

DETAIL QUESTIONS

细节题

1. 细节题定义:

Detail questions require you to understand and remember details or facts from a lecture or conversation. These details are typically related, directly or indirectly, to the gist of the text, by providing examples, or other support.

2. 细节题示例: (频率: 太高)

- What does the professor say about X?
- What point does the professor make when he mentions XX?
- What resulted from the invention of the X?
- According to the professor, what is one way that X can affect Y?
- According to the professor, what is the main problem with the X theory?
- According to the lecture, what is one possible reason that XXX?

Student: Really?! I can't believe I didn't know that. It still sounds like it's going to take a while though, you know, going through all of that information, all of those sources.

Librarian: Maybe, but you already narrowed your search down to articles on Dream Interpretation, so it shouldn't be too bad. And you probably notice that there's an abstract or summary at the top of the first page of the article you copied. When you go into the databases and electronic sources, you have the option to display the abstracts on the computer screen, skimming those to decide whether or not you want to read the whole article should cut down some time.

Q3: What does the librarian suggest the student should do to save time?

- A. Choose an easier research topic
- B. Concentrate on five journals
- C. Read the summaries of the articles first
- D. Install a new program on her home computer

3. 如何选择细节题?

Refer to your notes as you answer. Remember, you will not be asked about minor points.

Your notes should contain the major details from the conversation or lecture.

细节题不会问特别细节的信息, 主要记录与文章主旨最为相关的细节信息: 分论点, 支持论点的例子。

如何选择细节题?

Do not choose an answer only because it contains some of the words that were used in the conversation or lecture. Incorrect responses will often contain words and phrases from the listening passage.

不要仅仅因为包含部分原文信息就轻易做选择, 不正确的选项经常包含部分原文。

如何选择细节题?

If you are unsure of the correct response, decide which one of the choices is most consistent with the main idea of the conversation or lecture.

当你对答案不明确时, 尽可能选择与文章主题最贴近的, 或者是最能为文章主题服务的(铺垫, 引导)

4. Conversation 出题点

(1) Problem 对话发起方的来意, 即他/她所遇到的问题是常见的出题点。

示例

Student: Hi, um..., I really hope you can help me.

Librarian: That's why I'm here. What can I do for you?

Student: I'm supposed to do a literature review for my psychology course, but I'm...
having a hard time finding articles. I don't even know where to start looking.

(2) Cause 问题的起因常成为出题点。

示例

Receptionist: Well, it does happen. Er... Let me check something. What's your name?

Student: Woodhouse, Laura Woodhouse.

Receptionist: OK, hmmm... Woodhouse, let me see... Ah, it says here we sent it to your
apartment on er... Center Street.

Student: Oh, that's my old apartment. I moved out of there a little while ago.

Receptionist: Well, and I suppose you haven't changed your mailing address at the
administration office. Well, that would explain it.

(3) Diagnosis 诊断问题起因的过程常成为出题点。

示例

Librarian: So you signed up for extended borrowing privileges?

Student: Yeah.

Librarian: But we are still asking you to bring the book back?

Student: Uh-huh.

(4) Reason to Refuse 在解决问题的过程中，否定某个解决方法的理由是常见出题点。

示例

Manager: You prepare food for the cooks. You know like cutting up vegetables for soup, or
cleaning greens for salads.

Student: Oh, that doesn't sound, I mean... Being a waiter, I get to see a lot of the professors,
like in a different light, we joke around a little you know. In the classroom, they
always have to be pretty formal, but...

(5) Reason to Convince 在解决问题的过程中，说服对方接受其提供的解决方法的理由是
常见的出题点。

示例

Professor: Well, uh, have you been to the tutoring center?

Student: No, not for geography anyway. Isn't that just for when you need help with writing,
like an essay or a research paper.

Professor: Oh, no. You can get tutoring in a lot of subjects. Some graduate students from this
department tutor there.

Student: That's good to know. But I hardly go there because I have a part-time job. I never
seem to be free when they are open.

Professor: Well, they will be extending their hours when final exams begin. You might try
then. But um... Well, since you are here now, can I help you with something?

