

托福听力 tpo51 section2 对话讲座原文+题目+答案+译文

Conversation2	1
原文	1
题目	4
答案	5
译文	5
Lecture3	7
原文	7
题目	9
答案	11
译文	11
Lecture4	13
原文	13
题目	16
答案	18
译文	18

Conversation2

原文

NARRATOR: Listen to a conversation between a student and the director of the Student Activities Center.

FEMALE PROFESSOR: Hello, Jack. Is everything set for the trip this Saturday?

MALE STUDENT: Everything's ready—uh, fifteen people have signed up! Our train gets into New York City at noon—which leaves plenty of time to get downtown to the art gallery for the reception.

FEMALE PROFESSOR: It's great you could organize this. What an honor, having a painting by one of our students in that exhibit!

MALE STUDENT: Yeah. My roommate's so modest. if we weren't such good friends, I'd never realized his work was being exhibited. So, since I was going anyway—for the opening and all—I figured I might as well make a student event out of it. Working here at the Student Activities Center's made me realize how popular our activities are. I figured there'd be interest in it.

FEMALE PROFESSOR: Well, you've done a super job organizing everything! Those posters look great, and they went up in no time!

MALE STUDENT: Thanks. and I'm glad you could approve the funding for us.

FEMALE PROFESSOR: My pleasure. uh, by the way, how're you getting to the gallery from the train station?

MALE STUDENT: Well, there're buses that run downtown.

FEMALE PROFESSOR: Right, you grew up in New York City, didn't you?

MALE STUDENT: Yeah, but—the bus. Well, that's kinda what I wanted to talk to you about ...

FEMALE PROFESSOR: Yes?

MALE STUDENT: I realize it's last-minute, but ... well—the weather for Saturday's supposed to be really nice—sunny, warm. It'd be a great opportunity to walk the High Line.

FEMALE PROFESSOR: The what?

MALE STUDENT: Uh, haven't you—?Oh, I guess not everyone's heard of it. It's this amazing —uh, it's like this. this park in the sky!

FEMALE PROFESSOR: A park in the sky?

MALE STUDENT: Yeah. Well, see: There was this old train line— you know, one of

those “elevated lines,” the kind that run high above the streets?

FEMALE PROFESSOR: OK.

MALE STUDENT: Well, this one was used for freight, not passengers.

FEMALE PROFESSOR: Um-hmm ...

MALE STUDENT: But when it got cheaper to move freight by trucks, they stopped using it ... it was abandoned for a long time and then, a few years back, the city agreed to turn the tracks and surrounding area into a park! It’s not very wide—but it’s over a mile long, and it goes from the train station all the way downtown, near the gallery. I’ve walked it before — it’s really cool! There’s grass and flowers everywhere...and, since you’re high up, you get these great views of the city.

FEMALE PROFESSOR: Sounds wonderful. but, have you considered—not everybody might be interested in walking that far. They might prefer the bus.

MALE STUDENT: Couldn't we just split up, you know, have some of us walk, and the others take the bus?

FEMALE PROFESSOR: But remember, Jack, the poster advertises you as the tour leader. Not everybody’s as adventurous about getting around the city. You’d need to find someone to accompany people on the bus ... then you’d take the walkers ...

MALE STUDENT: Yeah, but who? The trip’s in two days.

FEMALE PROFESSOR: Well, I did my graduate work in New York. Of course, it was a while ago, but I still know how to get around the city.

MALE STUDENT: Yeah.

FEMALE PROFESSOR: And I'd love to see that exhibit.

MALE STUDENT: You'd go? Ah, that'd be great!

题目

1. Why does the student go to see the woman?

- A. To ask her for help with organizing an event
- B. To invite her to a reception at an art gallery
- C. To request additional funds for a student activity
- D. To suggest a last-minute change in plans for a trip

2. What point does the student make about his job in the Student Activities Center?

- A. He found out about the art exhibit from someone he works with.
- B. His roommate helped him to get the job.
- C. The job typically involves organizing trips to New York City.
- D. The activities that the center organizes are popular.

