



**KMF考满分**

留学考生的在线课堂

ViS 托福全程班

# TOEFL 听力讲义

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# 考满分

## 要对你说的话

考满分认为：教不好学生就是抢钱偷钱；只有成就同学们的高分提分，才能成就考满分。

考满分每年有百万注册用户，每年记录同学们上亿条做题记录，我们能准确地通过这些数据判断哪些题是同学们最常出错的题，这使得我们的主讲老师们备课的素材是有针对性的，课程内容是有效且高效的。

在考满分学习，不会是同样的关卡一遍又一遍打，我们会通过科技赋能教学过程，让你的备考高能高效，通过阶段性目标让同学们有成就感，之后通过多个阶段性目标最终实现高分提分，同时养成良好的学习习惯，成为更优秀的自己。

KMF 考满分教学部

# 丁叔

## 要对你说的话

关于托福考试有这样一句名言-----得听力者得托福。

听力对于托福而言的确重要。可是对于这样一项重要的英语能力，我们至今仍然不知道怎样提升，在走过很多弯路，浪费了很多时间之后，无可奈何地说：听力太难了。

在即将开始的 14 天课程中，我们会从基础、结构、考点、笔记、题型等多个方面系统地学习托福听力考试。希望同学们可以不打折扣地完成课程任务，充实地渡过 14 天的时间。

另一方面，我也希望每一名同学都认真审视自己过去的学习方法，听力固然不易，但更难的是我们不肯改变思维方式、行为方式，还有对于错误方法的惯性依赖。希望在课程结束的时候，每个人都能成为一名 effective learner。

最后祝同学们在考满分的日子，学业进步！



## 一、 Day1-导学课

### 一、 考试概况

#### 1. 考试基本情况

- a) 文章配置：2 个 Section，每个 section 中包含 1 篇 Conversation 和 2 篇 Lecture
- b) 听力加试：加试\_\_\_\_\_，但并不知道哪个 Section 是加试。所以无论有几个 Section，都要好好答！

#### 2. 考场注意事项

- a) 答题时间：平均每个题\_\_\_\_\_s，单个题目不要超过\_\_\_\_\_s。Conversation 不要超过\_\_\_\_\_分钟，Lecture 不要超过\_\_\_\_\_分钟。
- b) 考场操作：做完题目，需要点击 Next，再点击 OK，才可以进入下一题，且题目无法回看。
- c) 特别注意：\_\_\_\_\_结束一个 Section 的考试，不要等时间耗尽，系统自动跳转。

## 二、 课程介绍



### 3. “听” 的正确习惯

不可以因为单个的词 or 句子听不懂，就\_\_\_\_\_！！！！

### 4. “记” 的正确习惯

- a) “\_\_\_\_\_” 比 “\_\_\_\_\_” 重要。
- b) 如果听不懂，可以选择\_\_\_\_\_记，甚至\_\_\_\_\_。
- c) 不知道记什么的时候，可以选择\_\_\_\_\_。

### 5. “答题” 的正确习惯

一定要把题干和选项的每一个字都读清楚，再做题。

## 三、 基础提升

### 1. 单词问题的诊断

看着不认识的单词

### 2. 辨音问题的诊断

a) A 和 B 都认识, 但把 A 听成 B。

b) A+B 听成 C。

### 3. 长难句问题的诊断

\_\_\_\_\_和\_\_\_\_\_都没问题, 单纯由于句子长, 听不懂

### 4. 速度问题的诊断

a) \_\_\_\_\_听不懂, \_\_\_\_\_能听懂。

b) \_\_\_\_\_听不懂, \_\_\_\_\_能听懂。

## 二、Day2-分步精研法 Part1

### (一) 解决单词问题

#### 1. 背单词的基本原则：大量+重复

- a) 大量：每天不少于\_\_\_\_\_个
- b) 重复：早、中、晚各一遍
- c) 每周至少将本周单词复习一遍

#### 2. 背单词的步骤

- a) 认识的单词划掉
- b) 不认识的单词：\_\_\_\_\_、看拼写、看音标、看中文
- c) 所有单词连续听，反应中文，至能够反应出 90%

#### 3. 简单粗暴版背单词方法

- a) 背诵方法相同。
- b) 每日早、中、晚各一次。
- c) 每次复习（背）之前，将背过的所有单词复习一遍。
- d) 如果某个 list 单词 90%记住，则不再复习。

### (二) 解决辨音问题

#### 1. 跟读的步骤

- a) 播放原文，\_\_\_\_\_
- b) \_\_\_\_\_，模仿原文发音

- c) 如此反复，模仿到像为止（上限为 5 遍）
- d) 一个句子中辨音有问题的地方要格外注意模仿

### **(三) 解决长难句问题**

#### **1. 复述的步骤**

- a) 听，复述，再听，再复述
- b) 上限为 5 遍
- c) 先复述\_\_\_\_\_：主、谓、宾
- d) 后复述\_\_\_\_\_：定、状、补

### **(四) 解决速度问题**

#### **1. 重听的方法**

在一篇文章单句已经听懂的情况下，反复重听/加倍重听

## **三、Day2-语音现象**

### **(一) 常见的语音现象**

#### **1. 浊化**

- 2. 连读
- 3. 失爆
- 4. 弱读

### **(二) 语音现象的应对**

#### **1. 跟读**

**2. 根据语境推测**

- e) 根据前后文理解句子整体意思
- f) 直接略过

## 四、Day3-笔记基础

### (一) 笔记的原则

#### 1. 可以不做笔记的人群

- a) 听记严重不兼容
- b) 写字非常慢 or 非常工整
- c) 基础非常差—12 分以下
- d) 基础非常好—25 分以上

#### 2. 笔记的原则

- a) 记什么 what
- b) 怎么记 how

### (二) 笔记的规律

#### 1. 首字母缩写

适用场景：专业词汇，词组

例：

#### 2. 首几个字母缩写

适用场景：常见单词，长单词

例：

#### 3. 主要辅音字母缩写

适用场景：没听懂的单词

例：

#### 4. 中文和图像

适用场景：中文或图像是第一反应

中文和图像只是权益，切勿形成依赖

例：

### (三) 笔记的规则---逻辑符号

逻辑	符号	逻辑	符号
问答	?	因果	→
并列	{	转折	↳
例子	eg.	对比	vs
强调or 语调	☆	类比	=
负向	X	比较	< >



## 五、Day4-文章主旨

### (一) 主旨考点

#### 1. 信号词

- a) 话题引入的方式：问答、talk about、介绍。
- b) 核心名词的特征：出现在黑板上、比较学术、最重要的是后面跟解释。
- c) 主旨出现的位置：从核心名词到开始细节。
- d) 主旨出现的时间：大多在 1 分 30 秒以内。
- e) 主旨句的判定：始终思考这篇文章要讲什么，并且用后文验证猜想。

#### 2. 考点笔记

- a) 看黑板：争取认识核心名词。
- b) 记缩写：长单词切忌写全拼。
- c) 听解释：解释但凡听懂，无需记。

### (二) 主旨题型

#### 1. 主旨题的解法

- a) 内容主旨：篇幅优先。
- b) 目的主旨：位置优先。

#### 例题一：Official22 Set2 States Formation

**Professor:** One of the big questions when we look at prehistory is: Why did the earliest states form? Well, to begin we'd better define exactly what we mean when we talk about states. Uh, the human groups that are the smallest and have the least social and political complexity we call "bands." The groups that are the

largest and most socially and politically complex we call “states.” So the level of complexity here refers to the organization of people into large, diverse groups and densely populated communities... and there are four levels in total: bands, tribes, chiefdoms, and states.

