

# 聽力加試全破解

## 加試第一套

### 一、鳥類遷徙

Listen to a conversation between a student and his Biology professor.

Male Student : Dr. Rustle, I was hoping to discuss my term paper with you? I'm getting a little bit stuck here.

Female Professor : Of course, so ... what do you have so far? What's your topic?

Male Student : Well, I wanted to write about bird migration, but I'm having trouble finding enough sources.

Female Professor : You're having trouble finding sources on bird migration?

Male Student : No, actually, on the particular aspect of bird migration that I want to write about. The thing is, I wanted to write specifically on early theories of bird migration describe some of the theories. Like how Aristotle thought that birds changed into different species during the winter, or how other naturalists thought that bigger birds carried smaller birds to warmer spots for the wintertime. But I've only got a couple of books to work with right now.

Female Professor : Hmm, I have to admit that it's an interesting topic, and you certainly seem excited by it. But remember? I told you all to ask yourselves how your topic is going to help you show that you can apply what you've learned this semester. A summary or description is not really what I'm looking for as much as your analysis of a certain topic.

Male Student : I guess it's not really what we're supposed to do, huh?

Female Professor : Right. So, how about we think about some other ideas for your paper, I mean, you don't need to discard the idea completely ... but ... take a really different focus. Um, for example, you could present what you think are some reasons—the rationale—behind some of the erroneous theories early naturalists had. But, you'll be supporting your views with current research; those are the sources you'll need to seek out.

Male Student : Ok, I think I see what you're saying. So, like today ... today we know that lots of small birds migrate at night, but maybe 'cause people didn't see them—didn't see the small birds migrating—they only saw bigger birds, like geese migrating during the day. They thought that the big birds were carrying the small ones under their wings.

Female Professor : There you go! That's exactly what I mean. You're showing that you're thinking about the topic, not just telling me what you read.

Male Student : Ok, I also have a really cool example of a migratory bird that I'd like to discuss in my paper. It's the Common Poorwill—I mean it seems that some Ornithologists believe that the Common Poorwill really does hibernate instead of migrating—that it's maybe the only bird that does.

Female Professor : If I were you, I would stick just with migration research. Remember, this is only a 15-page paper.

Male Student : Ok, I see your point.

Female Professor : But it's great that you're finding this all so interesting. I want you to come back to see me in a week so we can take a look at the new direction in your paper and evaluate the sources you've found in the meantime.

Male Student : Ok, and thanks for all of your help.

1. Why does the man go to see his professor?

- (A) He wants to change his paper topic.
- (B) He doesn't understand how to analyze bird migration.
- (C) He cannot find enough information on his term paper topic.
- (D) He doesn't understand the ideas that he has been reading about.

2. How does the professor help the man?

- (A) By suggestion a change in his approach to a paper
- (B) By explaining some theories about bird migration to him
- (C) By providing some additional examples he can use on the topic he chose
- (D) By giving him direction on where to find sources

3. What information will the man probably include in his paper? **[choose two answers]**

- (A) Description of the migration habits of the Common Poorwill
- (B) His own analysis of early theories about bird migration
- (C) A comparison between birds that migrate and birds that do not
- (D) Current research on bird migration

4. Why does the man talk about birds that migrate at night?

- (A) To demonstrate that he understands the professor's recommendation
- (B) To give examples of what he wants the professor to explain
- (C) To give an alternative explanation of the hibernation of the Common Poorwill
- (D) To ask whether he should change his topic to the sleeping behavior of birds

Listen again to part of the conversation and then answer the question.

*You're having trouble finding sources on bird migration?*

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

- (A) She's not sure the man should write about bird migration.
- (B) She thinks finding sources on bird migration should be easy.
- (C) She's not sure that she can help the man.
- (D) She thinks that man has already found enough sources on bird migration.

**Answers:**

1.	2.	3.	4.	5.
(C)	(A)	(B) (D)	(A)	(B)

## 二、大王花

Listen to part of a lecture in a Botany class

We've been talking about plant classification and how species belong to a family and families belong to an order, but sometimes, figuring out how we assign certain plant species to a particular order is challenging, even if the plant has ... unusual characteristics. You'd think that plants with similar characteristics would belong to the same order, but that's not always true. A good example of this is a flower, that is—a flowering plant—that grows only in Malaysia and Indonesia, called Rafflesia.