3. What two points does the student make about the history of the High Line? [Click on 2 answers.]

- A. The High Line once was part of a train line that transported freight
- B. The High Line originally was built as a park for outdoor art exhibits.
- C. The High Line has long been a popular destination for tourists to New York City.
- D. The High Line was not used for many years.

4. Why does the woman mention the information in the poster?

- A. To point out that the tour leader's name was not listed
- B. To point out a problem with the student's suggestion about walking to the gallery

- C. To explain why so few students signed up for the trip
- D. To explain why the bus would not be available for taking the students on the trip

5.What does the woman imply when she says this:

Director:Well, I did my graduate work in New York, of course it was a while ago, but I still know how to get around the city.

- A. She has already seen the art exhibit.
- B. She would be willing to go on the trip.
- C. She prefers walking to taking the bus in New York.
- D. She is surprised that she has not heard of the High Line.

答案

D D AD B B

译文

旁白：请听一段学生和学生活动中心主任之间的对话。

主任：你好，杰克。这周六的旅行都一切就绪了吗？

学生：都准备好了。啊，15个人报名参加。我们的火车会在中午到达纽约，这样我们就有足够的时间可以去市中心艺术展览馆的招待会。

主任：很好。你可以这样组织。在我们的展览上有我们自己学生的一幅画是多么

荣耀的事情啊！

学生：是的。我的舍友太谦虚了。如果我们不是很好的朋友的话，我应该永远不会知道他的作品居然参展了。所以，因为我反正是一定要去这个展览开幕式的，我想也许可以借这个机会组织一次学生活动。在学生活动中心的工作让我意识到我们举办的活动有多么受欢迎。我觉得他们会对此感兴趣。

主任：很好，你组织工作各方面都很好。这些海报也很棒。

学生：谢谢。我很高兴你可以批准我们的经费申请。

主任：我的荣幸。顺便问一句，你们要怎么从火车站到达艺术画廊呢？

学生：嗯，有进城的公交车。

主任：好的。你从小是在纽约长大的，对吗？

学生：是的。但是，关于公交车，这是我想和你谈谈的地方。

主任：你说？

学生：我最后才想起来的，但是，嗯，周六的天气应该很好，有太阳也很温暖。这是我们去走走空中铁路的好机会。

主任：什么？

学生：难道你没有.....哦，应该不是每个人都知道它。它是个非常令人惊奇的，就类似于是一个空中的公园。

主任：空中公园？

学生：是的。嗯，就是有一些旧的铁路线路。你知道就是其中的一条空中的铁路，那种在街道上空穿过的铁路。

主任：好的。

学生：嗯，这一条是货运线路的，不是客运的。

主任：啊哈。

学生：但是当用卡车运货更便宜的时候，他们就不用铁路了。这条铁路就被废弃

了很长时间。然后，几年前，市政府同意把这条铁路和周围的地区改造成公园。它并不是很宽，但是有超过一英里长。它从纽约火车站开始一路进城，一直延伸到差不多到艺术画廊附近。我走过一次，给人的感觉很酷。到处都是花草，而且因为你是是在空中的，你可以俯瞰城市的美景。

主任：听起来好棒啊。但是你有没有想过不是所有人都愿意走这么远的路？他们可能更愿意坐公交。

学生：我们不能分两拨吗？一拨人走着，一拨人去坐公交车？

主任：但是你要记得，杰克，我们海报上的广告说的是你是领队，不是每个人都知道那个环城徒步的行程。你需要找到另一个人陪着公交车上的那批人，然后你自己带另一批人去走空中铁路。

学生：对的。但是能找谁呢？嗯，离旅行只有两天了。

主任：嗯，我之前是在纽约做我的研究生工作，当然有一段时间了，但是我还是记得路的。

学生：好的。

主任：我也很愿意去看看展览。

学生：你会去吗？啊，那真的太好了！

Lecture3

原文

NARRATOR: Listen to part of a lecture in an art history class. The professor has been discussing illustrated books.

MALE PROFESSOR: I want to take a look at one particular book to give you an idea about what was involved in publishing illustrated books in the 1800s. The book's

called *The Birds of America*, and the illustrator was John James Audubon. So ... *The Birds of America* ... four volumes which contained illustrations of nearly every bird in the United States: over 400 birds, all hand-colored, all painted life-sized, the larger birds printed on the largest printing paper available at that time ... This required a lot of dedication, and Audubon is best remembered as an incredibly meticulous, accurate artist ... a very accomplished illustrator of the natural world.

