

北大清华托福备考联盟慕课  
携手开启托福课程免费时代

# TOEFL

## READING SECTION

听说读写四门课，讲遍精华八小时；  
只要干货省时间，不要灌水凑课时；  
我们用最短的时间精通备考，  
我们有更多的时间锤炼高分。

课程主讲：李文勍

清华大学建研院 6A2 建筑室主任  
(本套慕课发布时已申请离职)

MIT PRESS, *Architect* Coordinator

清华留学交换生托福互助社发起人  
前新东方水清 401, 501 大神冠名班牵头主讲  
从托福 86 小白到 118 几近满分的过来人

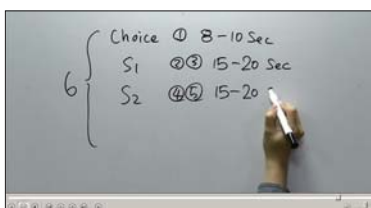
主办：北京大学学生国际交流协会  
协办：清华留学交换生托福互助社



清北录播慕课免费无限播放  
随心所欲地学



四科精选备考资料一次搜齐  
省心踏实地练



备考疑难问题留言订制答疑  
无忧无虑地考



北大清华托福备考联盟慕课  
携手开启托福课程免费时代  
想备考省心扫个微信足够了

# 托福阅读：目录

00. 托福考试总体介绍.....	Page 1
01. 托福阅读：上机操作.....	Page 2
02. 托福阅读：屏读耐力.....	Page 7
03. 托福阅读：词汇积累.....	Page 8
04. 托福阅读：句子主干.....	Page 9
05. 托福阅读：段落主旨.....	Page 11
06. 托福阅读：篇章结构.....	Page 12
07. 托福阅读：快速笔记.....	Page 13
08. 托福阅读：实战演练 & 答题步骤.....	Page 14
09. 托福阅读：题型综述 & 错项标志.....	Page 21
10. 托福阅读：备考规划.....	Page 22
附录：Richard单词进度表.....	Page 23

# 托福考试总体介绍

## TOEFL iBT 简介

托福TOEFL (Test of English as a Foreign Language) 是由美国教育测验服务处ETS (Educational Testing Service) 举办的英语能力考试, 是留学标准化考试中针对申请人的语言能力进行的测试, 分数要求可查询各学校官网。中国大陆采用的考试形式是TOEFL iBT (Internet Based Test) 基于互联网的测试。

## 考试科目、分数、时间

考试一般安排在周末, 成绩的申请有效期是两年。考试分为阅读、听力、口语、写作四科, 每科30分, 总分120分。考完阅读和听力, 休息10分钟, 再考口语和写作。考试时间因加试不同因人而异, 整个考试持续约3.5-4个小时左右。

## 托福考试四科概况

四科总分 120 分	考试内容	题量	时长	加试
阅读 30 分	3 篇阅读文章	每篇 12-14 道题目	60 分钟	+1 篇阅读 +20 分钟
听力 30 分	2 段对话	每篇 5 道题目	60 分钟	+1 段对话 +2 段讲座 +30 分钟
	4 段讲座	每篇 6 道题目		
中间休息			10 分钟	
口语 30 分	2 道独立口语 2 道读听说综合口语 2 道听说综合口语	6 道题目	20 分钟	无
写作 30 分	综合写作 (读听写) 独立写作 (命题作文)	2 道题目	50 分钟	无

## 托福考试报名

包括账户注册、报名、预定考位、查询成绩、成绩复议、更改考期、邮寄成绩都在网站上操作; 考试须携带国家法定证件, 考试当天需要拍照并签署协议。

中国大陆报名 教育部考试中心托福报名网站: <http://toefl.etest.net.cn/cn/>

海外报名 ETS官网注册考试: <http://www.ets.org/toefl>



English Language Learning  
教育部考试中心托福®网考报名网站 NEEA TOEFL iBT ONLINE REGISTRATION

登录 | 考生须知 | 常见问题解答 | ETS TOEFL 网站 | 返回首页 | 联系我们 | English Version

### 登录

请输入您的NEEA用户ID和密码登录。

NEEA用户ID:

密码:

验证码:  看不清楚?