As you can see, Rafflesia is a pretty unusual plant. For starters, it's huge. The flower can grow up to a meter in width and can weigh up to seven kilos—pretty big, huh? There aren't any other specimens in the plant world that have flowers even close to this size. But that's not the only unusual characteristic of Rafflesia, in fact, that's probably one of the least strange features of the plant.

The plant also emits a terrible stench, like, rotting meat. But again, there are other plants with bad smelling flowers. And in the case of *Rafflesia*: flies are attracted to that smell, and that's how the flowers get pollinated. So ... um ... *Rafflesia*'s flowers are huge and smelly. *Rafflesia* is also a parasite; it gets its energy from another plant instead of from the sun, which is unusual, but not unheard of in the plant kingdom. It actually grows inside its host, which is a type of grapevine. I mean ... it grows inside its host until it blooms—it doesn't bloom inside the host. But that leads me to ... I want to tell you really quickly about another plant, a plant that's also from the forests of Southeast Asia, called *Mitrastema*.

Now, *Mitrastema* is also a parasite, which led some to believe that *Rafflesia* was related to *Mitrastema*—that they belong to the same order. *Mitrastema* as I said is a parasite, but its flowers are much smaller, and don't smell bad, so you can see why there was debate about whether they were related. But as it turns out, *Mitrastema* is actually related to blueberries. So, even plants that share an unusual characteristic with *Rafflesia* are not related to it. And, um ... no plant shares all three of its unusual characteristics, and that made classifying *Rafflesia* very, very difficult.

Now, you're probably thinking, why don't they just analyze the DNA of the plant? Well, as I said, *Rafflesia* is a parasite. It lacks the leaves; the green tissue that most plants need for photosynthesis. It's unable to ... um ... to capture the sunlight most other plants use to make food. So, it's lacking ... it doesn't have the DNA—the genes—for photosynthesis, which is what we usually use to classify plant species. But some researchers in Michigan persisted, and analyzed about 90 species of seed plants and compared them to *Rafflesia*, and we finally had an answer. *Rafflesia* was part of the Malpighiales order. Now, other species in the Malpighiales order include violets...um poinsettias...uh...passion-flowers...what else? Willows.

So it was pretty unexpected because flowers like violets are a lot smaller than *Rafflesia*, right? And they don't smell bad—they don't smell like rotting meat...and they're not parasitic. It took almost 200 years to classify *Rafflesia*, to identify its relatives, and I don't think anyone would have ever guessed that it's in the order Malpighiales. I mean...you know—it'd be nice to be able to classify species based on their obvious characteristics, but, it didn't work that way with *Rafflesia*. And unfortunately for *Rafflesia*, and for the field of botany, it seems that *Rafflesia* may be dying out. It's certainly endangered because of deforestation in its habitat. And to make matters worse, *Rafflesia* doesn't reproduce very well. First of all, only 10-20% of buds turn into full-fledged flowers, and it can take them a year to grow. There are also male flowers and female flowers, and one of each has to be in the same area—the same vicinity—at the same time, to produce seeds, and the flies that are attracted to the flower's strong smell have to carry pollen from one flower to the other, so how often do you think these events occur all together? Even people who study the plant for years may never witness it.

1. What is the lecture mainly about?

- (A) The relationship between species and family.
- (B) The characteristics of three types of plants.
- (C) Difficulties classifying an unusual type of plant.
- (D) Unique examples of parasitic plants

2. How does a strong odor help Rafflesia?

- (A) The odor is a signal to nearby plants of the opposite sex.
- (B) The odor keeps away large predators that might eat it.
- (C) The odor discourages parasites from growing near it.
- (D) The odor attracts flies that pollinate its flowers.

3. Why does the professor consider the actual classification of Rafflesia unexpected?

- (A) Its unusual traits are not shared by other plants in its order.
- (B) Its unusual characteristics were not documented until after it was classified.
- (C) Botanists had predicted that no other plants would be related to it.
- (D) Botanists had predicted that it would become extinct before it could be classified.

4. What does the professor imply about the reproduction of Rafflesia?

- (A) She has witnessed it herself.
- (B) It does not occur often.
- (C) It differs from one variety of Rafflesia to another.
- (D) No one can understand how it reproduces.