But-but back to my original question. Why did early states form? Why not just continue to live in small groups? Why become more complex?

One theory, called the “environmental approach”, hypothesizes that the main force behind state formation...

### **Q1 What does the professor mainly discuss?**

- Sudden population increases in early states
- Possible reasons for the formation of early states
- Consequences of agricultural land shortages in ancient Egypt
- Common political problems of chiefdoms

## **笔记**

### **例题二 : Official29 Set2**

**Professor:** So far we’ve covered biodiversity in the hardwood forests here in the Upper Peninsula of Michigan from a number of angles. We’ve looked at everything from how biodiversity relates to species stability, to competition for forest resources, and more. But now I want to discuss what’s called pedodiversity. Pedodiversity is basically soil diversity. When we analyze pedodiversity within an area, we’re measuring how much variability there is in soil properties- and how many different types of soil there are in a particular area. So, we look at soil chemistry- for example, how much nitrogen or magnesium there is in the soil in one spot- and we compare it with the chemistry of the soil a short distance away.

Until recently there hasn't been a whole lot of attention paid to pedodiversity. But that's changing rapidly. More and more studies are being done in this field. There's a link between biodiversity and pedodiversity... an obvious relationship between soils and flora and fauna. Which is why pedodiversity really should be considered in forest management. A high degree of soil variability in a small area is common, particularly within forests. If you compare soils from a forest with soils that don't come from a forest, the amount of variability will most likely be greater in the forest soil. It generally has more diversity.

Um, OK, there are three main causes of pedodiversity within old-growth forests here in our region of Michigan.

One is tree species. ....

Another cause? Gaps created when trees fall. ....

OK, and the third cause: trees being uprooted. ....

There are forest-management implications I want to point out.

### **Q1 What does the professor mainly discuss?**

- Causes of soil diversity in old-growth forests
- The results of a recent research study in a Michigan forest
- The impact of pedodiversity on forest growth
- How forest management affects soil diversity

## **笔记**

### **例题三 : Official21 Set2**

**Professor:** Ok, we've been talking about how throughout history, it was often difficult for people to give up ideas, which had long been taken for granted as scientific "truths," even if those ideas were false.

In astronomy, for example, the distinction between the solar system and the universe wasn't clear until modern times.

**Q1 What is the purpose of the lecture?**

- To explain how the heliocentric theory of the universe developed
- To give an example of the persistence of traditional theories
- To show that scientific knowledge is rarely influenced by philosophy
- To compare methods in observational and theoretical astronomy

**Q2 Why did the ancient Greeks hold the geocentric view of the universe?**

**Click on 2 answers**

- The Sun appeared to them to revolve around Earth.
- They had not developed methods of gathering accurate data on the movement of planets.
- Their religious and philosophical beliefs supported this view.
- Some of the planets in the solar system had not been discovered yet.

**Q3 Why does the professor point out that Greek astronomers tried to explain new astronomical discoveries within the geocentric concept?**

- To explain why early astronomers found new discoveries exciting
- To explain why some claims made by ancient Greek astronomers conflicted with claims made by earlier astronomers
- To illustrate that the geocentric concept was open to many interpretations
- To illustrate that the geocentric concept itself was not considered questionable

**Q4 Why does the professor discuss the epicycle theory?**

- To explain why early astronomers started measuring the velocity of the planets
- To explain why the astronomer Aristarchus rejected the geocentric model

- To show how early astronomers explained the apparent backward motion of some planets
- To show that early astronomers believed that all planets moved in their own orbits around the Sun

**Q5 In the professor's view, what might have caused Aristarchus to propose the heliocentric theory?**

- The discovery that Earth was much smaller than the Sun
- The lack of proof supporting the theory of epicycles
- The influence of well-known philosophers
- The apparent stability of Earth

**例题四 : Official19 Set5**

**Professor:** All right, let's continue our discussion of portrait artists and portraiture. Who remembers any of the important points we made last time? Sandra?

**Sandra:** Well, artists have done portraits of people for centuries, of famous people and regular people, and most portraits convey the artists' personal vision, like their feelings and insights about a person.

**Professor:** Great, that's a crucial point, and I'd like to explore that a little today. A great example of that, that vision in portraiture, is Cecilia Beaux.

**Q1 What was the purpose of the discussion?**

- To compare the portrayal of different subjects in Cecilia Beaux's portraits
- To examine the influence of women artists in the nineteenth century
- To explain how The Dreamer differ from Impressionist art
- To demonstrate how Cecilia Beaux's point of view is reflected in her art

**笔记**

## 六、Day5-问答考点

### (一) 问答形式

#### 1. 自问自答

#### 2. 互动问答

##### a) 老师问，学生答

注意老师对学生回答的态度，肯定/否定

##### b) 学生问，老师答

老师的回答即是答案

### (二) 问答作用

引出新话题：结构性考点---分层

### (三) 笔记

#### 1. 考点笔记：

#### 2. 分层笔记

### 例题一：Official24 Set3

**Professor:** As we've been studying, ballet, classical ballet, is based on formalized movements: specific positioning of the arms, of the feet, and the body. So, now let's move on to modern dance, also known as "theatrical dance." Modern dance

evolved in the late nineteenth-early twentieth century, and in most cases, audiences were very receptive to this radical new type of performing art.

**Student:** Um, what made modern dance so radical?

**Professor:** Well, for example, I think the best analogy to modern dance is modern art or modern music. Compared to their classical predecessors, these newer art forms are freer, more experimental, more improvisational. Modern dance seeks to show how deep emotions...and the music itself...

## 笔记

### Q2 Why does the professor mention modern art and modern music?

- To illustrate how different art forms can interact with one another
- To identify some characteristics shared by all forms of artistic expression
- To explain that modern dance also broke with traditions
- To compare the attitudes of European and American critics to modern dance

### 例题二 : Official24 Set3

**Professor:** In 1904, she opened a school of modern dance in Berlin. And the next year, she performed in Russia. But...the Russian critics were not very kind. Some said Duncan's art form was closer to pantomime than to dance. But, her style was a clear rebellion against ballet, and ballet is extremely important in Russia. A question, Julie?

**Student:** Yeah, what did Duncan have against ballet? I mean, she studied it as a child ...

**Professor:** As a youngster, she may have found it too restrictive, uh, not creative enough. I think that feeling is exemplified by something that happened ...early in her career... in Russia. Duncan attended a ballet, and the lead dancer was the renowned Russian ballerina Anna Pavlova.

## 笔记

### Q4 Why does the professor mention that Duncan watched Anna Pavlova practice?

- To help explain how Duncan's opinion of ballet was formed
- To show how modern dance began to spread throughout the world
- To reinforce the importance of dancers working together
- To help explain why Duncan decided to become a professional dancer

### 例题三 : Official33 Set6

**Professor:** That's right. As we've said before, the main point of the Renaissance was to revive the genius of the ancient Greeks and Romans, which is why designers of Renaissance gardens designed them as the ancient Romans would have designed them, or at least as they imagined the ancient Romans would have designed them.