### 新用户?

注册新用户将为您创建个人档案, 以记录所有与您相关的考试信息。

### 公告

**关于开放2013年托福考位的通知和重要事项提醒**

自即日起开放2013年中国托福考试报名。请考生在报名时务必仔细阅读托福考试相关服务条款和规定。

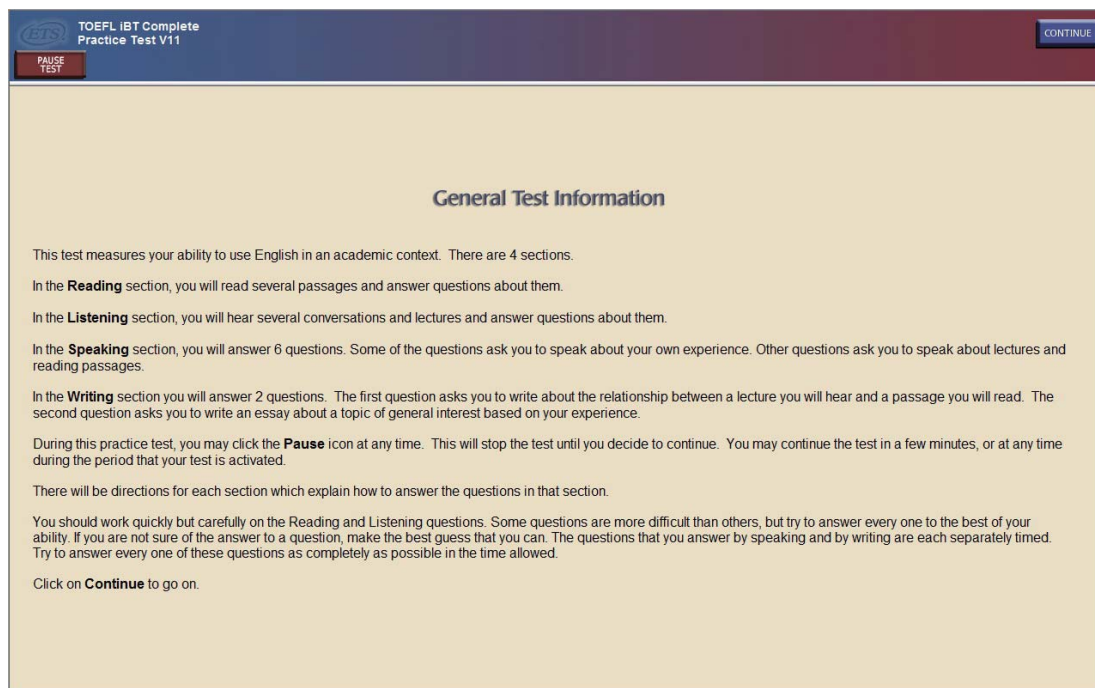
**重要提醒事项:** 1. 自2013年1月托福考试起, 考试日到达考点报到时间提前到上午8:30。晚上8:30到场的考生将被拒绝入场。请考生根据本网提供的考场地址, 提前了解所报考场周边交通情况, 妥善安排考试日交通, 避免迟到; 2. 托福考试要求中国大陆考生必须持二代身份证原件并经过核验后才能参加考试。为避免因身份证原因不能通过核验影响如期考试, 请考生提前检查所持二代身份证是否有破损、电子芯片失效、过期等问题。未办理二代身份证的考生, 特别是未成年考生, 请先到户籍所在地派出所办理二代身份证, 再进行托福考试报名。3. 考生报名时提交的个人邮寄地址 (包括中文和英文) 将被用于向考生邮寄重要通知和考试成绩, 请慎重准确填写。

