Task Four

**一、题目类型**

托福口语第四题为学术讲座。题目分为四个部分：题目介绍、阅读部分、听力部分以及答题环节。

**1. 题型介绍**

在此环节中，会有一段关于题目要求的简单介绍，时间约为20s左右。



**2. 阅读部分**

在此环节中，考生会有45s/50s的时间阅读文本内容。

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| **Swarm Intelligence**    Some insect species live in large groups, or "swarms." Such swarms typically include several thousand individual insects. Living in swarms allows these insects to accomplish complex tasks together through complex behaviors. The behavior of the insects as a group demonstrates a greater level of complexity than the behavior of individual group members. This complex group behavior is called swarm intelligence. With swarm intelligence, each insect performs a simple instinctual behavior that is repeated by other individuals that results in a complex behavior. Insects’ swarms are able to accomplish tasks that individual insects would not be able to achieve. |

**3. 听力部分**

在此环节中，考生将听到一段与阅读内容相关的学术讲座。



**4. 答题环节**

在此环节中，考生有30s准备时间，并且需要在60s之内完成作答。

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| **Explain how the example from the lecture illustrates the concept of swarm intelligence.** |

**二、题目分析**

**1. 阅读部分**

第四题阅读部分形式比较固定：标题+正文。但是从学术理论定义方面划分，第四题阅读部分可分为4种：有定义，无定义，定义错位，问答不符。

1. 有定义

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| **Subliminal Perception**    Humans are constantly perceiving visual and auditory stimuli. Sometimes our perception of these stimuli occurs consciously: we are aware of a stimulus and know that we are perceiving it. But our perception of a stimulus can also occur without our awareness: an image might appear and disappear before our eyes too quickly for us to notice that we saw it, or a sound might be too faint for us to realize that we heard it. This phenomenon--the perception of a stimulus just below the threshold of conscious awareness--is called subliminal perception. Experiments have shown that subliminally perceived stimuli can influence people's thoughts and attitudes. |

**Definition:** This phenomenon--the perception of a stimulus just below the threshold of conscious awareness--is called subliminal perception.

信号词：be called

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| Describe what subliminal perception is and explain how the experiment discussed by the professor illustrates this phenomenon. |

1. 无定义

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| **Questioning Awareness of Effect**    When a student engages in disruptive behavior in the classroom, it negatively impacts both the teacher's ability to teach and other students' ability to learn. One way a teacher can correct disruptive behavior is by questioning awareness of effect. With this technique, when a student disrupts the class, the teacher asks the student a question that draws attention to the negative effect of the student's behavior. The teacher then does not wait for an answer, but immediately continues teaching. By thus simply drawing attention to the effect of the student's behavior, the teacher can often lead the student to discover the behavior. |

**Definition:** 无

信号词：无

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| Explain how the example from the lecture illustrates the technique of questioning awareness of effect. |

1. 定义错位

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| **Irrational Commitment**    When people have devoted time or resources to a certain project, they generally want to see it succeed. However, they may grow so attached to the idea of a successful outcome that even if it starts to look like the project will fail and the disadvantages are outweighing the benefits, they will nevertheless increase their commitment to the project rather than give up. This is known as irrational commitment. This tendency to continue with a project when it would make better sense to quit can be especially strong when people feel they may be judged by others for their eventual success or failure with the project. |

**Definition:** This—even if it starts to look like the project will fail and the disadvantages are outweighing the benefits, they will nevertheless increase their commitment to the project rather than give up.

信号词：be known as

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| Explain how the example from the professor’s lecture illustrates irrational commitment. |

1. 问答不符

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| **Outsider Art**    Outsider Art is a term used to describe art that is made by people who choose to live and work outside society. Then artists who produce this kind of art-Outsider Artists-work in isolation from other artists and have little or no formal artistic training. Because they do not learn conventional artistic teachers or other artists, Outsider Artists must invent their own ways of doing things. As a result of the unconventional methods that Outsider Artists often use, their work can look strange and not at all like traditional art to the observer. |

**Definition:** Outsider Art is a term used to describe art that is made by people who choose to live and work outside society.