**Rebecca:** How did they know what ancient Roman gardens look like?

**Professor:** Well, they didn't have any pictures. But they did have some very detailed descriptions of ancient Roman villas and their gardens that had been written by famous Roman authors who lived during the height of the Roman



Empire. And at least three of those authors, one was a scholar, one was a poet, and one was lawyer, were very authoritative, very reliable sources.

## 笔记

**Q2 The professor mentions three authors from ancient Rome. What point does the professor make about the three authors?**

- They provided credible descriptions of ancient Roman gardens.
- They probably exaggerated the beauty of ancient Roman gardens.
- They probably never owned gardens themselves.
- They invented gardening practices that are still used in Italy today.

## 七、Day5-转折考点

### (一) 信号词

but, however, yet

### (二) 考点笔记

### (三) 特别注意

1. 转折考点与其他考点搭配出现，会考。
2. 转折考点单独出现，一般不考，听懂即可。

### (四) 特别注意

1. 因果考点与其他考点搭配出现，会考。
2. 因果考点单独出现，一般不考，听懂即可。

### 例题一：Official21 Set2

**Professor:** Ok, we've been talking about how throughout history, it was often difficult for people to give up ideas which had long been taken for granted as scientific "truths," even if those ideas were false. In astronomy, for example the distinction between the solar system and the universe wasn't clear until modern times. The ancient Greeks believed that what we call the solar system was in fact the entire universe... and that the universe was geocentric. Geocentric" means Earth centered, so the geocentric view holds that the Sun, the planets, and the stars all revolve around the Earth, which is stationary. Of course, we now know that the planets, including Earth, revolve around the Sun, and that the solar system is only a tiny part of the universe.

Now what's especially interesting is that when astronomical observations were made that seemed to be inconsistent with the geocentric view, the ancient Greeks did not really consider alternate theories. It was so intuitive, so sensible that the Earth was the center of the universe that astronomers found ways to explain those seemingly inconsistent phenomena within the geocentric view. For example, Greek astronomers made excellent, very accurate observations of the movements of the planets. But the observations revealed a bit of a problem. The geocentric theory said that the planets would move around Earth in one direction. However, astronomers noticed that at times, several planets seemed to stop moving in one direction and start moving backward in their orbits around Earth. around the Earth.

## 例题二 : Official29 Set3

**Student:** But I think I've seen photos of rectangular concert halls.

**Professor:** Right. Older concert halls from the 1800s are generally rectangular. But they all have a lot of decorations on the walls inside, lots of ornamental plasterwork like statues, which distribute sound very efficiently, reflecting it in all different directions. And that brings me to another variable we need to consider. The acoustic characteristics of the building materials as well as the wall and floor coverings.

## 笔记

**Q5 According to the professor, what purpose do wall decorations in older concert halls serve?**

- They make sound in the hall reverberate longer.
- They distribute the sound more evenly in the hall.

- They make large halls look smaller and more intimate.
- They disguise structural changes made to improve sound quality.

### 例题三 : Official22 Set2

**Professor:** At the least-complex end of the spectrum, the few families living in bands are able to meet their own basic needs. They usually hunt, gather, and forage whatever foods are available to them, instead of domesticating animals and planting crops. In order to efficiently take advantage of the wild foods available, bands are often nomadic, and move around following herds of animals. This strategy is feasible when you have a small population. But when you have a large population, well, the whole population can't just get up and move to follow a wild herd of animals. So you need sophisticated technologies to produce enough food for everyone. And there is an increased need to resolve social problems that arise as people begin to compete for resources. To manage intensified food production-to collect, store, and distribute food-you need centralized decision making...centralized decision makers.

#### Q2 What does the professor say is a characteristic feature of states?

- States often damage the environment of the area they occupy.
- States engage in trade to obtain necessary goods for their population.
- States often undergo sudden changes in population.
- States manage food production for the entire population.

## 八、Day6-例子考点

### (一) 例子的考法

1. 不考内容：不考例子的具体内容
2. 考观点：考例子怎样支持观点

### (二) 信号词

### (三) 考点笔记

1. 听到信号词
2. 写下 eg.
3. 回找观点
4. 听懂例子并起名

### 例题一：Official20 Set5

**Professor:** There are, in general, three main types of Norwegian folktales. One is animal stories, where animals are the main characters. They can be wild animals or uh, domestic, and a lot of times they can talk and behave like humans, but at the same time they retain their animal characteristics too. They tend to involve animals like bears, wolves, and foxes. The point of these stories, their, their internal objective, so to speak, is usually to explain some feature of the animal, how it arose. So there's one about a fox who fools a bear into going ice fishing with his tail. When the bear puts his tail into the water through a hole in

the ice, to try to catch a fish, the ice freezes around it, and he ends up pulling his tail off! So that's why bears to this day have such short tails.

## 笔记

### **Q3 How is the story of the bear and the fox characteristic of Norwegian animal stories?**

- It explains the origin of a physical characteristic of an animal.
- It uses animal behavior to explain human characteristics.
- It shows how animals were domesticated by people.
- It contains episodes of animals changing into people.

### **例题二 : Official20 Set5**

**Professor:** The second category of Norwegian folktale is the supernatural. Uh, stories about, giants and dragons and trolls, and humans with supernatural powers or gifts. Like invisibility cloaks. Or where people are turned into animals and back again into a person. Those are called transformation stories.

There's a well-known Norwegian supernatural folktale, a transformation story called "East of the Sun and West of the Moon". Which we'll read. It involves a prince who's a white bear by night and a human by day. And he lives in a castle that's east of the Sun and west of the Moon-which the heroine of the story has to try to find. Besides being a good example of a transformation story, this one also has a lot of the common things that tend to show up in folktales.

## 笔记

**Q4 Why does the professor mention a folktale called "East of the Sun and West of the Moon"?**

**Click on 2 answers**

- To point out conventions found in most folktales
- To point out differences between animal stories and comical stories
- To give an example of a transformation story
- To give an example of a story published in the first collection of Norwegian folktale

**例题三 : Official27 Set2**

**Professor:** And we can also protect reefs by protecting the surrounding ecosystems, like mangrove forests and sea grass beds. Both of these grow in coastal waters, often in the vicinity of coral reefs. By protecting these areas, we also protect the coral. Let's take, for example, the mangrove forests...Mangrove root systems have the ability to absorb and, well, trap sediments and pollutants in water that flows through them before they enter the ocean. This of course has beneficial results for the nearby coral reefs.

**笔记**

**Q5 What does the professor imply about the impact of mangrove forests on coral-reef ecosystems?**

- Mangrove forests provide habitat for wildlife that feed on coral predators.
- Mangrove forests improve the water quality of nearby reefs.
- Mangrove forests can produce sediments that pollute coral habitats.
- Mangrove forests compete with nearby coral reefs for certain nutrients.