**Listen again to part of the lecture. Then answer the question.**

*It actually grows inside its host, which is a type of grapevine. I mean...it grows inside its host until it blooms—it doesn't bloom inside the host.*

5. Why does the professor say this:

*"I mean...it grows inside its host until it blooms—it doesn't bloom inside the host."*

- (A) to give an additional example of her statement
- (B) to clarify her statement so students don't misunderstand her
- (C) to provide evidence Rafflesia is indeed a parasitic plant
- (D) to emphasize the importance of the host

Listen again to part of the lecture. Then answer the question.

6. What does the professor imply when she says this:

*"But as it turns out, Mitrastema is actually related to blueberries."*

- (A) Mitrastema is edible.
- (B) Rafflesia is also related to blueberries.
- (C) Rafflesia and Mitrastema are not in the same order.
- (D) Rafflesia and Mitrastema is also related to blueberries.

**Answers:**

1.	2.	3.	4.	5.	6.
(C)	(D)	(A)	(B)	(B)	(C)

### 三、雷格泰姆樂

Now listen to part of a lecture in a music history class.

Male Professor : Often times we talk about the popularity of music, but we don't always think about the role that the instruments play in their popularity. To give you an idea of what I mean, just take Ragtime music for instance. Without the piano, Ragtime music certainly wouldn't have evolved in the late 1800's the way that it did. I mean ... characteristics like the keys, and the chords, made the piano suitable for playing the separate parts of the music: the melodies, rhythms, harmonies, at the same time. So, with one hand you could play the melody, while playing the harmony with the other, all the while maintaining the rhythm, all characteristic of Ragtime music. In other words, the piano allowed musicians to create the lively sound of Ragtime music unlike any other instruments of their time.

And for about 20 years, Ragtime music was America's most popular music, particularly the piano rag, although some people didn't exactly embrace ragtime, young people in general especially liked it.

Female Student : Kind of like Rock and Roll in the '50s?

Male Professor : Without a doubt, I mean, of course Ragtime in 1900 didn't sound at all like Rock and Roll did in 1950, but I'd say that's a fair comparison. Ragtime generated the same kind of excitement that other types of music like Rock and eventually Rap did.

Female Student : Really? Well, with Rock and Rap, I get why they are popular, but when it comes to Ragtime, oh, I don't get it.

Male Professor : OK, let's take a moment to look at what Ragtime music was about; it was fresh and new, it was the first kind of mainstream music that used African-American rhythms and that was exciting, and finally the music and even the lyrics reflected the restless energy and optimism of young people. Can you see how it could capture the spirit of American youth? Just like Rock would do 50 years later?

So, getting back to the piano, of all instruments, as I said before, its unique design was part of the appeal, which was well suited to the style and rhythm of Ragtime music, but there were other reasons why it was so popular. Remember, this was the time before the advent of the automobile. The piano was a symbol of respectability, a symbol of success. Other than a house, it had represented, for many families, their biggest single purchase, and even though not everyone could afford it, everyone wanted to enjoy. So, wherever you would go, restaurants, theaters, the main instrument used for indoor public musical entertainment, was the piano. But let's not leave out the sound quality.

Few people realize how powerful the pianos used at that time were, they used the big types of pianos then, before the smaller pianos like Spinets came into fashion. The Ragtime-era pianos could produce a sound that was so full, it would even resonate through the wooden floors of any building, be it a home, concert hall or whatever! This full sound itself had the listeners actually feeling these unique and exciting piano vibrations through their feet and bones.

Male Student : Wow! I never thought of that. So, they, the piano and the ragtime style, were perfect for each other.

Male Professor : Well, in a sense, yes. But granted, although the piano's sound quality was exceptional, there were benefits to using other instruments to play ragtime. For instance, events like parades, and park concerts, required instruments that were easier to transport, like the banjo and the cornet. Nevertheless, the piano played such a fundamental role in Ragtime. In fact, its sound quality alone contributed to piano sales peaking in 1909—roughly the mid-point of the Ragtime-era. It's no coincidence that the number of published piano rags, or sheet music, also reached their peak their very same year.

Male Student : It's too bad that Ragtime music isn't still around, I kind of liked some of the music from that era.

Male Professor : Well, just like all music, it went through some major transitions. It began as a fixed form of music; it always had to be played as written, but that was in the beginning. Eventually, it evolved into a form of music that's still around today. Can you guess what?

