

ATTITUDE QUESTIONS

态度题

1.态度题定义:

You may be asked a question about the speaker's feelings, likes and dislikes, or reason for anxiety or amusement.

Also included in this category are questions about a speaker's degree of certainty: is the speaker referencing a source or giving a personal opinion? Are the facts presented generally accepted or are they disputed?

2.态度题示例: (频率: 2/套)

What is the professor's attitude toward...?

What is the professor's opinion of ...?

3.功能题与态度题的区别

功能题(目的题)一般是针对说话者的某一句具有强烈情感表达的句子而设问, 主要问某一句话的意思和作用(即功能)。

态度题一般来讲是针对说话者的某一段话而产生, 旨在考察考生在理解文章的基础上对说话者的态度有所把握。

态度在考试中的体现形式: 评价

常见评价词:

Favorable

Approval

Enthusiastic

Supportive

Disapproval

Dissatisfied

Objection

Opposition

Critical

Compromising

Concerned

Suspicious

Incredulous

Skeptical

Questionable

Neutral

Impartial

Disinterested

Unprejudiced

Unbiased

detached

4.评价(态度)常见位置:

结尾: 支持, 反对, 有争议

文章中出现 research, study, guess, hypothesis, assumption 的时候(假设+假设评价)

对于假设的评价:

假设被验证

假设被推翻

未完待续（目前没有结论，有待将来进一步研究）

无解（将来可能也没有结果）

强烈语气（语调，语气，语速）

语气：肯定和否定

喜欢还是厌倦

有兴趣还是没有兴趣

满意还是不满意

积极还是消极

几种语气：赞赏：能听出很满意（too true）

否定：拉长音（Well……）

怀疑：疑问（Are you sure?）

不确定：磨叽（常见考点）

语调：升调（疑问）的话语表示否定意思，

降调（陈述，解释）的话语表是肯定意思

eg. You think you may get an extension from me?

Well……extensions are normally granted for……

语速：语速降低处多有考点—eg. 总结，强调

细微停顿后多有考点—eg. 观点，解释

老师（有明显语气特征）的指令：

Please bear in mind that/ Remember…

What's really important is…(六大套话)

其他提示~

单词重读：引出或反驳。

转折词：but, yet, however

程度副词：mostly, mainly, extremely（degree of certainty）

How about wind combined with rain? The ground of this desert is made of clay. It's a desert, so it's dry. But when there is the occasional rain, the clay ground becomes extremely slippery. It's hard for anyone to stand on, walk on. Some scientists theorized that perhaps when the ground is slippery the high winds can then move the rocks. There's a problem with this theory. One team of scientists flooded an area of the desert with water, then try to establish how much wind force would be necessary to move the rocks. And get this, you need winds of at least five hundred miles an hour to move just the smallest rocks! And winds that strong have never been recorded. Ever! Not on this planet. So I think it's safe to say that that issues has been settled.

The professor mentions experiments on the wind speed necessary to move rocks. What is the professor's attitude toward the experiments?

A. Their results were decisive.

B. They were not carried out carefully.

C. They were not continued long enough to reach a conclusion.

D. The government should not have allowed the experiments

正确答案常用态度

我很喜欢，但是……

有待商榷

并不一致

并不满意
觉得很有趣但是……
本应该认识到……
有待验证
不确定
他觉得结论只能……
分析家的结论让人质疑……
不幸的……
太早了而不能……
有些是但是有些不是……
他很担心&在意……

5.~题型练习~

- Q5. What is the professor's point when she talks about a soup shop?
- A. It is difficult to understand how some customers react to advertising
 - B. It is important to ensure the quality of a product before advertising it
 - C. A poorly chosen advertising message can have negative consequences.
 - D. Some businesses remain unsuccessful even when they focus on the four M's

听力材料

Ok finally there's your message, what you say about your products, why buying it, or make the customers life easier, or safer, or better somehow. Whatever the message is, make sure you get it right. Let me give you an example of not getting it right, you are gonna love this one. There was this soup shop, the soup was really tasty, but there weren't a lot of customers, the owner thought that maybe they gave something away for free with each purchase, then more people will come buy soup. So they got some cheap socks, and they advertised to give a pair away with each bowl of soup, but then, even fewer people come to the restaurant. Well you can imagine why, people started to associate soup with feet, they began to imagine that the soup smelled like feet, the advertising message that soup means free socks was a bad choice, it was a waste of money, and worse, it causes the loss of customers.

Now I want everyone to get into small groups and come up with some examples, not of good advertising messages, but of truly disastrous ones. Think of some real examples, or make some up, and talk about the reasons those messages are unsuccessful, and then we will get back together and share.

- Q3. What is the professor's main criticism of the man's paper?
- A. It included unnecessary information.
 - B. It did not include enough examples to illustrate the main point
 - C. The main point was expressed too abstractly
 - D. The paper ignored a key historical fact

听力材料

S: No, yeah, I mean after I read your comments, I can see how it tries to do so much

P: It's just too ambitious with the scope of the assignment.

S: So I should cut up the historical part?

P: Yes, I would just stick to the topic. Anything unrelated to the use of nature imagery has no place in the paper. All that tangential material just distracts from the main argument.

S: Yeah, I never know how much to include. You know where to drop the line.

Q2. The professor discusses research about the percentage of a chromosome's DNA that contains genetic information. How did she feel about this research?

- A. She doubted its accuracy
- B. She was surprised by its conclusion.
- C. She was concerned about its implications
- D. She thought it was unnecessary

听力材料

OK. You know, that all of the persons' genetic information is contained on very long pieces of DNA called chromosomes. 46 of them in a human cell, that's 23 pairs of these chromosomes of various lengths and sizes.

Now, if you look at this rough drawing of one of them--one chromosome about to divide into two, you'll see that it sort of looks like...well, actually it's much complex than this, but it reminds us of a couple of springs link together to coil up pieces of DNA. And if you stretch them out, you'll find that they contain certain genes, certain sequences of DNA that help to determine how the cells of the body will develop. When researcher looked really carefully at the DNA in chromosomes though, they were amazed. We all were, to find that only a fraction of it, maybe 20 to 30 percent, converts into meaningful genetic information. It's incredible; at least it was to me.

Q5. How does the student's attitude change during the conversation?

- A. From annoyed to appreciative.
- B. From frustrated to excited
- C. From surprised to frustrated
- D. From appreciative to surprised

听力材料

M: And another thing. Is there any way I could get pay sooner, I have been teaching all these weeks and...

W: I know it is not fair. But I don't think they can do anything. All the checks are computed automatically in the system. They can't just write checks.

M: But, they are the ones who made the mistake. And they never told me.

W: I understand how you feel. If I were you I'll be upset too. I'll tell you what. When I call them, I'll explain the situation, and ask if there's any way that you could be paid sooner; but I have to tell you that, based on past experience, you shouldn't count on it.

M: I understand, thanks, I know it's not your fault, and you're doing everything you can.

W: Well, what I can do is make sure that your first check is for the total amount of the university owes.

M: That'll be great. Thank you. I'll be on campus about 10 tomorrow morning, and I'll come by to see you then.