## 九、Day6-分步精研法 Part2

### (一) 题目精析

1. 寻找题目对应的考点
2. 写下信号词
3. 总结错题原因

注意：写下考点类型（例如例子、问答）

不是题目类型（例如细节题）

### (二) 笔记整理

1. 重做一遍笔记
2. 结构清晰
3. 写下题目精析中的考点

注意：边听边记，而不是暂停再记。

笔记量控制在 40 字以内。

## 十、Day7-并列和文章结构

### (一) 并列考点

#### 1. 信号词

a) 总括句：数字 types of XXXs

b) 并列词

first, second, third

one is..., another/the other, next, finally 等

also, too, and

..., which leads us to ...

#### 2. 考点笔记

a) 大并列：横线分层。

b) 小并列：大括号。

### 例题一：Official25 Set2

**Professor:** Now, assisted migration could become a viable part of our rescue strategy, but there are a number of uncertainties and risks. Without more research, we can't predict if Assisted Migration will work for any given species. A translocated species could die out from lack of food, for example. At the other extreme, we might successfully translocate the species, but within five or ten years that species could proliferate and become an invasive species. Like a non-native plant that chokes out native plants by hogging the nutrients in the soil. Translocated animals can become invasive too. It happened in Australia. The cane toad was introduced back in 1935 to control an insect pest that was destroying

Australia's sugarcane plantations. But the cane toad itself became a pest and has destroyed much of the wildlife on that continent.

Also, many species are interdependent, intimately connected to one another. Like animals that eat a certain plant and that plant relies on a certain fungus to help it get nutrients from soil and on a certain insect for pollination. We probably have to translocate entire networks of species and it's hard to know where to draw the line.

**Q3 What point does the professor make when she discusses the cane toad?**

- Translocated species sometimes die out from lack of food
- Translocated species may spread too quickly in their new environment
- Several techniques are available achieve assisted migration
- Animal species are often easier to translocate than plant species are

**Q4 What does the professor imply when she mentions translocating networks of species?**

- There are aspects of interdependency that are unknown
- Some species evolve in ways that help them survive in new habitats
- It is difficult to know how far to move a network of species from its native habitat
- Many assisted-migration plans should involve the translocation of just one species

**笔记**

## (二) 文章结构

1. 文章结构的定义：文章结构就是文章分了几个层次。

### 2. 文章分层的依据

- a) 问答，并列（大）
- b) 时间/人物/事件
- c) ok, now, alright
- d) 话题转换

### 3. 文章结构的原则

- a) 对应原则：
- b) 互斥原则：
- c) 主旨原则：

## 例题二：Official14 Set2

**Professor:** We've said that the term "Cognition" refers to mental states like: knowing and believing, and to mental processes that we use to arrive at those states. So for example, reasoning is a cognitive process, so is perception. We use information that we perceive through our senses to help us make decisions, to arrive at beliefs and so on. And then there are memory and imagination which relate to the knowledge of things that happen in the past or may happen in the future. So perceiving, remembering, imagining are all internal mental processes that lead to knowing or believing. Yet, each of these processes has limitations and can lead us to hold mistaken beliefs or make false predictions.

Take memory for example.

## 文章结构 ( 图 )

### **Q1 What was the lecture mainly about?**

- The difference between imagination and perception
- Cognitive functions that improve decision making
- Cognitive functions that assist problem solving
- Common limitations with regard to several cognitive functions

### **Q2 Why does the professor mention a study with a word list?**

- To illustrate a type of mistake that people make when recalling details.
- To offer an example of a well-designed study in cognitive psychology
- To demonstrate the limited effect imagination has on memory
- To prove that imagination leads to poor decision making

### **Q3 What was demonstrated by the study on perception that the professor mentions?**

- People who misheard sentences were most likely to make poor decisions.
- Decision making is ultimately influenced by many factors.
- The brain can automatically supply details that were not actually perceived.
- Words that are heard last are the most easily remembered.

### **Q4 Why does the professor mention the area where the optic nerve connects to the back of the eye?**

- To explain why many people do not understand the concept of blind spots
- To illustrate how visual blind spots interfere with the processing of written words
- To explain the origin of a concept that is used in the study of cognition
- To show visual perception works

### **Q5 What point does the professor made about imagination?**

- It is inadequate for accurately predicting future events.
- It is difficult to study with experiments.
- It is a process that is unrelated to perception or memory.
- It is a relative new area of study in cognition.

### **例题三 : Official28 Set3**

#### **Q1 What is the main purpose of the lecture?**

- To show that some birds have cognitive skills similar to those of primates
- To explain how the brains of certain primates and birds involved
- To compare different tests that measure the cognitive abilities of animals
- To describe a study of the relationship between brain size and cognitive abilities

#### **Q2 When giving magpies the mirror mark test, why did researchers play the mark on the magpies' throats?**

- Throat markings trigger aggressive behavior in other magpies.
- Throat markings are extremely rare in magpies.
- Magpies cannot see their own throats without looking in a mirror.
- Magpies cannot easily remove a mark from their throats.

#### **Q3 According to the professor, some corvids are known to hide their food. What possible reasons does she provide for this behavior?**

**Click on 2 answers**

- They are ensuring that they will have food to eat at a later point in time.
- They want to keep their food in a single location that they can easily defend.
- They have been conditioned to exhibit this type of behavior.
- They may be projecting their own behavioral tendencies onto other corvids.

#### **Q4 What is the professor's attitude toward the study on pigeons and mirror self-recognition?**

- She is surprised that studies have not been replicated.

- She believes the study's findings are not meaningful.
- She expects that further studies will show similar results.
- She thinks that it confirms what is known about magpies and jays.

**Q5 What does the professor imply about animals that exhibit mirror self-recognition?**

- They acquired this ability through recent evolutionary changes.
- They are not necessarily more intelligent than other animals.
- Their brains all have an identical structure that governs this ability.
- They may be able to understand other animal's perspective.

**Q6 According to the professor, what conclusion can be drawn from what is now known about corvid's brains?**

- The area in corvid's brains that governs cognitive functions governs other functions as well.
- Corvid's brains have evolved in the same way as other birds' brains, only more rapidly.
- Corvid's and primates' brain have evolved differently but have some similar cognitive abilities.
- The cognitive abilities of different types of corvids vary greatly.

## 十一、 Day8-强调考点

### (一) 信号词

#### 1. 语音强调：

#### 2. 语义强调

- a) 重复两遍
- b) 最高级：
- c) 表极端：
- d) 表重要：
- e) 表主要：
- f) 句法强调：
- g) 表命令：

### (二) 考点笔记

#### 例题一：Official24 Set3

**Professor:** Duncan performed in Paris and other European cities, dancing to the music of classical composers but avoiding set movements and steps. No two performances were alike, and audiences, for the most part, adored her. In 1904, she opened a school of modern dance in Berlin. And the next year, she performed in Russia. But...the Russian critics were not very kind. Some said Duncan's art form was closer to pantomime than to dance. But, her style was a clear rebellion against ballet, and ballet is extremely important in Russia. A question, Julie?



## 笔记

**Q6 Listen again to part of the Lecture. Then answer the question.**

**Why does the professor say this:**

**“and ballet is extremely important in Russia.”**

- To explain why Duncan was invited to perform in Russia
- To indicate that the Russian government strongly supported ballet
- To explain why there were more dance critics in Russia than in most other countries
- To help explain why Duncan’s style was not appreciated by some dance critics

## 例题二 : Official20 Set5

**Professor:** Alright, so now we’ve talked about folk legends, and seen that they’re, that one of their key features is, there’s usually some real history behind them. They’re often about real people. So you can identify with the characters. And that’s what engages us in them. The particular stories might not be true, and some of the characters or events might be made up, but there's still a sense that the story could have been true, since it’s about a real person. That’s a distinct contrast from the other main branch of popular storytelling, which is folktales.