Male Student : Hmm, I'd say since its rhythm is a lot like jazz, that's got to be it.

Male Professor : You got it! You could almost say that jazz is an improvised type of Ragtime music. So you see, because of jazz, we still have the remnants of Ragtime around.

1. What is the lecture mainly about?

- (A) The radical change of music during the 20th century
- (B) The sound quality of piano compared to other instruments
- (C) How the piano contributed to the popularity of Ragtime music
- (D) Why Ragtime music no longer exists today

2. According to the lecture, why did Ragtime music become popular in the United States?

- (A) Its melodies were easy to remember.
- (B) Its rhythm was similar to that of early popular music.
- (C) It was written by well-known composers.
- (D) It expresses the spirit of young people.

3. What does the professor imply about pianos of the Ragtime-era? [choose two answers]

- (A) Their sound decreased due to the introduction of Ragtime music.
- (B) They were purchased mainly by professional musicians.
- (C) Their sound quality was well suited for Ragtime music.
- (D) They reflected their owner's wealth and social standing.

4. Why does the professor mention parades and park concerts?
- (A) To find out how far the pianos are played out in the open
  - (B) To show how the piano was sometimes replaced by other instruments
  - (C) To support the point that Ragtime music was mostly played in public
  - (D) To give an example of public concert during the Ragtime era

5. What does the professor say about jazz music?
- (A) It was an improvised form of Ragtime music.
  - (B) It must always be played as written.
  - (C) It was an earlier form of Ragtime music.
  - (D) It was written unlike any other type of music.

Listen again to part of the lecture and then answer the question.

*Male Professor : Without a doubt, I mean, of course Ragtime in 1900 didn't sound at all like Rock and Roll did in 1950, but I'd say that's a fair comparison. Ragtime generated the same kind of excitement that other types of music like Rock and eventually Rap did.*

*Female Student : Really? Well, with Rock and Rap, I get why they are popular, but when it comes to Ragtime, oh, I don't get it.*

17. Why does the student says this:

*"Really? Well, with Rock and Rap, I get why they are popular, but when it comes to Ragtime, oh, I don't get it."*

- (A) To express a desire to hear more Ragtime music
- (B) To compare Ragtime music to other forms of music
- (C) To indicate that she would rather discuss Rock and Roll
- (D) To ask for an explanation of why Ragtime music was popular

**Answers:**

1.	2.	3.	4.	5.	6.
(C)	(D)	(C) (D)	(B)	(A)	(D)

## 加試第二套

### 一、女同學弄丟 ID 卡

Listen to a conversation between a student and an employee in the Student Services Building.

Female Student : Hi, I'm looking for the place where you can get a student ID card? Is this the right place?

Male employee : Yes, but you can't come into this building unless you have a student ID.

Female Student : Yeah, but that's why I'm here. I need to get a new card. I lost mine.

Male employee : I'm sorry to hear that, but I can't let people in, uh, people who don't have ID's. You need to show university ID to get past security.

Female Student : Well, I got in last month, when I got my ID card in the first place. I didn't have an ID then, what's the problem now? ·

Male employee : During the first two weeks, sure you could have. You had to come here to get your picture taken. But now, you know, registration is over.

Female Student : What am I supposed to do? I can't even get into the dorms without my student ID. They sent me here.

Male employee : OK, let's send an email to find out. They'll answer right away. OK, here you go, we need to see your driver's license or some government issued ID, like a passport. Then I can let you in. Do you have a picture ID?

Female Student : No, that's the problem, I lost my wallet and all my ID's were in it. Everything's gone!

Male employee : Well they won't give you a new ID without some sort of identification. How about your passport?

Female Student : That's in my dorm room! But I can't get into that building either. This is just...

Male employee : Wait, wait I'm going to check again. Do you happen to remember your ID number?

Female Student : Sure, it's 224435.

Male employee : OK, the director of security says I can let you in, but you'll need to be escorted. Sorry, it's just one of our rules.

Female Student : Oh, I don't care, whatever.

Male employee : Don't worry, they'll look at your records and verify it's you. Your original ID picture is in your

computer records, and you'll get a new card right away. That should get you going!

Female Student : Oh, thanks so much!

Male employee : I know, it must be terrible. Did you have much stuff in your wallet?

Female Student : No, just a few dollars and my meal pass. And a party invitation.

Male employee : Your meal pass? No problem, you can get one of those too, just ask.

