What is the purpose of the lecture?

- A. To explain the difference between two artistic styles
- B. To describe a new art gallery to the class
- C. To introduce an artist's work to the class
- D. To show how artists' styles can evolve over time

答案: C

是为了介绍一个艺术家的作品

Question 7:

What does the professor say about Frantzen's painting of a farm scene?

- It resembles a photograph
- It may be Frantzen's best known painting
- It was painted in the Impressionist style
- It was painted while Frantzen lived abroad

答案: C

(from 2'00)

I really want you to take a close look at a certain painting. It's a farm scene. And you will see it right as you enter the gallery. The reason I think this painting is so important is that it **stresses the impressionist** aspect of Frantzen's style

Question 8: Why did Frantzen go to the Sales Barn?

- To study human form and movement
- To earn money by painting portraits
- To paint farm animals in an outdoor setting
- To meet people who could model for her painting

答案: A

(from 2'55)

And the Sales Barn, it was basically this place where the local farmers bought and sold their cattle, their farm animals. **And the reason Frantzen went there**, and she later on would visit other places like dance halls, was to observe people and the ways that they moved. She really found that this helped her work---that it gave her an understanding of body movements and actions, how humans move, and stand still, what their postures were like, too.

Question 9: What does the professor imply about the painting of the young woman surrounded by pumpkins?

- It was painted at an art fair
- It combines Impressionism with Realism
- It convinced Frantzen that she was a good illustrator
- It was originally meant to be used in an advertisement

Answer: B

(from 4'00)

You will notice that the woman's face is so realistic looking that it's almost like a photograph. The woman's nose is a little less than perfect and her hair is kind of messed up. **This is realism. But then**, the background of the painting, this woman with the pumpkins is wrapped in a blanket of broad thick brushstrokes, and, it's all kinds of zigzagging brushstrokes and lines, kind of chaotic almost when you look at it close. And there are vibrant colors.

Question 10: Why does the professor discuss Frantzen's difficulties as a young painter?

- He wants to point out mistakes that young artists commonly make
- **He thinks her example can inspire the students in their own lives**

- Her difficulties remind him of the difficulties he himself experienced as a young girl
- Her difficulties are the subject of some of the paintings in the gallery that the students will visit

Answer: B

这老师就是说现在这么成功这么有特色的一个艺术家过去都有困难的时候，就是借此来鼓励艺术系的学生。

Question 11: What does the professor imply when he says this()

- The students can understand Frantzen's art without knowing about her life
- The students should pay very close attention to what he is going to say
- Some of his students are already familiar with Frantzen's life story
- Some of his students may not appreciate Frantzen's work

Answer: A

I find Frantzen to be a very accessible artist. I mean, some artists, to appreciate them, you have to know their life story. But....

Question 12: What does the professor mainly discuss?

- The difference in age among American mountain ranges
- **The importance of a technique used for dating geological materials**
- The recent discovery of an ancient canyon
- A comparison of various minerals used for dating

教授在讲授一种确定石头年代的方法

Question 13: .Before the use of uranium-lead analysis, where did most geologists think the Grand Canyon sandstone came from?

- An ancient lake located in the American Southwest
- A desert that once connected two continents
- Sands carried by a river from the Appalachian Mountains
- **A nearby mountain range that had flattened out over time**

(from 1'04)

And until just recently, most of us thought the sand had come **from an ancient mountain range fairly close by that flattened out over time**. That's been the conventional wisdom among geologists for quite some time. **But** now we've learned something different, and quite surprising, using a technique called Uranium-Lead Dating.

Question 14:

In the talk, the professor describes the sequence of uranium-lead dating. Summarize the sequence by putting the events in the correct order.

Drag your answer choices to spaces where they belong. To remove an answer choice, click on it

2. Zircon in the sandstone is matched to the zircon in a particular mountain range.

1. The amount of lead in sandstone zircon is measured
- 3 The age of zircon in a sandstone sample is determined

这题我做错了,-,...也没找到答案在哪儿

Question 15: According to the professor, what change has caused uranium-lead dating to gain popularity recently?