信号词：is

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| Explain why Henry Darger is considered an Outsider Artist. |

注：以TPO前36套为例，第四题题目要求回答定义的有5题，问答不符的有2题，无定义的有6题，定义错位的有6题。

**2. 听力部分**

在听力部分中，会出现一篇有关阅读内容的讲座。题目要求考生利用听力信息内容阐明阅读部分提及的学术理论。以上面涉及到的题目为例：

**TPO12**

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| **Subliminal Perception**    Humans are constantly perceiving visual and auditory stimuli. Sometimes our perception of these stimuli occurs consciously: we are aware of a stimulus and know that we are perceiving it. But our perception of a stimulus can also occur without our awareness: an image might appear and disappear before our eyes too quickly for us to notice that we saw it, or a sound might be too faint for us to realize that we heard it. This phenomenon--the perception of a stimulus just below the threshold of conscious awareness--is called subliminal perception. Experiments have shown that subliminally perceived stimuli can influence people's thoughts and attitudes.  TPO12 |

**分析：**

根据文章中出现image/sound，推测听力中会出现two examples.

Example1: 某humans观察某image，某image appear and disappear our eyes too quickly for us to notice that we saw it. 但是其最终影响某humans的某thoughts and attitudes.

Example2: 某humans观察某sound, 某sound might be too faint for us to realize that we heard it. 但其最终会影响某humans的某thoughts and attitudes.

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| Consider this experiment, two groups of people were asked to watch TV. And while they were watching, a picture flashed on the screen. Less than a second, very quickly, so it was barely noticeable. The picture was of a boy with a birthday cake. Now, like I said, there were two groups and each group saw a slightly different version of the picture. One group got the boy looking angry; in fact he was actually throwing the cake on the floor. The other group got a picture of the boy smiling, happy, holding out the cake like he was offering it. Same boy, same cake. But different emotions expressed in each picture. Everyone was then asked to look at a different image. Now this is a third image, right? Again, it's the boy and the cake. But this time the image stayed on the screen. In this picture, the boy is just holding the cake. Basically, no emotion on his face, everything very neutral. Now, remember, nobody knew they’d already seen a picture of this boy. After a minute, everyone was asked to describe the boy’s personality. Those who had been exposed to the image of the angry boy, they generally described the boy’s personality negatively. Those who’d early seen the happy boy described him, well, positively. |

**Example1:**

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| humans | Two groups of people were asked to watch TV. |
| image | 1. One group got the boy looking angry; in fact he was actually throwing the cake on the floor.  2. The other group got a picture of the boy smiling, happy, holding out the cake like he was offering it.  3. In this picture, the boy is just holding the cake. Basically, no emotion on his face, everything very neutral. |
| quickly | And while they were watching, a picture flashed on the screen. Less than a second, very quickly, so it was barely noticeable. |
| thoughts | After a minute, everyone was asked to describe the boy’s personality. Those who had been exposed to the image of the angry boy, they generally described the boy’s personality negatively. Those who’d early seen the happy boy described him, well, positively. |

**Sample Answer:**

The professor gives us an example to explain subliminal perception which means the perception of a stimulus just below the threshold of conscious awareness.

For example, two groups of people were asked to watch TV. Then a picture of a boy and a birthday cake flashed on the screen very quickly, less than a second, barely noticeable. And each group saw a slightly different vision of the picture. The first group got the boy looking angry, throwing the cake on the floor. The other got the boy smiling, happy, holding up the cake like he was offering it. But nobody knew they’d ever seen it. Then a third image stayed on the screen, a picture of the same boy, same cake, but no emotions on his face. Then these two groups were asked to describe the boy’s personalities. The group who got the angry boy described him negatively; the other group positively. (152)

**TPO22**

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| **Irrational Commitment**    When people have devoted time or resources to a certain project, they generally want to see it succeed. However, they may grow so attached to the idea of a successful outcome that even if it starts to look like the project will fail and the disadvantages are outweighing the benefits, they will nevertheless increase their commitment to the project rather than give up. This is known as irrational commitment. This tendency to continue with a project when it would make better sense to quit can be especially strong when people feel they may be judged by others for their eventual success or failure with the project. |

**分析：**

Example: 某people花费了某time or resources在某project上。 虽然某project的disadvantages大于benefits，某people还是希望其成功，不断增加commitment。这种趋势在有某others评价其结果的时候尤为强烈。

