

INFERENCE QUESTIONS

推理题

1.推理题定义:

In order to answer these questions correctly, you must come to conclusions based upon facts given in the listening passage. You must take the information given and determine a future outcome. These questions may ask about various things like a simple process, a cause and effect, or a comparison and contrast.

2.推理题示例:

- What can be inferred about this lecture?
- What does the professor imply about ...?
- What does the professor imply when he says this?
- What will the students do in the summer?

3.三种推理题

- 推理文字背后的信息

S: I guess I should try out the electronic search while I 'm still here then, you know, just in case.

T: Sure, er... that computer 's free over there, and I 'll be here till five this afternoon.

答: She thinks she might need additional help from the man

- 预测即将发生的事儿(What will the student probably do next?)

Sounds good. I 'd be happy to look over a draft version before you hand in the final copy, if you wish.

Q4. What does the professor offer to do for the man?

答: Review the first version of his report

- 重述文章内容

Now, for some strange reason, many people believe that Manila hemp is a hemp plant. But Manila hemp is not really hemp. It 's actually a member of the banana family

Q3. What does the professor imply about the name Manila hemp?

答: Part of the name is inappropriate

一般是针对文章结尾发问, 有两种情况:

(1) 全篇的结论, 观点 (lectures):

a) what can be inferred from the discussion?

b)What conclusion can be drawn from the passage?

Tips: 当进度条进入末尾时, 注意总结性的话

Eg. Geologists in the far future will be able to examine the sediment being laid down today, whereas right now we can say that yes, human impact on the Earth is clear: It'll be future researchers who have a better perspective and will be able to really draw a line between the Holocene and the Anthropocene Epochs

(2) 教授或学生对某件事的总体评价/ 接下去干什么 (conversation) ?

a) What is the professor 's overall assessment of the.....?

注意抓住教授或学生在段落结尾表示态度的语气词或者句子。

b) What will the student most likely do next?

抓好段落结尾的建议。(Why don 't you do something?)

4.推理题 FINAL TIPS

注意进度条和结尾段的引申

注意首尾段的呼应

正确选项经常是文章中没有出现的单词

文章最后：宏大、倡议、让我们一起、未尽的事业、很多可以做、很长的路要走、假如你是 XX、讲故事

正确答案常用词

May

Might

Probably

Possible

Some

would

尽量避免：

All

Must

Every

- A. Microclimates can be both helpful and harmful to reptiles.
- B. The women may not have enough time to study for class
- B. Washing was less effective than scraping as a means of permanently erasing ink.
- A. They would probably do a favor for her.
- D. The woman should make sure that her graduate course of study interest her.
- D. They should be a more popular choice of advertising than they are.

1/3---2/5

5.~题型练习~

Q4. In the example about sports equipment, what does the professor imply about spending money on advertising?

- A. It is most effective just before holidays when people give gifts
- B. It may require quick decision making
- C. It is a waste, since many consumers select products based on their previous experiences
- D. It is better guided by good research than by good theories

听力材料

You have an advertising budget to spend, but how do you spend it wisely? **Again, research is the key.** Good research gives you facts, facts that can help you decide, well, as we already mentioned, decide the right market to target and the best media to use, but also, when to advertise, or how to get the best rates. Like, maybe you are advertising sports equipment, and you' ve been spending most of your budget during the holiday season when people buy gifts for each other. Now in theory that would see a great time to advertise, but maybe research shows that you' re wrong, that the customers who buy sports equipment tend not to give as a holiday gift, but want to use it themselves. In that case, advertise during a different season of the year, might give you better results, and maybe it even lower, non-holiday rates, so you actually save money. But you need to get the facts, facts that come from good research to be certain, and know for sure, that you' re getting your money' s worth.

Q5.What does the professor imply about the length of the telomeres on a cell' s chromosomes?

- A. Longer telomeres allow the cell to divide more times.

- B. Longer telomeres contain more genetic information.
- C. Shorter telomeres are wound into tighter coils.
- D. Shorter telomeres are less likely to break.

听力材料

Every time the chromosome divides, every time one cell divides into two. Pieces of the ends of chromosome, the telomeres, get broken off, so after each division that telomeres get shorter and one of the things that may happen after a while is that pieces of the genes themselves get broken off the chromosomes. So the chromosome is now losing important genetic information and is no longer functional. But as long as the telomeres are a certain length, they keep this from happening. So it seems that, by looking at the length of the telomeres on specific chromosomes we can actually predict pretty much how long certain cells can successfully go on dividing.

Q3. What does the woman imply about the people who work in the payroll office?

- A. They did not realize that they had a problem.
- B. They are rather disorganized.
- C. They had tried to contact the man several times.
- D. They prefer to process checks manually.

听力材料

M: OH. But why didn' t anyone let me know?

W: I don' t know how they work over there. Because they couldn' t figure out whose information was missing. And this isn' t the first time; seems like something like this happens every semester.

M: So how do I find out if my information was lost?

W: I' ll contact them tomorrow morning to see if you' re in the system. But you' re probably not.