(6) Example/Personal Experience 说话人举例或提及个人经历（例如：家乡、童年、家
庭、朋友、之前的学校等）常成为出题点。

示例

Student: Oh, it's great. I really like your business psychology class, but I have one major
concern about the last assignment, you know---the one where we have to interview a local
business owner, uh, I mean entrepreneur?

Professor: Are you having trouble coming up with interview questions?

Student: Well, that's just it. I mean, I worked on my high school newspaper for years, so I actually have great questions to ask. The thing is... I'm new to the area, and I don't know people off campus... So, I was wondering if... well, could you possibly give me the name of someone I could interview...?

- (7) Tone 语气 (Positive/Negative/Surprised) 说话人有**明显的语调** (体现出积极、消极或惊讶的态度) 的地方常成为出题点。

示例

Librarian: But you can. All of the library's databases and electronic sources can be accessed through any computer connected to the university network.

Student: Really?! I can't believe I didn't know that. It still sounds like it's going to take a while though, you know, going through all of that information, all of those sources.

- (8) Accepted Solution 对话中最终被采纳的解决方法是常见出题点

示例

Librarian: OK, actually, most of our materials are available electronically now. You can access psychology databases or electronic journals and articles through the library's computers, and if you want search by title with the word "dream" for example, just type it in and all the articles with "dream" in the title will come up on the screen.

Student: Cool, that's great! Too bad I cannot do this from home.

- (9) Suggestion/Help 建议和帮助 教授 (或工作人员) 提出的解决方法以外得**附加建议或主动提供的帮助** (多出现在**对话结尾**) 常成为出题点。

示例

Student: OK. I'll definitely apply then.

Professor: The sooner the better. It is due in a few weeks. Good luck! And I'll get that letter written up right away.

- (10) Repeated Info 重复信息.

原词重复: 较为常见, 反复听到的某个单词即可证明这里设置了考点。同义替换: 很不好识别。

示例

Administrator: Well welcome to Central University. But Chicago is such a great city. Why did you leave?

Student: Everyone asks that. It's my hometown. And it was sure convenient to go to a school nearby. But Northeast is still fairly small. And it doesn't have the program I'm interested in. I want to major in international studies. And the only program in the State is here.

Administrator: We do have a great program. Well how did you get interested in international studies?

- 1 problem:对话发起方的来意
- 2 cause:问题的起因
- 3 diagnosis:诊断问题起因的过程
- 4 reason to refuse:否定某个解决方法的理由
- 5 reason to convince:说服对方接受其提供的解决方法的理由
- 8 accepted solution:最终被采纳的解决方法
- 9 suggestion/ help:教授 (或工作人员) 提出的附加服务

6 examples/ personal experiences:举例或提及个人经历

7 tone:明显的语调（体现出积极、消极或惊讶的态度）

10 repeated info:啰嗦也算重复

5. Lecture 出题点

（1）强调原则

教授用语义表示强调的内容，可被认为是“主要的观点”，容易出现考点。常见信号有以下几种：

a.强烈情感: interesting/amazing/surprising/unbelievable/hard to imagine

b. “重要” : key/important/necessary/fundamental/crucial

c.祈使句: Just remember.../Don't forget.../Again.../Keep in mind that.../Bear in mind...

示例 1

Another interesting thing we've learned is that some humming birds, um, they no longer use a certain route. They travel by a different route to reach their destination.

示例 2

Now, test showed that there was a faster rate of forgetting among the youngest children, but most importantly, it showed that the development of recall did not depend on language development, and that was an important finding.