- It can be performed outside a laboratory
- **It can now be done more efficiently**
- It no longer involves radioactive elements
- It can be used in fields other than geology

(from 4'22)

But, um... until recently, in order to do it, you really had to study many individual grains. And it took a long time before you got results. It just wasn't very efficient. And it wasn't very accurate. **But technical advances have cut down on the number of grains you have to study, so you get your results faster.** So I'll predict that Uranium-Lead Dating is going to become an increasingly popular dating method.

Question 16: Why does the professor talk about the breaking apart of Earth's continents?

- **To give another example of how uranium-lead dating might be useful**
- To explain how the Grand Canyon was formed
- To demonstrate how difficult uranium-lead dating is
- To disprove a theory about the age of Earth's first mountain ranges

(from 5'00)

Well, with Uranium-Lead Dating, we could prove that more conclusively. If they show evidence of once having been joined, that could really tell us a lot about the early history of the planet's geology.

举地球板块的例子就是说这个新方法可以证明原来的论断，也是新方法的一个应用

17. What does the professor imply when he says this (well as everyone in this class should know)

- The class is easier than other geology classes
- **The class has already studied the information he is discussing**
- Some students should take a course in geological dating techniques
- He will discuss the topic later in the class

这个教授就是在暗示，他要讲的东西大家都“应该”知道，至少有提前预习。

Section 2

1. What is the conversation mainly about

- A lesson Matthew prepared for his students
- **A class Matthew has been observing**
- A term paper that Matthew has written
- A problem in Matthew's classroom

这个对话主要是讲 Matthew 观摩的其他老师上课的感受

2. What is Matthew's opinion about observing Mr. Grabell's third-grade class?

- It will help him become a more effective teacher
- It could help improve his study habits
- It has improved his public-speaking skills
- It may be the most difficult assignment he has had

Professor : So, in one science unit, in which the focus was astronomy, the students also learned about the literature of Greek and Roman mythology, used research skills in the library, wrote a report and practiced their oral presentation skills.

Student : Exactly! He used this one topic to teach third-grades all that stuff — how to use the books in the library, to write reports, and even how to speak in public. Plus they had a great time doing it.

3. Why does Matthew mention Greek and Roman mythology?

- To identify a topic frequently discussed in third grade
- To get the professor's opinion about a lesson he taught
- To make a suggestion to improve the class he is taking
- To illustrate a technique used to teach a third-grade class

马修提了这个是因为他观摩的那个课上老师用了这个方法教小朋友。

4. What important skills did Mr. Grabell introduce to his third-grade class?

Click on 3 answers

- Reviewing other student's reports
- Using books in the library
- Interviewing their classmates
- Speaking in public
- Writing reports

答案参照问题 2

5. What will Matthew probably do in next Wednesday's class?

- Hand in his assignment early
- Try to start a study group
- Make a presentation to the class
- Choose a topic for his paper

Professor : You know, Mathew, this is just what we've been talking about in our class. I'm sure everyone can learn something from your experience. You know, Mathew, I'd love for you to talk about this astronomy unit in class on Wednesday.

老师觉得他的观察太好了，让他给班上的同学做个 presentation

6. What is the lecture mainly about?

- Art in the Neolithic period

- The site of a Neolithic town
- Methods of making stone tools
- The domestication of plants and animals by early farmers

7. What does the professor imply about the tools used by the people of Catalhoyuk?

- They were made of stone that came from Catalhoyuk
- They were often used in religious rituals
- They were used primarily for agriculture
- They were among the sharpest tools available at the time

(在 1'20"附近)

It's the Neolithic, remember, the late Stone Age. So the people that lived there had only stone tools, no metals. So everything they accomplished, like building this town, they did with just stone, plus wood, bricks, that sort of thing. **But you got to remember that it wasn't just any stone they had, they had obsidian.**