## 1/10 托福阅读：上机操作

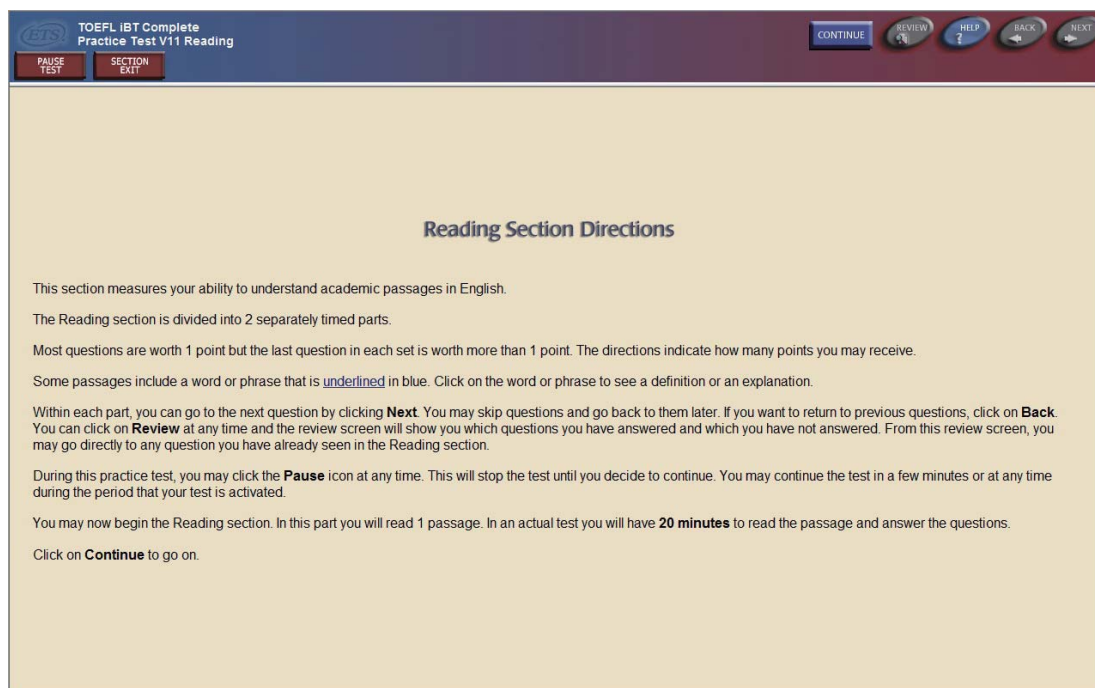
1. 考前入场：除了身份证件以外的物品放在储物柜中；监考员安排考位，发放纸笔。考试过程中，草稿纸不够用可以向监考员申领；考试结束后，草稿纸回收。