## 笔记

**Q2 What does the professor find appealing about folk legends?**

- They are very imaginative.
- They are somewhat realistic.
- They stress what is important in a culture.
- They show similarities between otherwise diverse societies.

**例题三 : Official43 Set5**

**Professor:** Geisel also illustrated his own books and created lots of highly memorable characters from a visual standpoint. Yet, as far as his artistic talent, no one's ever really called him a "great" artist or "great" illustrator. For his human characters, he pretty much drew the same face over and over; except for minor accessories, all the people in his books look the same. Not exactly something you'd be encouraged to do in art school! And the way he drew even nonhuman characters was dismissed by many critics as being overly simplistic. His landscapes, on the other hand, they are simple, but they're also extremely clever. He had this uncanny knack for creating the illusion of great distance with some very simple shapes and lines.

**笔记**

**Q4 What does the professor say about Geisel`s work as an illustrator?**

**Click on 2 answers**

- Geisel's approach to drawing scenery is more sophisticated than it first appears.

- Geisel's style was strongly influenced by earlier illustrators of children's books.
- Geisel's human characters all look very much alike.
- Geisel's style is widely taught in art schools today.

## 十二、 Day8-负向考点

### (一) 信号词

#### 1. 否定词汇

#### 2. 问题/困难

### (二) 考点笔记

#### 1. 否定词汇

#### 2. 问题/困难

### 例题一：Official43 Set5

**Professor:** Her expressive gestures were motivated from within rather than being dictated by strict technique. Duncan also wore her hair down; ballerinas typically wear their hair in a tight bun behind the head. And instead of the short stiff skirts and rigid toe shoes worn by ballerinas, Duncan wore loose, flowing tunics, and she danced barefoot. Now, that was something her audiences had never seen before! Duncan performed in Paris and other European cities, dancing to the music of classical composers but avoiding set movements and steps. No two performances were alike, and audiences, for the most part, adored her.

## 笔记

### Q3 What were two characteristics of Isadora Duncan`s dance performances?

Click on 2 answers

- She danced to contemporary musical compositions.
- She wore free-flowing costumes.
- She used set designs inspired by nature.
- She danced without shoes.

### 例题二 : Official33 Set2

**Professor:** OK, so what now? Well, if you've ever driven on a mountain road, you know that it has a lot of twists and turns and bends in it because that's how engineers keep the road from having to be too steep. So why not wrap the ramp around the pyramid-building the ramp around it as you go? Sounds like a pretty good idea. Except it's got a serious problem. See, one of the most remarkable things about the Great Pyramid is how accurate the proportions are. The dimensions are almost perfect. To get that perfection, the engineers must have had to measure it repeatedly during construction. And the way you'd measure it is from the four corners of the base. Well, if you've got a ramp spiraling up from the base of the pyramid, those corners would be buried by that ramp during construction.

## 笔记

#### **Q4 Why does the professor talk about the accuracy of the proportions of the Great Pyramid?**

- To provide background on the principles of microgravimetry
- To discount the possibility that a ramp once spiraled around the outside of the pyramid
- To explain the effectiveness of computer models of the pyramid
- To emphasize the difficulty of building a ramp with the correct slope

#### **例题三 : Official42 Set3**

**Professor:** In 1932, Shapley and Ames catalogued the positions of 1,250 galaxies by photographing what they saw through their telescopes. And they made an important discovery. Their survey was the first to indicate that galaxies were not distributed uniformly in space. Some areas had a lot of galaxies, and other areas had just a few.

Uh, another way of putting this is to say that galaxies are clustered. They're not spread evenly throughout the universe. So we have stars grouped together in galaxies, and galaxies grouped together in clusters. OK? Now, uh, after their survey, other astronomers completed surveys that added to the number of clusters catalogued. One of the most important was done by the astronomer George Abell.

#### **笔记**

**Q2 What did Shapley and Ames discover about the universe?**

- Most galaxies are symmetrical.
- More galaxies exist in the universe than was once believed.
- Galaxies occur in clusters throughout the universe.
- Clusters are distributed uniformly throughout the universe.

## 十三、 Day9-Conversation 精讲

### (一) 问题型决型 Conversation

#### 1. Conversation 的结构


#### 2. Conversation 的考点

- a) 最初的问题
- b) 每回个的问题和答案
- c) 重复
- d) 语调变化
- e) 对话中出现的第三个人

#### 例题一：Official20 Set4

**Student:** Professor Jennings, I hope I am not interrupting, but you wanted to see me?

**Professor:** Oh, hello, Suzan. Yes, yes, come right in. How are you doing?

**Student:** All right.



**Professor:** Well, good. The reason I wanted to talk to you was that while you were presenting your linguistics project in class the other day, well, you know, I was thinking you are a perfect candidate for the dean's undergraduate research fund.

**Student:** Um ... Professor, I am not really sure what the... um ... dean ....

**Professor:** Undergraduate research fund is ... It is a mouthful I suppose. OK. Here's the thing. Every year the school has a pool of money to fund a number of research projects of undergraduate students. Because as you can imagine, in-depth research often requires monetary support.

**Student:** I would like to expand on my research.

**Professor:** Good. First a panel of professors reviews the applications for the grant. And then they decide which project should be funded. The allotted money could be used for travel expenses, to attend a conference for example, or things like supplies, research equipment, resources that are necessary to conduct the research.

**Student:** I see.

**Professor:** Right. And I think you should apply for this grant. Your project is definitely eligible. And you can expand it if you have the necessary resources. So, does it sound like something you would be interested in?

**Student:** Oh, yeah, sounds great. I thought the topic I work on was very interesting, and it is certainly relevant to my linguistics major. I assume it will also look good when I try to get into graduate school. But how do I apply for the grant?

**Professor:** It is pretty straightforward. A brief description of your proposed project, and an estimated budget. How much you need to spend and what you intend to spend it on. Also a glowing letter of recommendation from a linguistics professor wouldn't hurt, which I'd be more than happy to write up for you.

**Student:** OK. Cool. I am pretty clear on how to carry out my project, but I am not sure where I can find more information on the subject.

**Professor:** Well, I have already thought of that. There's this private library at a university in Boston. By the way, because I graduated from that school, I can get

you access to it, no problem. You see, the library houses lots of unpublished documents that are relevant to your topic.

**Student:** So I can put that on the application for the grant, that I plan on using material from that library for my research and figure a trip to Boston into my budget?

**Professor:** Exactly. I really think judging from your work in class, and the relevance and clarity of this project, you really have a good chance of getting the funding.

**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.

## 笔记


### Q1 Why does the professor want to talk to the student?

- To discuss her application to graduate school
- To discuss a possible internship at the school's library
- To encourage her to increase the scope of her research project
- To suggest some changes to improve her research project

**Q2 According to the professor, what information should be included in the student's application?**

- The amount of money she will need for her research
- The amount of time she will need to complete her project
- A summary of research already conducted on the topic
- Reasons why she chose that particular topic

**Q3 Why does the professor mention a university in Boston?**

- He used to be a professor at that university.
- He thinks the student may find useful material there.
- He has plans to visit the university soon.
- He thinks the student should attend a conference there.