Female Student : Phew! I was just starting to get hungry.

Male employee : OK, here comes your escort, you're all set.

Female Student : You've been a big help, I really appreciate it. Really!

Male employee : Hey! I'm glad I was able to help you out!

Female Student : You're glad!

1. What is the student's problem?

- (A) She lost her passport.
- (B) She needs to get a new ID card.
- (C) She can't remember her ID number.
- (D) She missed the deadline for registration.

2. Why doesn't the student go to her dorm room to get her passport?

- (A) She is not allowed to enter the building.
- (B) She is not sure if her passport is in the dorm room.
- (C) She doesn't have an escort.
- (D) She doesn't have a passport.

3. How will the director of security verify the student's identity?

- (A) By looking at her driver's license.
- (B) By finding her lost wallet
- (C) By locating her information in the computer
- (D) By asking her the ID number

4. What does the man imply about the student's meal pass?

- (A) It will be replaced together with the passport.
- (B) It is required to enter the dorm building.
- (C) It is prepared in a different building.
- (D) It can be issued at the same time as the ID.

**Listen again to part of the lecture then answer the question.**

*Male employee : Hey! I'm glad I was able to help you out!*

*Female Student : You're glad!*

5. What does the student imply when she says this: "You're glad!"

- (A) She's the one who's relieved.
- (B) She doesn't think he's truly glad.
- (C) She's annoyed that it took so long.
- (D) She's surprised that the man would help.

**Answers:**

1.	2.	3.	4.	5.
(B)	(A)	(C)	(D)	(A)

## 二、神經膠質細胞

Listen to part of a lecture in a Biology class

Female Professor : So last class we were talking about human brains and neurons, you know nerve cells in the brain. Just a quick review, someone tell me about neurons, how do they work? Bernard?

Male Student : They, well, neurons are kind of like wires carrying electrical signals. And when the electrical signals reach a contact point then a message is sent off to another neuron. And I guess an interesting thing about neurons is that...

Female Professor : Yes, exactly! That's fine Bernard. Today I want to discuss other cells found in the brain. They're called **glial cells**. Just so you know there are different types of glial cells, but we'll discuss specific types later. Right, glial cells, so, first off, historically speaking, and I'm talking about the 1950s here, researchers didn't think glial cells were that important. They always focused on neurons, neurons, neurons and the thinking was that neurons are responsible for all the communication that goes on within the brain. As far as glial cells were concerned, early researchers thought they just supported these communicating neurons by doing a few jobs like carrying nutrients to neurons because in order to keep functioning brain neurons need energy. And another job is protecting the brain from agents of disease, you know, urn, things that the immune system should have discovered and captured, but didn't.

So again, early research assumed that the main purpose of glial cells was to support neurons. That with their support the brain's neurons could do their communicating. With their support, neurons could make the connections that allow us to think, feel, remember or even eat a sandwich. So the thinking was, why study glial cells?

These days though, there's new thinking on glial cells. In recent research, we've discovered an exchange of information, communication between the brain's neurons and the glial cells throughout one's lifetime. So instead of glial cells having just a maintenance role, we see them communicating, actually having an impact on the connections of neurons, swaying them, determining which connections grow stronger, which grow weaker.

So there are really three communication networks, or communication systems in the brain: Neurons communicating with neurons, glial cells communicating with glial cells and then glial cells communicating with neurons. So, in other words, glial cells do much much more than previously thought. At least, that's what the recent research is showing. And where will this new understanding of cell function lead us? We don't know. It's very exciting. And the really marvelous part is glial cells outnumber neurons in the brain by far. But they've barely been explored...Wanda, you have a question?

Male Student : So, the field of research in glial cells is growing?

Female Professor : I think there's a lot of opportunity in glial cells research, especially a few years from now when you folks graduate. As I see it the field is really opening up. But let's go back a little and analyze. Why did we miss so much about glial cells in the past? Well, we had incorrect assumptions about glial cells. We knew how signals traveled through neurons and assumed that glial cells would use the same mainly electrical mode of transmitting information. But they don't. Again, just as you explained, neurons mainly use electrical activity to carry the message. Glial cells, though, glial cells use chemicals not electrical signals to carry messages.