2. 开始考试：托福iBT考试会从互联网下载考题，所以：在操作过程中不要触碰电脑的电源设备，以免断电宕机导致下载题目、上传答案失败。

考试首先显示总体考试介绍，建议带上耳机收听完整的英文考试介绍，让自己有一个英文语境的适应过程，以免迅速切换语境导致不适应而影响考场发挥。



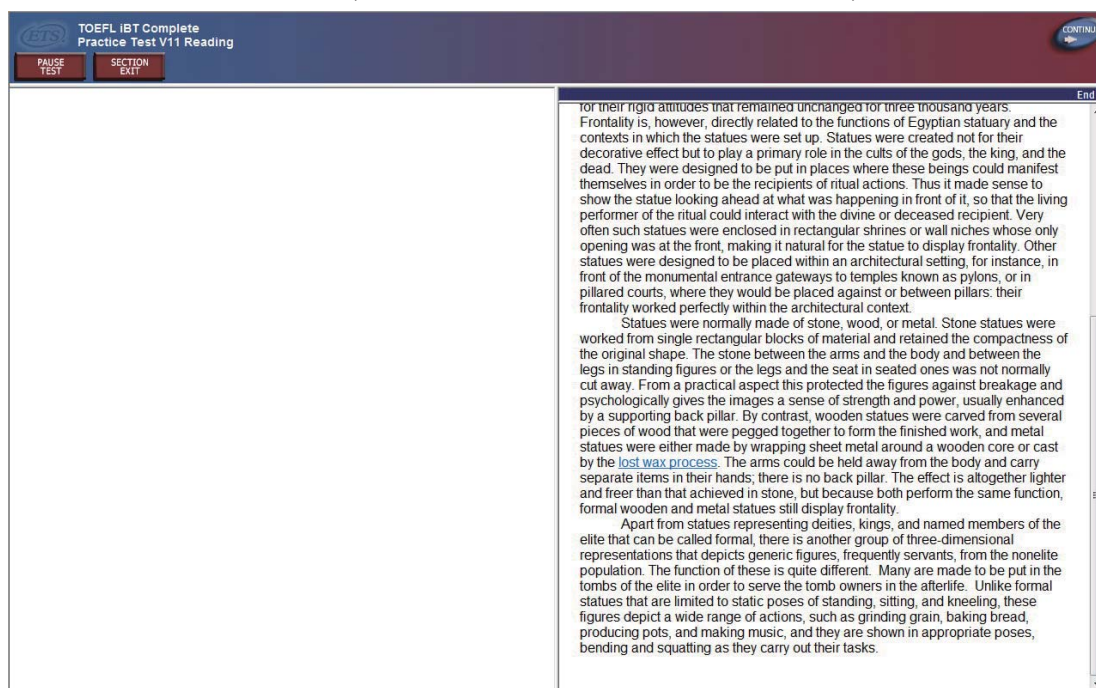
播放完总体考试介绍后，进入阅读分享介绍，也建议带上耳机听完英文介绍，如果希望快速进入考试，可以点击最上面操作区的【CONTINUE】直接进入考试。