**Q4. What does the professor say he will do for the student?**

- Help her determine details for a research budget
- Assist her with her graduate school
- Talk to her about ways of expanding her project
- Write a letter of recommendation for her

**Q5. Why does the woman say this:**

**It is a mouthful I suppose.**

- He thinks the fund is rather limited.
- He agrees that the fund's name is rather long.
- He thinks the student needs help with her project.
- He is surprised that the student is not familiar with the fund.

**例题二 : Official17 Set4**

略

## 笔记



### 3. 重听题解法

- a) 一定要听懂语境
- b) 正确答案不一定正能量

## (二) 学术型 Conversation

### 1. Conversation 的结构

问题解决型 Conversation+Lecture

## (三) Conversation 的笔记

### 1. 笔记格式

与 Conversation 的结构相同

### 2. 注意事项

- a) 不建议做笔记，做也可以
- b) 每条笔记不超过 2 个字
- c) 不要试图记细节
- d) 建议记最有概括性的名词

## 十四、 Day10-对比考点

### (一) 信号词

#### 1. 比较级

#### 2. 对比词

### (二) 笔记符号

#### 1. 比较级

#### 2. 对比词

### 例题一：Official29 Set2

**Professor:** Until recently there hasn't been a whole lot of attention paid to pedodiversity. But that's changing rapidly. More and more studies are being done in this field. There's a link between biodiversity and pedodiversity...an obvious relationship between soils and flora and fauna. Which is why pedodiversity really should be considered in forest management.

A high degree of soil variability in a small area is common, particularly within forests. If you compare soils from a forest with soils that don't come from a forest, the amount of variability will most likely be greater in the forest soil. It generally has more diversity.

## 笔记

### **Q2 According to the professor, in what way is the soil in forested areas generally different from soil in other areas?**

- In forested areas, the soil tends to be warmer and moister.
- In forested areas, the chemistry of the soil changes more rapidly.
- In forested areas, there is usually more variability in soil types.
- In forested areas, there is generally more acid in the soil.

### **例题二 : Official24 Set6**

**Professor:** But what's particularly interesting about these volcanoes is that most of the volcanoes here on Earth are not shield volcanoes. Instead, they're other volcano types, like stratovolcanoes for example, which are a result of tectonic plate movement. Remember tectonic plates? Underneath the Earth's crust, there are a number of shifting slabs or plates that are slowly moving. And in the zones on the edges of the plates, where different plates meet and interact, that's where we get most of Earth volcanoes. On Venus, however, volcanoes are not clustered in discrete zones like they're on Earth. Instead, they're more or less randomly scattered over Venus' surface. Well, that's significant: Venus has mostly shield volcanoes, and they're randomly scattered—that indicates that Venus does not have moving tectonic plates, and that's a big difference compared to Earth. Here on Earth, moving tectonic plates are a major geological element...just crucial for the whole surface dynamic, right? So why doesn't Venus have them? Well, there are a few theories —uh, one of them is that this has to do with the fact that Venus has no surface water that's needed to kinda lubricate the movement of the plates.

You know, like oceans on Earth? Yeah, I forgot to spell that out, uh, Venus has no surface water...

## 笔记

### **Q4 Why does the professor mention the fact that Venus has no surface water?**

- To give an example of a discovery that was unexpected
- To illustrate the consequences of intense volcanic activity
- To question a theory about the origin of shield volcanoes
- To suggest an explanation for why Venus does not have moving tectonic plates

### **例题三 : Official46 Set6**

**Professor:** The penny's not solid copper; in actuality, it's almost 98 percent zinc. But, um, given the rising value of both these metals, each penny now costs about 1.7 cents to produce...so it generates what's called negative seigniorage. Negative seigniorage is when the cost of minting a coin is more than the coin's face value. Even though the penny generates quite a bit of negative seigniorage, there's concern that if it is eliminated, we'll need more nickels-because more merchants might start setting prices in five-cent increments...four dollars ninety-five cents, and so on. So we need a trusty five-cent piece that can be minted economically. But the nickel's negative seigniorage is even worse than the penny's...each nickel costs the U.S. Mint ten cents to produce!



## 笔记

### **Q3 What does the professor say about the negative seigniorage of the nickel?**

- The United States government is looking for ways to reduce it.
- It is significantly greater than that of the penny.
- It is less of a problem than some people believe it to be.
- Merchants benefit from it more than consumers do.

## 十五、 Day10-过程考点

### (一) 信号词—表过程的词/句子

1. 开头

2. 中间

3. 结尾

### (二) 考点笔记

1. 全文过程

2. 细节过程

### 例题一：Official40 Set2

**Professor:** Now, before you begin writing your formal analysis, you'll want to start with a summary of the overall appearance of the work, a brief description of what you see. Are there figures, people? What are they doing? Or is it a landscape, or an abstract representation of something? Tell what the subject is, and what aspects are emphasized in the painting. This will give your reader an overview of what the work looks like before you analyze it.

The next part of your paper, the actual formal analysis, will be the longest and most important section of your paper, where you describe and analyze individual design elements. For this portion...

In the last section of your paper, and this goes beyond formal analysis, you comment on the significance of what you have seen. What details of the work convey meaning? Some significant details will not be apparent to you right away, but if you look long enough, you realize how important they are for your interpretation of the work. Many years ago, I was writing a formal analysis of a painting of a little boy.....

## 笔记

**Q6 The professor describes three sections the art history paper should contain. Place them in the order in which they should appear in the paper.**

- Analysis of the design elements the artist uses
- Discussion of the meaning of the artwork
- Summary of the appearance of the artwork

## 例题二 : Official40 Set2

**Professor:** You see, there were two stages of glassmaking: the primary production stage, where they made disks of raw glass...Uh, an- and then there was the secondary stage, where they melted the raw glass, the glass disks, and created decorative objects or whatever. And from this new Egyptian site we've

learned that the primary production stage had several steps. First, they took quartz—a colorless, transparent mineral—and crushed it. Then they took that crushed quartz and mixed it with plant ash; uh, “plant ash” is just what it sounds like—the ash that’s left after you’ve burned plant material. They slowly heated this mixture, at a relatively low temperature, in small vessels, um containers, like jars, made out of clay. Uh, and that yielded a kind of glassy material...They took this glassy material and ground it up into a powder, and then they used metallic dye to color it...After that, they poured the colored powder out into disk-shaped molds and heated it up to very high temperatures, so that it melted. After it cooled, they’d break the molds, and inside...there were the glass disks. These disks were shipped off to other sites within Egypt and places around the Mediterranean. Then, in the secondary phase, the disks were reheated and shaped into decorative objects. Susan?

## 笔记

**Q3 The professor describes a process for making glass disks.**

**Summarize the process by putting the steps in the correct order.**

[Click on a sentence. Then drag it to the space where it belongs. The last one is done for you.]

- Glass-like material is ground up and dyed blue or red.
- Powdered material is heated at very high temperatures.
- Crushed quartz and plant ash are heated at low temperatures.
- Containers are broken to remove glass disks.

