

托福强化听力

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James and others said that this is an idea leading to a motor action, and that's why it's called "ideomotor action"—an idea leads to motor activity.

If you wish to impress your friends and relatives, you can change this simple process into a magic trick. Ask people to do something such as I've just described: think of something on their left; think of something on their right. You get them to think about two things on either side with their eyes closed, and you watch their eyes very carefully.

And if you do that, you'll discover that you can see rather clearly the eye movement—that is, you can see the movement of the eyeballs. Now, then you say, think of either one and I'll tell which you're thinking of.

OK. Well, **Watson** makes the assumption that muscular activity is equivalent to thinking.

But given everything we've been talking about here, one has to ask: are there alternatives to this motor theory—this claim that muscular activities are equivalent to thinking? .

Is there anything else that might account for this change in muscular activity, other than saying that it is thinking?
And the answer is clearly yes. Is there any way to answer the question definitively? I think the answer is no

W: behavior can be seen

behavior = thinking

larygeal=voice box=thinking

e.g. 解题时,喉咙动

聋人?

聋人: 手动=正常人: 喉咙动

J: Id: 没感觉

e.g. 眼球活动

e.g.图书馆位置

魔术: 想象左右两边位置时, 眼球会移动



动作=thinking



替代理论? 有
真能替代? 不

练习 OG p258



1. Why does the student go to see the professor?

A To prepare for her graduate school interview

B To get advice about her graduate school application

C To give the professor her graduate school application

D To find out if she was accepted into graduate school

2. According to the professor, what information should the student include in her statement of purpose?

Choose 2 answers.

Her academic motivation

Her background in medicine

Some personal information

The ways her teachers have influenced her

3. What does the professor consider unusual about the student's background?

A Her work experience

B Her creative writing experience

C Her athletic achievements

D Her music training

4. Why does the professor tell a story about his friend who went to medical school?

A To warn the student about how difficult graduate school can be

B To illustrate a point he is making

C To help the student relax

D To change the subject

5. What does the professor imply about the people who admit students to graduate school?
- A They often lack expertise in the fields of the applicants.
 - B They do not usually read the statement of purpose.
 - C They are influenced by the appearance of an application.
 - D They remember most of the applications they receive.

Professor

Hey, Ellen. How are you doing?

Student

Oh, pretty good, thanks. How are you?

Professor

OK.

Student

Did you, um, have a chance to look at my grad school application . . . **you know**, the statement of purpose I wrote.

Professor

Well, yeah. In fact, here it is. I just read it.

Student

Oh, great! What did you think?

Professor

Basically, it's good. What you might **actually** do is take some of these different points here, and **actually** break them out into separate paragraphs.

So, um, **one**:your purpose for applying for graduate study; uh, **why** do you want to go to graduate school, and an area of specialty; **and**, uh, why you want to do the area you're specifying; um, **and what** you want to do with your degree once you get it.

Student

OK.

Professor

So those are . . . they're pretty clear on those **four** points they want.

Student

Right.

Professor

So, you might just **break them** out into uh . . . you know, separate paragraphs and expand on each point some.

But really what's critical with these is that, um,
you've gotta let yourself come through. See, you
gotta let them see you in these statements.

Expand some more on what's happened in your own life and what shows your . . . your **motivation** and interest in this area—in geology. Let 'em see what really, what . . . what captures your imagination about this field.

Student

OK. **So** make it a little more . . . personal? That's OK?

Professor

That's fine. They look for that stuff. You don't wanna go overboard . . .

Student

Right.

Professor

. . . **but it's critical** that . . . that somebody sees what your passion is—your **personal motivation** for doing this.

Student

OK.

Professor

And that's gotta come out in here. Um, and let's see, uh, you might **also** give a little,

uh—**since** this is your only chance to do it, you might give a little more explanation about your unique undergraduate background.

So, you know, how you went through,
you know, the music program; what you got from that;
why you decided to change. I mean, it's kind of
unusual to go from music to geology, right?

Student

Yeah. I was . . . I was afraid that, you know, maybe the personal type stuff wouldn't be what they wanted but . . .

Professor

No, **in fact** it's . . . um, give an **example**: I . . . I had a friend, when I was an undergrad, um, went to medical school.

And he put on his med school application—and he could actually tell if somebody actually read it ‘cause, um, he had asthma and the reason that he wanted to go to med school was he said he wanted to do sports medicine **because** he, you know, he had this real interest.

He was an athlete too, and . . . and
wanted to help athletes who had this physical problem.

And he could always tell if somebody actually read his
letter because they would always ask him about that.

Student

. . . Mmm . . . so something unique.

Professor

Yeah. So see, you know, that's what's good and and I think for you probably, you know, your music background's the **most unique** thing that you've got in your record.

Student

Right.

Professor

. . . Mmm . . . so you see, you gotta make yourself stand out from a coupla hundred applications. Does that help any?

Student

Yeah, it does. It gives me some good ideas.

Professor

And . . . what you might **also** do too is, you know, uh,
you might get a friend to proof it or something at some
point.

Student

Oh, sure . . . sure.

Professor

Also, think about presentation—how the application looks. In a way you're **actually** showing some other skills here, like organization. A lot of stuff that's . . . that they're not . . . they're not formally asking for, they're looking at. .

So your presentation format, your grammar, all that stuff, they're looking at in your materials at the same time.

Student

Right. OK

To 申请研究生

- 分段说：目的，原因，兴趣，计划
- 动机*2
- 独特背景 e.g. 医学同学
音乐背景
- 校对
- 外观：组织，语法，格式

对话常见提问

1. 主旨题
2. 细节题
3. 重听题
4. 态度题
5. 尾巴题

对话展开规律

1. 提出问题（寻求帮助）
2. 分析原因
3. 给出对策
4. 2种情况
 - 1) 对策可行--新的问题
 - 2) 对策不可行--补救措施
5. 付诸行动

谢谢

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