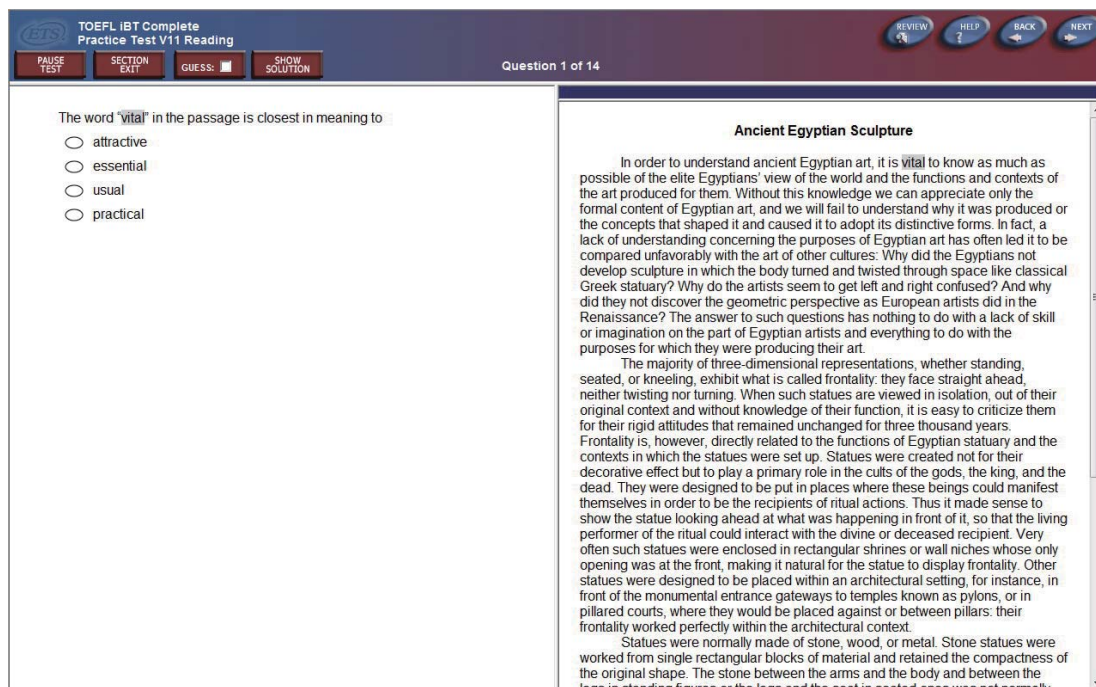


## 1/10 托福阅读：上机操作

3. 屏读操作：进入阅读考试后，会看到屏幕右侧是文章阅读区，左侧是答题区。一开始只有文章没有题目，系统默认需要我们把文章全部读完，才能显示题目。



对于刚开始接触托福阅读的同学，很难做到“先通读全文再答题”的要求，可以先把阅读区右侧滑条拖到底，再点击【CONTINUE】，可以先显示题目。



4. 答题操作：在选项前的椭圆标志上点击，椭圆会被实体填黑，证明已选定答案。确定答案后，点击操作区的【NEXT】，就进入下一道题目。

托福阅读的答题顺序可以自由切换，点击【BACK】返回上一道题修改；如果想查看有哪一道题没有做，可以点击【REVIEW】，检查所有作答统计。

## 1/10 托福阅读：上机操作

5. 段落定位：托福阅读的出题顺序与段落顺序基本保持同步，对于阅读基础比较薄弱的同学，可以先读一段，再集中作答本段的题目。题干中大都带有注明针对哪个段落提问，相应段落前面也会有三角形标志：显示题目针对哪一个段落提问。

TOEFL iBT Complete  
Practice Test V11 Reading  
Question 2 of 14

Paragraph 1 suggests that one reason Egyptian art is viewed less favorably than other art is that Egyptian art lacks

- ☐ a realistic sense of human body proportion
- ☐ a focus on distinctive forms of varying sizes
- ☐ the originality of European art
- ☐ the capacity to show the human body in motion

Paragraph 1 is marked with an arrow ▶.

**Ancient Egyptian Sculpture**

►In order to understand ancient Egyptian art, it is vital to know as much as possible of the elite Egyptians' view of the world and the functions and contexts of the art produced for them. Without this knowledge we can appreciate only the formal content of Egyptian art, and we will fail to understand why it was produced or the concepts that shaped it and caused it to adopt its distinctive forms. In fact, a lack of understanding concerning the purposes of Egyptian art has often led it to be compared unfavorably with the art of other cultures: Why did the Egyptians not develop sculpture in which the body turned and twisted through space like classical Greek statuary? Why do the artists seem to get left and right confused? And why did they not discover the geometric perspective as European artists did in the Renaissance? The answer to such questions has nothing to do with a lack of skill or imagination on the part of Egyptian artists and everything to do with the purposes for which they were producing their art.

The majority of three-dimensional representations, whether standing, seated, or kneeling, exhibit what is called frontality: they face straight ahead, neither twisting nor turning. When such statues are viewed in isolation, out of their original context and without knowledge of their function, it is easy to criticize them for their rigid attitudes that remained unchanged for three thousand years. Frontality is, however, directly related to the functions of Egyptian statuary and the contexts in which the statues were set up. Statues were created not for their decorative effect but to play a primary role in the cults of the gods, the king, and the dead. They were designed to be put in places where these beings could manifest themselves in order to be the recipients of ritual actions. Thus it made sense to show the statue looking ahead at what was happening in front of it, so that the living performer of the ritual could interact with the divine or deceased recipient. Very often such statues were enclosed in rectangular shrines or wall niches whose only opening was at the front, making it natural for the statue to display frontality. Other statues were designed to be placed within an architectural setting, for instance, in front of the monumental entrance gateways to temples known as pylons, or in pillared courts, where they would be placed against or between pillars: their frontality worked perfectly within the architectural context.