**例题三：略**

## 十六、 Day11-目的题+态度题

### (一) 目的题

#### 1. 题型特征

- Why does the professor mention/emphasize XXX?
- Listen again to part of the lecture/conversation and answers the question.  
Why does the professor say this?
- Why did Frantzen go to the Sales Barn?

#### 2. 题型解法

- a) 解法一：问答考点、例子考点
- b) 解法二：对应全文/层次主旨

### 例题一：Official41 Set2

**Professor:** Now besides succulent plants, there are also drought-tolerant plants. Drought-tolerant plants are like bears in a way. You know how bears mostly sleep through the winter? They can survive without eating because their metabolism slows down. Well, drought-tolerant plants also go into a dormant state when resources-in their case, water-runs short. A drought-tolerant plant can actually dry out without dying. I said before that most desert rains are light and brief, but occasionally there's a heavy one.

### 笔记

### **Q3 Why does the professor mention bears?**

- To remind students of information from a previous lecture
- To point out a feature common to all desert plants
- To reinforce a point about drought-tolerant plants
- To help students understand the concept of adaptation

### **例题二 : Official42 Set5**

**Professor:** Now, going back to the absorption of toxic metals into the body of the fungus, let's turn our attention to mushrooms. Like other fungi, mushrooms can absorb large quantities of heavy metals. In fact, they may contain up to two-and-a-half times the concentration of toxic metals found in the soil they grow in. So mushrooms, at least what we see above ground...we can potentially harvest them and then, once and for all, safely dispose of the pollutants contained within them. In fact, to clean up...especially the groundwater system...permanently, harvesting mushrooms is probably the best way to go. For some reason, this hasn't happened yet, as far as I know. But I can easily envision cultivating mushrooms for the sole purpose of detoxifying a large underground ecosystem.

### **Q6 Listen again to part of the Lecture. Then answer the question**

**Why does the professor say this: For some reason**

- She does not have time to fully explain the reason.
- She is hopeful that students will be able to figure out the reason.
- She wonders why mushrooms are not already used for cleaning up pollution.

- She realizes that the research she has been discussing is still in its early stages.

## (二) 态度题

### 1. 题型特征

- What is the professor's attitude/opinion XXXX?

### 2. 题型解法

a) 解法一：结尾考点

b) 解法二：正负态度

## 例题一：Official45 Set2

**Professor:** As I was saying, the Renaissance period-which started in the fourteen hundreds in Europe-the Renaissance was still a pretty religious period. And that's reflected in the artwork of that time. But artists were starting to experiment with a more secular point of view as well-a tendency to also use the natural world as the subject matter for their art.

And there were different ways that these natural themes were explored. For instance, many artists would paint portraits, while others-although this was more common in northern Europe-would make landscapes the subject of their works. But today I'd like to consider an influential Italian Renaissance artist, Leon Battista Alberti, who took a slightly different approach. Leon Battista Alberti was a painter, sculptor, architect, musician, poet-very wide-ranging interests-like da Vinci or Michelangelo, the sort of guy for whom the term "Renaissance man" was in fact created.



**Q2 What is the professor's opinion of Leon Battista Alberti as an artist?**

- Alberti's interests were too diverse for him to succeed in any one field.
- Alberti was ineffective in imposing his own theories on other artists.
- Alberti was a much more skilled artist than da Vinci or Michelangelo.
- Alberti represents the Renaissance ideal of wide-ranging achievement.

**例题二 : Official43 Set5**

**Professor:** Ultimately, the house gets straightened up in the nick of time. And the kids are left speechless when their mom shows up and casually asks if anything interesting happened in her absence. The kids, and presumably Geisel's readers, are left thinking: Should they tell the truth? And that's where the book ends. Brilliant. There aren't too many authors who can set up a moral dilemma like this and then get children to think about it for themselves.

**Q6 What is the professor's opinion of Geisel's book The Cat in the Hat?**

- It is effective because its characters are people and animals rather than imaginary creatures.
- It would be a better teaching tool if it had more challenging vocabulary.
- It wrongly encourages children to break their parents' rules.
- It cleverly presents moral issues in an entertaining way.

## 十七、 Day11-难题拔高特训 Part1

### 例题一 : Official20 Set5

**Professor:** And it's, the story is presented as though, well, even though a lot of the actions that occur are pretty fantastic, so you'd never think of it as realistic, the characters still act like, they resemble real people. They're not real, or even based on historical figures-but you might have a supernatural story involving a king, and he'd act like you'd expect a Norwegian king to act.

Ok, the third main kind of folktale is the comical story. We'll say more later about these but for now, just be aware of the category and that they can contain supernatural aspects, but they're usually more playful and amusing overall than supernatural stories.

Now, as I said, traditionally folktales were just passed down orally. Each generation of storytellers had their own style of telling a story. But um... in Norway, before the nineteenth century, folktales were just for kids, they weren't seen as worthy of analysis or academic attention. But this changed when the Romantic movement spread throughout Europe in the mid-nineteenth century. The romantics looked at folktales as sort of a reflection of the soul of the people, so there was something distinctly Norwegian in folktales from Norway.

### Q5 What does the professor say about the characters in Norwegian folktales?

- They usually behave in playful and amusing ways.
- They usually behave the way that real Norwegian people behave.
- Most are giants, trolls, or dragons.
- Most are based on actual historical figures.

## 例题二 : Official25 Set2

**Professor:** Now, migration's a natural survival strategy. Over the past two million years, colder glacial periods have alternated with warmer interglacial periods, and so...um, in response to these gradual climatic swings, some species have shifted their ranges hundreds of kilometers.

So, perhaps you're wondering: Why not let nature take its course now? Well, we can't. The main problem is today's fragmented habitats. During previous interglacial periods, when glaciers retreated, they left behind open land in their wakes. Today, human development has paved over much of the natural world. Ecosystems are fragmented. Housing developments, highways, and cities have replaced or sliced through forests and prairies. There're few corridors left for species to migrate through—without help. So, conservationists are trying to save as many species as possible.

### Q2 According to the professor, what problem is assisted migration intended to overcome?

- The diminishing amount of undeveloped land that species can migrate through
- The relative lack of nutrients available in cooler latitudes and higher elevations
- The increase in alternations between cool and warm periods
- Competition from other species in certain native habitats

## 例题三 : Official23 Set6

**Professor:** Now when you think about choreography, well, for your last assignment, you choreographed a dance that was performed on stage, in front of a live audience.

Now, screen dance is very different; it's a dance routine you'll be choreographing specifically to be viewed on a screen- on a computer screen, a TV screen, in a movie theater, any screen. So, the question we have to ask is:

What's the difference between choreography for a live performance and choreography for on-screen viewing?

OK, think for a minute... when you see a movie, is it just a film of people acting on a stage? Course not. Movies use a variety of camera angles and creative editing. Movies can distort time, slow movement down, or speed it up, show actors fading in and out of scenes, etcetera. All of these all of these filmmaking techniques, uh, things that can't be used in a live performance are possible in a screen dance.

Now, we'll cover these concepts in greater detail later, but you should be getting the idea that I don't want you to just film dancers on stage and turn it in as your screen-dance project.

Uh, yes, Debbie?