示例 3

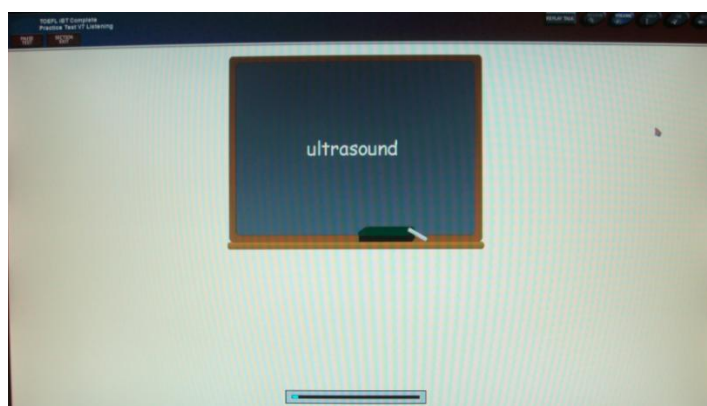
Remember, the obligatory scene gives the audience emotional pleasure. But the denouement 结局 offers the audience a logical conclusion. That's the subtle distinction we need to try very hard to keep in mind.

（2）术语原则

听 lecture 时，教授提及的新词或新概念称为“术语”

术语通常会被写在屏幕上，应首先看屏幕上的词并进行缩写，更重要的是：紧接下来会有关于这个术语的解释。

若在主旨段中出现核心术语，那么该术语的解释常对应该篇文章主旨题的正确选项。



示例 1

Well, what happens if the sunlight's spectrum is magnified? Maybe you all didn't do the reading. Well, here's what you'd see. I want you to notice that this spectrum is interrupted by dark lines called spectral lines.

If you really magnify the spectrum of the sunlight, you could identify more than 100,000 of them. They may look like kind of randomly placed, but they actually form many distinct patterns. And if you were looking at the spectrum of some other star, the colors would be the same. But the spectral lines would break it up at different places, making different patterns.

Each pattern stands for a distinct chemical element, and so different sets or patterns of spectral lines mean that the star has a different chemical composition.

示例 2

Okay. So what about fairy tales? Th... They also are found in most cultures, but how are they different from folktales? I guess the first question is: **what is a fairy tale?**

And don't anyone say "a story with a fairy in it" because we all know that very few fairy tales actually have those tiny magical creatures in them. But, what else can we say about them? Mary?

(3) 重复原则

教授“主要的观点”在听力文段中常以信息重复的方式出现，以下列出两种重复方式：

1) 原词重复（见示例 1）

较为简单的一种，大多数容易识别。通过反复听到的某个单词判断这里设置了考点。

2) 同义替换（见示例 2）

较难捕捉到。以下列出常用于引出同义替换式的重复的句型：

... you know,...

... I mean,...

... in other words,...

... That is to say ...

Let me put this/another way,...

That is ...

Let me make it clear/simpler...

这些词所连接的前后两部分用同义替换的方式传递了相同的信息，也属于一种语义上的重复。体现出正在陈述的是“主要观点”

示例 1

The band is labeled with a tracking number, oh, and there is a phone number on the band for people call for free, to report a banded bird they've found or recaptured. So when a banded bird is recaptured and reported, we learn about its migration route, its growth, and how long it has been alive, its lifespan. One recapture bird had been banded almost 12 years earlier-she is one of the oldest humming birds on record.

示例 2

Professor: Why do you think displacement activities are so often comfort behaviors, such as groom?

Student: Maybe because it's easy for them to do? I mean, grooming is like one of the most accessible things an animal can do. It's something they do all the time, and they have the stimulus right there on the outside of their bodies... Basically, they don't have to think very much about those behaviors.

(4) 转折原则

- 关于表示住在你这的关联词语（如 but, however, although 等），
- 通过对出题点所涉及的文本内容进行分析，常见相关信号有以下几种：

but/ yet/ however

Although/ though/ despite

示例

Right. That's ... That's actually a very good answer. Uh, of course, you might think there might not be many areas where the tree could spread into, er... Because... Um...well, it's

very specialized in terms of the habitat. But, that's not really the case here. Um... The suitable habitat, that is, the actual rainforest is much larger than the few hectares where the Nightcap Oak grows.