Statues were normally made of stone, wood, or metal. Stone statues were worked from single rectangular blocks of material and retained the compactness of the original shape. The stone between the arms and the body and between the legs in standing figures or the legs and the seat in seated ones was not normally

6. 高亮定位：阅读题目有针对段落中单词或句子提问的，会在阅读区的相应位置用灰色的高亮底纹标注出所提问的单词或句子。

TOEFL iBT Complete  
Practice Test V11 Reading  
Question 3 of 28

Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

- ☐ Experiments revealed that caged starlings displayed a lack of directional sense and restless movements.
- ☐ Experiments revealed that caged starlings were unable to orient themselves in the direction of their normal migratory route.
- ☐ Experiments revealed that the restless movement of caged starlings had no clear direction.
- ☐ Experiments revealed that caged starlings' orientation was accurate unless the weather was overcast.

**named Gustave Kramer provided some answers and, in the process, raised new questions.**

Kramer initiated important new kinds of research regarding how animals orient and navigate. Orientation is simply facing in the right direction; navigation involves finding one's way from point A to point B.

Early in his research, Kramer found that caged migratory birds became very restless at about the time they would normally have begun migration in the wild. Furthermore, he noticed that as they fluttered around in the cage, they often launched themselves in the direction of their normal migratory route. He then set up experiments with caged starlings and found that their orientation was, in fact, in the proper migratory direction except when the sky was overcast, at which times there was no clear direction to their restless movements. Kramer surmised, therefore, that they were orienting according to the position of the Sun. To test this idea, he blocked their view of the Sun and used mirrors to change its apparent position. He found that under these circumstances, the birds oriented with respect to the new "Sun." They seemed to be using the Sun as a compass to determine direction. At the time, this idea seemed preposterous. How could a bird navigate by the Sun when some of us lose our way with road maps? Obviously, more testing was in order.

So, in another set of experiments, Kramer put identical food boxes around the cage, with food in only one of the boxes. The boxes were stationary, and the one containing food was always at the same point of the compass. However, its position with respect to the surroundings could be changed by revolving either the inner cage containing the birds or the outer walls, which served as the background. As long as the birds could see the Sun, no matter how their surroundings were altered, they went directly to the correct food box. Whether the box appeared in front of the right wall or the left wall, they showed no signs of confusion. On overcast days, however, the birds were disoriented and had trouble locating their food box.

In experimenting with artificial suns, Kramer made another interesting discovery. If the artificial Sun remained stationary, the birds would shift their direction with respect to it at a rate of about 15 degrees per hour, the Sun's rate of movement across the sky. Apparently, the birds were assuming that the "Sun" they saw was moving at that rate. When the real Sun was visible, however, the birds maintained a constant direction as it moved across the sky. In other words, they were able to compensate for the Sun's movement. This meant that some sort of biological clock was operating—and a very precise clock at that.

What about birds that migrate at night? Perhaps they navigate by the night sky. To test the idea, caged night-migrating birds were placed on the floor of a



# 1/10 托福阅读：上机操作

7. 插入题的待插入点：阅读的倒数第二题是“插入题”，在左侧答题区会有一句“待插入句”，在阅读区某一段中，会有4个黑色方块标注句子插入点。点击黑色“■插入点”，把“待插入句”放入段落中的相应位置再确认上下文逻辑。

TOEFL iBT Complete Practice Test V11 Reading

Question 13 of 28

Look at the four squares [■] that indicate where the following sentence could be added to the passage.

**He arranged the feed boxes at various positions on a compass.**

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

blocked their view of the Sun and used mirrors to change its apparent position. He found that under these circumstances, the birds oriented with respect to the new "Sun." They seemed to be using the Sun as a compass to determine direction. At the time, this idea seemed preposterous. How could a bird navigate by the Sun when some of us lose our way with road maps? Obviously, more testing was in order.

So, in another set of experiments, Kramer put identical food boxes around the cage, with food in only one of the boxes. [■] The boxes were stationary, and the one containing food was always at the same point of the compass. [■] However, its position with respect to the surroundings could be changed by revolving either the inner cage containing the birds or the outer walls, which served as the background. [■] As long as the birds could see the Sun, no matter how their surroundings were altered, they went directly to the correct food box. [■] Whether the box appeared in front of the right wall or the left wall, they showed no signs of confusion. On overcast days, however, the birds were disoriented and had trouble locating their food box.