### **What is the main purpose of the lecture?**

- To discuss some films that the class will be viewing
- To help prepare students for a class assignment
- To compare two types of filmmaking techniques
- To talk about the history of screen dance

## 十八、 Day12-推理题+结构题

### (一) 推理题

#### 1. 题型特征

- What does the professor imply about XXX?
- What can be inferred about XXX?
- Listen again to part of the lecture and answers the question.

What does the professor imply when he says this:

#### 2. 题型解法

基于原文进行推理---排除法

### 例题一：Official25 Set2

**Professor:** Um, whether to use assisted migration...this debate is mostly within the biology community right now. But the ultimate decision makers—in the United States at least—will be the government agencies that manage natural resources. Assisted migration really needs this level of oversight—and soon. Currently, there's no public policy on using assisted migration to help species survive climate change. People aren't even required to seek permits to move plants or invertebrate animals around, as long as they're not classified as pests. In one case, a group of conservationists has already taken it upon itself to try, on their own, to save an endangered tree, the Florida torreya tree, through assisted migration.

**Q5 What does the professor imply about the government's role in regulating assisted migration in the United States?**

- The government should continue to encourage assisted migration.
- The government has created policies that have proved unhelpful.

- The government should follow the example set by other countries.
- The government needs to increase its involvement in the issue.

## 例题二 : Official48 Set5

**Professor:** Now, why would the ants go through all this trouble? What's their benefit? Mary?

**Student:** It's probably related to food?

**Professor** Uh-huh? You are onto something.

**Student:** Ok, ants feed on sweet stuff, right? So the caterpillar must have some kind of special access to honey or sugars, or something like that. Maybe caterpillars produce honey somehow. On second thought, um, I'm probably way off.

**Professor:** You are pretty close actually. The caterpillars have a honey gland, an organ that secretes an amino acid and carbohydrate liquid. The caterpillar secretes the liquid from the honey gland, rather large quantities, enough to feed several ants.

**Q6 What can be inferred about the student when she says this:**

**Maybe caterpillars produce honey somehow. On second thought, um,  
I'm probably way off.**

- She needs more time to think about the answer.
- She is almost certain that caterpillars produce honey.
- She thinks her statement may be misunderstood.
- She doubts that her statement is correct.

## (二) 结构题

### 1. 题型特征 (一) ---Organization

● **How does the professor organize the information in the lecture?**

题型解法：笔记分层,把握全文和段落主旨。

**2. 题型特征（二）---表格**

- a) 是非题
- b) 匹配题
- c) 排序题

题型解法

- a) 是非题—选项对应考点/段落主旨
- b) 匹配题—选项对应考点/段落主旨
- c) 排序题—过程考点

**3. 题型解法**

- a) 解法一：结尾考点

**例题一：Official23 Set5**

**Professor:** We've been talking about how sea animals find their way underwater how they navigate, and this brings up an interesting puzzle and one I'm sure you'll all enjoy; I mean everybody loves dolphins, right? And dolphins well, they actually produce two types of sounds, um, one being the vocalizations you're probably all familiar with, which they emit through their blowholes. But the one we're concerned with today is the rapid clicks that they use for echolocation, so they can sense what is around them these sounds, it's been found, are produced in the air-filled nasal sacs of the dolphin. And the puzzle is: How do the click sounds get transmitted into water?

## 笔记

### **Q5 How does the professor organize the information in the lecture.**

- By describing a phenomenon and the physical structures that make it possible
- By describing several of the dolphin's senses and their relative usefulness
- By contrasting how the dolphin makes two different types of sounds
- By describing an old theory and then a new theory



## 十九、 Day12-难题拔高特训 Part2

### 例题一 : Official27 Set2

**Professor:** Perhaps a more constructive use of our time could be spent researching corals that do survive-like in areas known as refugia. Refugia are areas on the reef that are seemingly, well, resistant to bleaching. See, when coral reefs experience bleaching... uh, it-it's rarely a case of the whole reef being affected.

There're almost always pockets of coral on the reefs that remain unaffected... and these are often the lower areas of the reef... those located in deeper water, where temperatures are lower. Now, we have evidence that corals in these locations are able to escape the destructive bleaching that affects portions of the reef in shallower, warmer water. So in my mind, it's these refugia that are the key components of overall reef resilience... These should be the area of concentration for researchers... to locate and protect those regions as a way to sustain coral reefs.

#### Q4 Why does the professor discuss refugia?

- To explain that the location of coral within a reef affects the coral's ability to survive
- To point out why some coral species are more susceptible to bleaching than others
- To suggest that bleaching is not as detrimental to coral health as first thought
- To illustrate the importance of studying coral that has a low vulnerability to bleaching

### 例题二 : Official49 Set6

**Professor:** OK. A third kind of evidence is evidence of function, the function of the site where the pottery was found and sometimes about the lives of the people

who lived there. Now this evidence is a bit tougher to interpret than the other two.

And there are several reasons for this. First of all, pottery is usually not found in primary contexts, that is, it's often not found in the place where it was used.

Think about your average town dump, you know the place where everyone's unwanted stuff ends up. Can you imagine archaeologists a thousand years from now digging up a town dump and then using the items found there to get meaningful information about how the objects found there were used?

Probably not. A second reason why function is harder to identify is that not all objects found in one spot can be assumed to have identical functions, even if they look similar. If you come across a collection of pots at a site, you need to work at the level of the group rather than the individual pots, because you can't assume that they all have the same function just because they were found in the same place.

#### **Q4 According to the professor, why is it difficult to gain information on the function of a pot?**

- Not all pots found in the same location have the same function.
- Not all pots used to perform the same function look alike.
- Pots are usually broken into many small pieces.
- Pots are rarely found in the places in which they were used.

#### **例题三 : Official47 Set1**

**Professor:** So the music is generally based on folk ballads and instrumental dance tunes. It started with Scottish and Irish immigrants who brought over their styles of music. It's called Anglo-Celtic. So, people brought their musical traditions with them. Well, this Anglo-Celtic music was considered an important link to the past for these people, which you can see in the way that Appalachian singers sing ballads. They have sort of a nasal quality to them, like in Celtic ballads. In their new land, some of the lyrics were updated, you know, to refer

the new locations and the occupations that settlers had in America. But at the same time, lots of ballads were still about castles and royalty, lords and ladies, stuff like that, which is what they were about originally.

**Student:** Okay. And was that some sort of banjo I saw on stage during the performance?

**Professor:** Yes, we are lucky that one of our students, Stewart Telford, has a nineteenth-century banjo, a real antique. He's able to play in most of the traditional styles. Did you know that banjos are of African-American origin and that settlers in Appalachia adopted banjos for their folk music?

**Q4 According to the professor, how did immigrants' music change when they moved to the Appalachians?**

**Click on 2 answers**

- It began to incorporate new instruments.
- Musicians began to experiment with new rhythms.
- Singers started to use a nasal singing style.
- The words of some of the songs were changed.

## 二十、 Day13-综合练习和复习计划

### (一) 复习节奏

#### 1. 5 套模考题目

2. 按照难度顺序，从难往易

3. 按学科，集中刷

### (二) 注意事项

#### 1. 干扰

2. 续航

### (三) 考前关怀

#### 1. 四科模考，一次就够

2. 吃喝不愁，没心没肺

3. 多叫外卖，少谈恋爱

## 二十一、 Day14

略



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