And while there were other artists working on similar projects at the same time, Audubon's book remains the most well-known and successful of its kind. But, uh, let's talk a bit about Audubon himself first. First of all, Audubon was not a traditional painter ... and by this, I mean that he didn't work in oils. He preferred to use watercolor and pastel crayons, and he worked on paper instead of on canvas. The thing is, Audubon considered the illustrations in his book, not the original watercolors, to be the finished product. His watercolors were merely preparatory studies, most of which were painted while he was observing birds in the wild. These watercolors were then sent to his printer, who created the final prints for the book. And Audubon was so concerned with accuracy that he often scribbled notes to the printer around the edges of these original watercolors. In fact, you might question whether producing a work of art was even Audubon's goal. Now, when I look at an Audubon illustration, I see a work of art. But it may make more sense to consider Audubon first and foremost as a naturalist, as a scientist. See, the early nineteenth century when Audubon was painting was a time of major scientific inquiry. And an essential way of spreading scientific knowledge was through illustrated books.

FEMALE STUDENT: So what did Audubon consider himself? An artist or a scientist?

MALE PROFESSOR: I'm not sure the distinction between the two was all that clear in the 1800s. I think we can accurately state that ... that the driving force in his art was getting the science right. And this was perhaps a point that critics of his artwork at the time just didn't appreciate. Audubon also studied birds in ways that didn't directly inform his art. Uh, you know what bird banding is, right? A bird has a band attached to its foot so we can learn about things like migration patterns. Well, the

first recorded instance of anyone doing that—it was Audubon. Another example ... a common belief at the time was that vultures use their sense of smell to find food. Audubon didn't believe that, so he tested it. He put a large painting of a dead sheep in a field, and sure enough: vultures found it and started pecking at it.

Now, Audubon's work was very accurate, and we know this because we can compare his illustrations to the birds around us. But sometimes it's not possible to check. There're actually several birds in his book that no one's ever seen. These are sometimes called Audubon's “mystery birds,” because even though he drew them, there's no evidence that they exist in the wild.

For someone who's respected as a naturalist, isn't it strange to think that he drew some birds that don't appear to be real? For example, there' s an illustration that appears to be a type of warbler—a small bird. It has a white ring around its eyes and white bars on its wings. No one's ever seen a warbler like this, so some people wonder if Audubon maybe forgot certain details about this bird when he painted it—or that he copied another artist's work. But considering that Audubon was such a meticulous artist, well, there might be a better answer.

Hybridization is something that's well known in birds. And it definitely explains a rather unique-looking duck Audubon painted. He himself suggested that maybe it wasn't an unknown species, but a hybrid, born from two different species. Since then, this particular crossing of species has actually been recorded, both in the wild and in captivity, so it turns out that Audubon was right, and this duck actually was a hybrid.

题目

1.What does the professor mainly discuss?

A. The steps involved in publishing illustrated books in the 1800s

B. The influence of Audubon's *The Birds of America* on science in the 1800s

- C. The way in which an illustrator's work has both artistic and scientific significance
- D. The need for accuracy in scientific illustrations

2. According to the professor, what were two steps Audubon took in producing his illustrations? [Click on 2 answers.]

- A. He studied birds in their natural habitats.
- B. He tracked birds along their migration paths.
- C. He closely studied other illustrated books.
- D. He provided the printer with detailed instructions.

3. What does the professor imply about critics of Audubon's art?

- A. They did not recognize the motivating factor in Audubon's art.
- B. They did not like the stylistic changes that Audubon developed over time.
- C. They were disappointed with Audubon's limited scope of subject matter.
- D. They thought Audubon's use of oils was unsophisticated.

4. Why does the professor discuss Audubon's experiments with vultures and banding birds?

- A. To help students understand the state of scientific knowledge at the time
- B. To provide support for his view of Audubon as a naturalist
- C. To suggest that Audubon was more successful as a scientist than as an illustrator
- D. To give examples that show the importance of detail in Audubon's illustrations

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