Catalhoyuk 的人生活在新石器时代。石头就是他们最先进的工具。但是他们除了石头之外还有一种叫 obsidian 的工具是很锋利的（黑曜石）

8. What does the professor say about the entrances to the houses in Catalhoyuk?

Click on 2 answers

- They were in the roof
- They were usually kept closed
- They allowed smoke to escape from the house
- They stood opposite one another across narrow streets

(2 "45)

There tends to be a lot of obsidian flakes and chips in the hearth ashes, but no chimney. The smoke just went out the same hatchway that people used for going in and out themselves.

他们从屋顶上进到屋子里面去，同时这个口也被当做 chimney 来用。

9. What does the professor say about Catalhoyuk graves?

- The graves contained precious stones
- Many people were buried in each grave
- The grave were located under the house floors
- The graves contained ashes rather than bones

(3 "18)

The graves have all been found under the houses, right under the floors.

10. What does the professor think of the idea that the inhabitants of Catalhoyuk deliberately arranged their house so that they could live near their ancestors' graves?

- She thinks it is a good guess, but only a guess
- She thinks some evidence supports it, but other evidence contradicts it.
- She thinks that further excavations will soon disprove it
- She thinks that it is not appropriate to make such guesses about the distant past

(3'50)

But it makes a good point. Based on excavations, we can know the layout of the houses and the location of the graves, **but we're only guessing when** we tried to say why they did it that way.

11. What are three things the professor says about the artwork of Catalhoyuk?

Click on 3 answers

- It was clearly important to the Catalhoyuk religion
- **It became covered with soot**
- It often shows farmers at work
- **Its significance is unknown**
- **It contains many hunting scenes**

(3'00)

They ended up with a layer of black soot on them, and so did people's lungs.

(4'20)

They painted on the plastered walls and usually they painted hunting scenes with wild animals in them

but we don't know why so many of the paintings are of hunting scenes. Was it supposed to have religious or magical significance? That's the kind of thing we can only guess at based on clues.

12. What is the main topic of the lecture

- The types of habitats marmots prefer
- Methods of observing marmot behavior
- Feeding habits of some marmot species
- **Differences in behavior between marmot species**

这篇对话讲了两种 marmot，并对比了其行为习惯

13. According to the case study, why are marmots ideal for observation

- They do not hide from humans
- They reside in many regions throughout North America
- **They are active in open areas during the day**
- Their burrows are easy to locate

学生说 Well, when they are not hibernating, you can find them in open areas. And they are pretty active during the day, which makes them easy to observe, right?

14. Drag the appropriate description of each marmot species' behavior to the box below the marmot's name

Click on a phrase. Then drag it to the space where it belongs.

One of the phrases will not be used

says active during the winter

Olympic Marmot

Eastern Marmot

is family oriented

Displays aggressive tendencies

15. What reason does the professor give for the difference in marmot behavior patterns?

- Type of food available
- The size of the population
- Interaction with other marmot species
- **Adaptations to the climate**

Because the climate is so harsh, cooperation increases the survival rate of the Olympic marmots. They keep their young at home until they are physically able to survive on their own. This could explain why the social behavior of the Olympic marmots is so unlike that of the Eastern marmots.

16. Why does the professor say this (it has nothing to do with that)

- **To inform the student that his definition is incorrect**
- To suggest that the student did not do the reading
- To encourage the student to try again
- To change the topic of discussion

Have nothing to do 的意思是跟...没有关系

17. Why does the professor say this (Well, it's not as if they aren't ready for the real world because they are)

- To express a similar concern
- To encourage the student to explain what she means
- **To address the student's concern**
- To agree with the student

这句话的意思其实是说，不管六周的时间是长是短，那些小的都一定要 ready for the real world. 不用担心它们是否 ready 了，因为它们一定 ready 了