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| So I have a personal example, some years back, my wife and I were looking for a house to buy. We found this great old house out of the country, but my wife had her doubts about it, she noticed the house wasn't in very good condition. It was a little run down and probably needed some repairs. But I really fell in love with the architecture of the house, the unusual way it was designed and built, so I convinced my wife that we could hire people to fix it up and you know, make the house nice. We decided to buy it and live there after the repairs were finished. Well, the workers we hired to repair the house soon discovered things were worse than I thought. It turned out that the roof was damaged and needed expensive repairs. After the roof was repaired, the workers discovered that the house had electrical problems. Most of the wiring was bad, and would have to be replaced at a huge cost. Well, at this point, my wife reminded me of her earlier doubts about the house and wondered if we could ever get it in good shape. But I just became more determined than ever. I paid for all the wiring to be replaced by an electrician. But it gets worse, the electrician noticed that insects had hidden in some of the walls and they would also have to be torn out and replaced. This was going to be more expensive than all the other repairs. But, by this point, I felt determined to keep going. I kept thinking I have to do it, if I stopped now, my wife will think I was wrong for not following her advice. |

**Example:**

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| --- | --- |
| people | The professor |
| project | I convinced my wife that we could hire people to fix it up and you know, make the house nice. |
| benefits | But I really fell in love with the architecture of the house, the unusual way it was designed and built. |
| disadvantages | 1. It turned out that the roof was damaged and needed expensive repairs.  2. Most of the wiring was bad, and would have to be replaced at a huge cost.  3. But it gets worse, the electrician noticed that insects had hidden in some of the walls and they would also have to be torn out and replaced. This was going to be more expensive than all the other repairs. |
| commitment | 1. But I just became more determined than ever.  2. But, by this point, I felt determined to keep going. |
| others | I kept thinking I have to do it, if I stopped now, my wife will think I was wrong for not following her advice. |

**Sample Answer:**

The professor gives us an example to explain irrational commitment.

Some years back, he convinced his wife to buy an old house, a little run-down and needed some repairs. But he just fell in love with its architecture and decided to hire some workers to get it fixed.

But things were worse than he thought. The roof was damaged badly and needed expensive repairs; and then the workers found that most of the wiring was bad and needed to be replaced at a huge cost; and then the electrician noticed that some insects had hidden in some of the walls which had to be torn out and replaced. That would cost more. But the professor just felt more determined to keep going, because if he stopped, his wife would think he was wrong for not following her advice. (138)

**三、解题技巧**

**1. 阅读部分**

1. 在阅读部分中，利用全部时间45s-50s通读全文，再根据“人，物，事件”来推测听力大致内容。阅读内容必然与听力内容保持一致。
2. 阅读部分理论定义出现的位置常常伴有信号词：is, mean, referred to as, be known as, be called, named, etc.
3. 阅读部分中若出现for example, 则其后内容为重点，往往与听力内容高度一致。
4. 若四六题为动植物话题，出现动植物名称时，笔记可以A/B代替。问题中绝大多数情况下会重复动植物名称。

**2. 综合题通用技巧：**

1. 数字本身及其所在句子必为重点，包括时间，日期，年龄，公里，价格，费用等。
2. 排比必为重点，包括单词排比，短语排比，句子排比。排比多为三个，少数二个。

**四、引导句**

The professor gives us an example to explain the concept of… which means…

**五、笔记格式**

|  |  |
| --- | --- |
| T  D |  |
| S1 | S2 |

**六、机经练习**

1. 【阅读】

Behavior Chaining: 人类行为是由一系列简单行为组成的。

【听力】

Sample: 教授教女儿洗手，将动作分解：开水龙头，把手伸出来，打肥皂，冲手，把手收回，关水龙头。然后女儿就会洗手了。

2. 【阅读】

Convergent Evolution: 在不同地区，没有亲缘关系的不同物种可能会进化出相似的身体特征，如果它们面临相同的挑战的话。

【听力】

Sample: 生活在非洲的大食蚁兽和生活在澳大利亚的土豚。虽然这两种动物是生活在完全不同的地区，没有任何亲缘关系的两个物种，但是他们都吃蚂蚁。蚂蚁很难吃到，因为它们都藏在地下，巢穴深藏在泥巴里。于是这两种动物都进化出了黏糊糊的长舌头。他们利用锋利的前爪挖开蚂蚁洞穴，然后把舌头伸进洞里，把蚂蚁粘出来卷进嘴里吃掉。