And since our basic assumption back then was wrong we missed out on a real understanding. And there's still lots we don't know. What else can glial cells do? Can they repair nerve damage for instance? We're still asking questions, experimenting and learning. Some people have an extremely high number of glial cells, more than normal. More than the typical person's brain has. One question we have: does the higher number of glial cells in the brain mean greater intelligence? And there are different type of glial cells, so maybe being a genius is caused by having an unusually high number of them or maybe just of a certain type. We don't know yet. As we gain answers to these questions what will we be able to do that we couldn't do before? Well perhaps someday we'll be able to utilize glial cells to treat injuries. Some scientists are doing experiments on that possibility now.

Male Student : But what do you think Doctor Zoller?

Female Professor : Well, I think yeah! Soon we'll be able to accomplish new things in neuroscience and in the field of medicine as we gain a deeper understanding of how the brain works. Does anyone have other questions? No? We'll move on to other types of glial cells then.

1. What does the professor mainly discuss?

- (A) The role glial cells played in human intelligence
- (B) How two types of brain cells were discovered
- (C) How the understanding of glial cells has changed
- (D) The history of brain cell research

2. Historically, what did researchers assume was the main purpose of glial cells?

- (A) They support the needs of neurons.
- (B) They repair brain damages.
- (C) They exchange information with neurons.
- (D) They determine the strength and works of communication.

3. Early brain research focused on neurons. What does the professor imply was the result of this emphasis?

- (A) New method was found to treat injured brain cells.
- (B) Little research was done on glial cells.
- (C) Communication between glial cells and neurons was established.
- (D) The definition of neurons was confirmed.

4. According to the professor, what discovery allowed scientists to gain a better understanding of the role of glial cells?

- (A) They function in all parts of the brain.
- (B) There are different types of glial cells in the brain.
- (C) Their number increase throughout human life.
- (D) They communicate through chemical signals.

**Listen again to part of the lecture then answer the question.**

*And when the electrical signals reach a contact point then a message is sent off to another neuron. And I guess an interesting thing about neurons is that...*

*Female Professor : Yes, exactly! That's fine Bernard.*

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

*"Yes, exactly! That's fine Bernard."*

- (A) That the student did not understand her question
- (B) That the student's answer is complete
- (C) That the student did not know the correct answer
- (D) That the student was too shy to respond to her question

6. What does the professor imply when she says this:

*"I think there's a lot of opportunity in glial cells research, especially a few years from now when you folks graduate. As I see it the field is really opening up. "*

- (A) Student should consider glial cells research as a career.
- (B) Student needs to learn more about glial cells in order to graduate.
- (C) More research results of glial cells will be revealed soon.
- (D) They are going to perform some field study on glial cells.

Answers:					
1.	2.	3.	4.	5.	6.
(C)	(A)	(B)	(D)	(B)	(A)

### 三、浪漫主義詩歌

Listen to part of a lecture in a Literature class. The professor has been discussing 18th and 19th century poetry.

Male Professor : Before we end, I want to say a few words about your readings for next class, which is a selection of poems by William Wordsworth. I'd like to talk a bit about Wordsworth's poetry, really, his vision, his ideas about poetry. Now Wordsworth is best known for his lyrical and dramatic poems. On the surface they're about common objects, ordinary situations. He wrote about his sister Dorothy, about nature, rainbows, birds, daffodils ... the beauty of nature. He wrote about simple rural people, who represented, he connected rural life with the truth about human nature, what it means to be human, what humans heed for happiness. There was something about nature and about rural life that was emotionally and spiritually central for him. And he felt that because he was writing about ordinary things, he should write 'in simple ordinary language. Poetry was to be directed towards regular people, so for him it shouldn't be written with special vocabulary, specialized language that only certain highly educated people could understand. It was these features that made him not just the central figure, but really the beginning of British romanticism.

Now, by romanticism, we're not talking about images of love. This is Romanticism with a capital R, not, you know, romance between two people. Romanticism is an artistic and literary movement characterized by an interest in nature and an emphasis on the individual, the individual's emotions and imagination. Actually it's a little misleading to call it a movement, I mean there was no self-styled romantic movement at the time. Wordsworth didn't call himself a Romantic poet. It's just our way of characterizing the period and the poetry, and to distinguish it from what preceded it, which was Neoclassicism.