(5) 细节展开原则

如果一个信息点被给出来之后，其被加以展开，进行深入挖掘以更具具体化，这个信息则可能成为考点。某种意义上讲，这一条原则和重复原则类似。

示例

As you probably know, primary colors are, theoretically speaking, the basic colors from which all other colors can be made. (下面开始深入挖掘) But as you'll find out when you start working on your painting projects, the three primary colors-red, blue, yellow-don't always make the best secondary color. Combining red and blue, you will probably never get a fantastic violet. To get a nice violet, you'll have to add white. Combining yellow and blue, you will almost never get a satisfactory green. You are better off using a pure green.

(6) 举例原则

关于举例的考查方式，更多以提问举例的意图，即以功能题的方式出现。

因此，在听力材料中如果听到教授举例，则应该更多关注例子所对应的观点而非例子本身。

示例 1

What's interesting is that studies have been done that suggests the animal's environment may play a part in determining what kind of behavior it displays. For example, there's a bird, the "wood thrush", anyway, when the "wood thrush" is in an attack-escape conflict, that is, it's caught between the two urges to escape from or to attack an enemy, if it's sitting on a horizontal branch, it'll wipe its beak on its perch. If it's sitting on a vertical branch, it'll groom its breast feathers. The immediate environment of the bird, its immediate, um, its relationship to its immediate environment seems to play a part in which behavior will display.

(7) 问答原则

在讲座中，教授可能会与学生互动，也可能会提出问题然后自己来回答。这些与问答相关的内容很容易出现考点。最多时候，一篇文章的六道题与问答相关的占了四道。

学生提问

教授回答的首句、之后的重复、举例

自问自答，回答的首句、之后的重复、举例会成为考点。

学生的回答和之后教授的评价会成为考点。

教授的评价的可能性如下：

- ① 正确
- ② 错误
- ③ 正确，但更重要的是……
- ④ 正确，这是其中一部分

示例 1：正确

Professor: So, what's a folktale? How would you characterize it? Jeff?

Jeff: Well, they are old stories, traditional stories. They were passed down orally within cultures from generation to generation, so they changed a lot over time. I mean, every storyteller, or, maybe every town, might have had a slight different version of the same

folktale.

Professor: That's right. There's local difference. And that's why we say folktales are communal. By communal (重复, 问答的终极目的---把论述引向深入), we mean they reflect the traits and the concerns of a particular at a particular time. So essentially the same tale could be told in different communities, with certain aspects of the tale adapted to fit the specific community. Um, not the plot, the details of what happens in the story would remain constant. That was the thread that held the tale together. But all the other elements, like the location or characters, might be modified for each audience.

示例 2: 错误

Professor: Yeah. And for better or for worse, we chose to go down that path as a society. When you consider economic factors, it's easy to see why. But then in the 1970s, there was an interest in solar energy again. Why do you think that happened?

Student B: Because oil and natural gas were... Err... Became scarce?

Professor: Well, not exactly. The amount of oil and natural gas in the earth was still plentiful, but there were other reasons. It's a political thing really and I'm gonna get into that now. So what happened in the 1970s was oil and natural gas became very expensive very quickly, and that spurred people to start looking into alternative forms of energy, solar energy probably being the most popular. But then in the 80s, this trend reversed itself when the price of oil and natural gas went down.

示例 3: 正确, 但是更重要的是……

Professor: And that creates wetlands. OK, tell me more.

Student: Well with wetlands, it's like there is more standing water, more still water around, and that water is a lot cleaner than swiftly flowing water, because the dirt and settlement and stuff has the chance to sink to the bottom.

Professor: More important for our discussion, wetland areas support a lot more variety of life than swiftly flowing water. For example, there are more varieties of fish or insects, lots of frog species, and then species that rely on those species start to live near the wetlands too.

示例 4: 正确, 这是其中一部分

Professor: No, it's not. It's the next part of the experiment that was surprising. When the difficulty really increased, when the screen filled up with letters, people got better at spotting the Xs and Ns. Why do you think that happened?

John: Well, maybe when we are really concentrating, we just don't perceive irrelevant information. Maybe we just don't take it in, you know?