**七、四六题动植物名称汇总**

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| Animals | | | |
| ant | 蚂蚁 | anteater | 食蚁兽 |
| antelope | 羚羊 | ape | 猿 |
| army ant | 行军蚁 | Arctic butterfly | 北极蝴蝶 |
| Arctic fly | 北极苍蝇 | bat | 蝙蝠 |
| bank beaver | 水獭 | bear | 熊 |
| beaver | 海狸 | bee | 蜜蜂 |
| beetle | 甲虫 | black fly larva | 黑蝇幼虫 |
| bullhead shark | 虎鲨 | butterfly | 蝴蝶 |
| camel | 骆驼 | caterpillar | 芋虫 |
| catfish | 鲶鱼 | cattle | 牛 |
| cheetah | 猎豹 | chili bird | 红鸟 |
| chimpanzee | 黑猩猩 | cichlid | 慈鲷 |
| clown fish | 小丑鱼 | koala | 考拉 |
| coral reef | 珊瑚礁 | coyote | 郊狼 |
| crab | 螃蟹 | crocodile | 鳄鱼 |
| damselfish | 雀鲷 | deer | 鹿 |
| dog | 狗 | duck | 鸭子 |
| earth worm | 蚯蚓 | eel | 鳗鱼 |
| elephant | 大象 | emperor penguin | 帝企鹅 |
| flying squirrel | 鼯鼠 | fox | 狐狸 |
| frog | 青蛙 | fungi | 菌类 |
| goose | 鹅 | hare | 兔子 |
| honey badger | 蜜獾 | honey guide bird | 响蜜鴷 |
| howler monkey | 吼猴 | hummingbird | 蜂鸟 |
| kit-fox | 小狐狸 | knife fish | 刀鱼 |
| lion | 狮子 | lizard | 蜥蜴 |
| loon | 潜鸟 | lungfish | 肺鱼 |
| magpie | 喜鹊 | meerkat | 猫鼬 |
| mice | 老鼠 | minnow | 米诺鱼 |
| mite | 螨虫 | monkey | 猴子 |
| moth | 蛾子 | mountain goat | 山羊 |
| mountain hare | 雪兔 | mountain lion | 美洲狮 |
| mourning dove | 哀鸠 | murr-bird | 穆尔鸟 |
| musk ox | 麝牛 | mussel | 蚌 |
| weasel | 鼬鼠 | octopus | 章鱼 |
| orangutan | 猩猩 | otter | 水獭 |
| owl | 猫头鹰 | oyster | 牡蛎 |
| parrot | 鹦鹉 | penguin | 企鹅 |
| polar bear | 北极熊 | porcupine | 豪猪 |
| possum | 负鼠 | potter wasp | 蜾蠃 |
| rat | 老鼠 | rattlesnake | 响尾蛇 |
| robin | 知更鸟 | salmon | 大马哈鱼 |
| sardine | 沙丁鱼 | sculpin | 杜父鱼 |
| sea anemone | 海葵 | sea gull | 海鸥 |
| sea slug | 海参 | seal | 海豹 |
| shark | 鲨鱼 | shellfish | 贝类 |
| shrimp | 虾 | skunk | 臭鼬 |
| snail | 蜗牛 | snake | 蛇 |
| sparrow | 麻雀 | spider | 蜘蛛 |
| spider monkey | 蜘蛛猴 | squid | 鱿鱼 |
| squirrel | 松鼠 | stork | 鹳 |
| sunbird | 太阳鸟 | swallow | 燕子 |
| toad | 蟾蜍 | trout | 鲑鱼 |
| turtle | 海龟 | walrus | 海象 |
| water bug | 水蟑螂 | water scorpion | 水蝎 |
| water strider | 水黾 | water skipper | 水黾 |
| whale | 鲸鱼 | wildebeest | 牛羚 |
| wolf | 狼 | woodpecker | 啄木鸟 |
| zebra | 斑马 |  |  |
| Plants | | | |
| algae | 海藻 | bamboo | 竹子 |
| bluegrass | 早熟禾 | bush | 灌木 |
| cereus | 仙人掌 | coconut | 椰子 |
| dandelion | 蒲公英 | lily pad | 睡莲 |
| maize | 玉米 | mangrove tree | 亚龙湾红树林 |
| maple tree | 枫树 | mint | 薄荷 |
| oak tree | 橡树 | passion fruit vine | 西番莲藤蔓 |
| pine tree | 松树 | redwood | 红杉 |
| spruce | 云杉 | tobacco | 烟草 |
| willow | 柳树 |  |  |