The Neoclassicism of the 18th century, which we've touched on a bit, was known for what? For its concern with order, and balance and idealizations, and the elevated tone of its language. Neoclassical poets tried to sound as learned as possible. You've read some, did any of them use the word bird? Or did

they use an expression like feathered people? Would they be more likely to refer to the sky above as sky, or as a blue expanse?

To the romantic poet, neoclassical language was downright excessive. It was too preoccupied with elaborate expression and form. Wordsworth and other Romantic poets like Coleridge rejected the Neoclassical concerns with ideals and balance and its tendencies towards excessiveness of language, its intellectual orientation. So Wordsworth doesn't write about uncommon things, or about ideas that are accessible only to the highly educated. He writes about humbler matters, like children and nature. It was his poetic purpose, really, to choose ordinary things, ordinary situations and to describe them to clarify, cut away all the decorative language and to reveal their essential nature. With his early lyric poems, Wordsworth introduced into poetry a new attitude toward the individual, and a new attitude toward nature, one that amounted to a new philosophy. It wasn't just that he used imagery from nature in his poems. He believed there was an organic connection between nature and the fulfillment of human satisfaction, happiness, between nature and the human mind. It's actually something I share. In fact, when I'm out taking a walk just enjoying the outdoors, I'll often think of a Wordsworth poem. Like, *To the Daisy*, or *By the Sea ...* they kind of, they articulate that concept so well. In any case, regardless of your feelings about that, it's undeniable that Wordsworth's ideas were revolutionary in opening up what poetry could be written about. It could be about common experiences we all share as humans. And they can be depicted realistically. OK?

Many people divide his work into three periods, he wrote the lyric poems, the poems he's best known for in his so-called early period. In his middle period, he wrote works that were pretty harshly criticized by the literary critics of his day. They thought Wordsworth had moved away from the sources of his original inspiration. And in his late period, he did a lot of revising of his earlier work. He revised his earlier poems again and again. His work *The Prelude*, for example, went through four different versions before it was finally published. So how much was improved by all these revisions? Well, most readers and critics feel that the earliest version of *The Prelude* is the best, and so it's commonly held that the quality of Wordsworth's poetry fell off over time, which unfortunately is not something you'll get to judge in this course. We only have enough time for a sampling. So we'll stick with the lyric poems from his early period, which, well, I hope you'll see their beauty, if not how revolutionary they were.

1. What is the lecture mainly about?

- (A) The professor's opinion regarding William Wordsworth's poetry
- (B) William Wordsworth's intention in writing poems
- (C) The popularity of William Wordsworth's poetry
- (D) The influence of Neoclassicism on Romanticism

2. What are two features of Wordsworth's poems that the professor discusses? **[Choose two answers]**

- (A) complex symbolism
- (B) simple language
- (C) focus on love and romance
- (D) familiar subject matters

3. What are two points the professor makes that are about Romantic poets? **[Choose two answers]**

- (A) They were interested in human emotion.
- (B) They referred themselves as Romantic Poets.
- (C) They rejected certain principles of Neoclassic poetry.
- (D) They valued ideals of order and balance.

4. What is the professor's opinion of Wordsworth's poetry?

- (A) He agrees with the views of nature it presents.
- (B) He thinks Wordsworth's work fell off over time.-
- (C) He likes Wordsworth's work the Prelude best.
- (D) He will rewrite some of Wordsworth work himself.

5. Why does the professor say this?

*“did any of them use the word bird? Or did they use an expression like feathered people? Would they be more likely to refer to the sky above as sky, or as a blue expanse?”*

- (A) To argue that Neoclassic poetry was in fact more accurate
- (B) To suggest a different way to describe objects in poetry
- (C) To show that 19th century English writing was excessive
- (D) To illustrate the difference between Neoclassic poets and Wordsworth

6. What does the professor imply when he says this?

*“so it’s commonly held that the quality of Wordsworth’s poetry fell off over time, which unfortunately is not something you’ll get to judge in this course.”*

- (A) That the students would have to reach their own conclusion
- (B) That few people actually read Wordsworth’s poetry
- (C) That they will read only Wordsworth’s poems from early period
- (D) That there are a lot of difficulty in understanding Wordsworth’s poetry

**Answers:**

- |     |         |         |     |     |     |
|-----|---------|---------|-----|-----|-----|
| 1.  | 2.      | 3.      | 4.  | 5.  | 6.  |
| (B) | (B) (D) | (A) (C) | (A) | (D) | (C) |