Professor: Yes, and that's one of the hypotheses that was proposed, that (之后是解释) the brain simply doesn't admit the unimportant information. The second hypothesis is that, (开始补充) yes, we do perceive everything, but the brain categorizes the information, and whatever is not relevant to what we are concentrating on gets treated as low priority.

(8) 态度原则

在讲座中, 教授除了陈述事实外, 有时会给出自己的看法。这时候会有题目问及教授对所陈述事实的确定性, 例如: 问教授认为材料中陈述的事实是被广为接受的还是仍有争议的。这一类信息多在讲座结尾给出, 并且从态度的类别上可分为以下三类: 积极、消极和中立。

常用来表示积极的词或句型:

useful/efficient/conclusive/valid/...

I think there is a reason to believe...

常用来表示消极的词或句型:

costly/serious problem/questionable/unsuccessful/...

Be careful.

I really do hope we can find a way to deal with this issue.

常用来表示中立的词或句型

Only time will tell.

Stay tuned.

Who knows?

Is there anyway we can answer the question definitively? I guess the answer is no.

It's only logical to hypothesize that...

There has been no evidence found yet that...

But we're only guessing when we say...

But there is a lot we can't really know...

We don't know why...

That's the kind of thing we can only guess based on clues...

We have no sure access to...

示例 1: 积极

Well, we don't know. According to observations of young Sun like stars, our Sun may have lost as much as six percent of its initial mass 质量, which doesn't quite make it. On the other hand, this estimate is based on a small sample. And the bright-young-Sun solution is appealing. We simply need more data to determine the mass loss rate of stars. So there's reason to believe that we will get an answer to that piece of the puzzle one day.

示例 2: 消极

Well, we have all kinds of pre-conceived ideas about how artistic styles develop. For example, a lot of people think the presence of details demonstrates that the work was done by a more sophisticated artist, while a lack of detail suggests a primitive style. But trends in art in the last century or so certainly challenge that idea. Don't get me wrong though, analyzing the styles of prehistoric art can help dating them. But we need to be careful with the idea that artistic development occurs in a straight line, from simple to complex representations.

示例 3: 中立

Student A: Does that mean that solar energy can only be used on a small scale, like heating a home?

Professor: Well actually, there have been some attempts to build solar energy power plants. The world's largest solar plant is located in Cremer Junction California. It can generate 194 megawatts of electric power, but that's just a drop in the bucket. Right now the utility companies are interested in increasing the capacity of Cremer Junction Plant, but only time will tell if it will ever develop into a major source of power for that region, considering the economic and political factors involved.

(9) 过去-现在原则

这一原则术语普遍性的语言规律, 是“以前……”暗示了“现在”发生了变化。如果一个人说“我以前英语特别差”, 我们马上就会意识到听到的弦外之音是“现在肯定发生变化了”。此种用法跟 Although 用法很像。

Once,...

The traditional view was...

For a long time,...

Until just recently,...

该原则的出题点与转折原则（详见原则4）的不同在于，这里的“以前”和“现在”都可能成为考点!!!

示例

For a long time, we assumed（很长一段时期我们都假设……） that all whales that had teeth including sperm whales and killer whales were closely related to one another. And the same for the toothless whales, like the blue whale and other baleen whales, we assumed that they be closely related. But recent DNA studies suggest（但是最近的研究显示……） that that's not the case at all. The sperm whale is actually related to the baleen whale, and it's only distantly related to the toothed-whales. So that was a real surprise to all of us.

（10）数字、地点、人名原则

托福听力中不会具体考查人名是什么、地点在哪里、时间具体到什么时候等无关紧要的小细节。

时间、地点、人名往往在直线型结构的文章中起到定位作用，主要用来把我文章脉络和划分段落。也就是说，提到时间，主要记录该时间发生的事件；提到人，主要关注他的成就和影响，

做笔记时，需要记下大致的事件、人名发音或地点的大致拼写，以便定位。

强调：interesting, important, 祈使句

术语：小黑板

重复：you know, I mean, in other words

转折：but, yet, however, although, though, despite

细节展开：往往基于一个常识

举例：for example, for instance

问答：正确，错误，正确但更重要的是，正确但只是一部分

态度：积极、消极、中立

过去-现在：Once, The traditional view was, For a long time, Until just recently

6.~题型练习~

Q2. According to the lecture, what do birds usually do when putting on a distraction display?

Click on 2 answers

- A. They imitate another kind of animal.
- B. They fly in circles around their nest
- C. They cover their nest with their wings
- D. They pretend they are sick or injured.

听力材料

Most of the time when birds are engaging in distraction displays, they are going to pretend that either they have an injury, or that they are ill, or that they are exhausted, you know something that will make the predator think, En, here's an easy meal. And one pretty common distraction displays was called the broken wing display and en, in the broken wing display, the bird brazes and drags its wing or its tail, and while it does that, it slowly move away from the nest so, it really looks like a bird with a broken wing. And this broken wing display can be pretty convincing.

Another version of this kind of distraction displays is where the bird creates the impression of a mouse or some small animal that's running along the ground. A good example of that kind of display is created by a bird called the purple sandpiper. Now what the purple sandpiper does is when the predator approaches, it drags its wings, but not to give the impression that the wing is broken, but to create the illusion that it has a second pair of legs. And then it raises its feather, so it looks like it's got a code of fur. And then it runs along the ground, moving left and right, you know like it is running around little rocks and sticks. As it is going along, it makes this squeezing noisy, so from a distance, it really looks and sounds like a little animal running along the ground, trying to get away. Again, to the predator, it looks like an easy meal.

Q3. According to the lecture, when do birds put on their most conspicuous distraction displays?

- A. Just before they lay their eggs
- B. Immediately after they have laid their eggs
- C. Just before their young become independent.
- D. Immediately after young have left the nest

听力材料

Now what's interesting is that birds have different level of performances of distraction displays. They don't give their top performance, their prime time performance every time. What they do is they save their best performances, their most conspicuous and most risky displays for the time just before the baby birds become able to take care of themselves, and they time it that way because that's when they make the greatest investment parenting their young. So they are not going to put on their best performances just after they lay their eggs because they haven't invested that much time or energy in parenting yet. The top performances are gonna come later. Now you have some birds that are quite mature, are quite capable, almost as soon as they hatch, and in that case, the parents will put on their most conspicuous displays just before the babies' hatch, because once the babies are hatched, they can pretty much take care of themselves. And then you have other birds that are helpless when they hatch, in that case, the parents will save their best performances until just before the babies get their feathers.

Q3. What does the professor say about the DNA in a telomere?

- A. It causes a cell to begin dividing
- B. It separates one gene from another
- C. It is genetically meaningless.
- D. It has no function

听力材料

But if you took away all the DNA that codes for genes, you still have maybe 70 percent of DNA left over, that's the so-called junk DNA. Though the word junk is used sort of tongue in cheek. The assumption is, that even if this DNA, doesn't make up any of the genes, it must serve some other purpose. Anyway, if we examine the ends of the coils of DNA, we'll find a sequence of DNA at each end of every human chromosome, called a telomere. Now, a telomere is a highly repetitious and generically meaningless sequence of DNA. What

we were calling junk DNA. But it does have an important purpose. It sorts like the plastic tip on each end of a shoelace. It may not help you to tie your shoe, but that little plastic tip keeps the rest of the shoelace, the shoe string from unraveling into weak and useless threads. Well, the telomeres at the ends of chromosomes seem to do about the same thing, protect the genes, the genetically functional parts of the chromosome from being damaged.

Q2. According to the professor, what might be two results of NOT having a good advertising plan?

Click on 2 answers

- A. Delays in the introduction of new products
- B. The loss of customers.
- C. Too much attention focused on one product
- D. The unnecessary spending of money.

听力材料

To succeed, you' ve gonna develop a systematic approach, if you don' t come up with a system, a plan, you risk making decisions that waste money, or even drive away potential customers. But what does a systematic advertising plan look like? Well, it covers what we call the "4Ms" : The 4Ms, Market, Media, Money, Message, all are important areas to focus on when creating your advertising plan. We will look at them one by one.