In experimenting with artificial suns, Kramer made another interesting discovery. If the artificial Sun remained stationary, the birds would shift their direction with respect to it at a rate of about 15 degrees per hour, the Sun's rate of movement across the sky. Apparently, the birds were assuming that the "Sun" they saw was moving at that rate. When the real Sun was visible, however, the birds maintained a constant direction as it moved across the sky. In other words, they were able to compensate for the Sun's movement. This meant that some sort of biological clock was operating—and a very precise clock at that.

What about birds that migrate at night? Perhaps they navigate by the night sky. To test the idea, caged night-migrating birds were placed on the floor of a planetarium during their migratory period. A planetarium is essentially a theater with a dome-like ceiling onto which a night sky can be projected for any night of the year. When the planetarium sky matched the sky outside, the birds fluttered in the direction of their normal migration. But when the dome was rotated, the birds changed their direction to match the artificial sky. The results clearly indicated that the birds were orienting according to the stars.

There is accumulating evidence indicating that birds navigate by using a wide variety of environmental cues. Other areas under investigation include magnetism, landmarks, coastlines, sonar, and even smells. The studies are complicated by the fact that the data are sometimes contradictory and the mechanisms apparently change from time to time. Furthermore, one sensory ability

8. 总结题和表格题拖拽：阅读的最后一道题是总结题或表格题。总结题有6个选项，把期中的能概括文章大纲的3个选项，拖入方框内即可。如果需要更改答案，可以把新选定的选项直接拖到方框内，覆盖在旧的选项上，选项会自动替换。答案不分先后顺序。点击【VIEW TEXT】可以浏览全文。

TOEFL iBT Complete Practice Test V11 Reading

Question 14 of 28

**Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click **View Text**.

**Gustave Kramer conducted important research related to the ability of birds to orient and navigate.**

- 
- 
- 

**Answer Choices**

Because caged birds become disoriented when the sky is overcast, Kramer hypothesized that birds orient themselves according to the Sun's position.

Kramer demonstrated that an internal biological clock allows starlings to compensate for the Sun's movement.

The role of environmental cues in birds' navigation is clear, for on overcast days, birds use objects besides the Sun to

In one set of experiments, Kramer placed the box containing food at the same point of the compass each time he put food boxes in the birds' environment.

After several studies, Kramer surmised that an internal biological clock allows some species of birds to navigate at night.

Kramer showed that night-migrating birds use the sky to navigate by the stars.



## 1/10 托福阅读：上机操作

表格题有7个选项，把符合归类的5个选项分别拖入相应的归类标题框内即可。

TOEFL iBT Complete Practice Test V12 Reading

Question 27 of 27

**Directions:** Select from the seven sentences below, the two sentences that correctly characterize endogenous rivers and the three sentences that correctly characterize exogenous rivers. Drag each sentence you select into the appropriate column of the table. Two of the sentences will NOT be used. **This question is worth 3 points.**

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click **View Text**.

Answer Choices	Endogenous Rivers	Exogenous Rivers
Their water generally comes from groundwater springs.	<input type="radio"/>	<input type="radio"/>
Their water is saltier than the water of most other rivers.	<input type="radio"/>	<input type="radio"/>
They include some of the world's largest rivers.	<input type="radio"/>	<input type="radio"/>
They originate outside the desert.	<input type="radio"/>	<input type="radio"/>
They often drain into inland basins and do not reach the sea.	<input type="radio"/>	<input type="radio"/>
They contain too much silt to be useful for irrigation.	<input type="radio"/>	<input type="radio"/>
Their water flow generally varies with the season of the year.	<input type="radio"/>	<input type="radio"/>

9. 阅读分项结束：60分钟倒计时结束后，自动结束阅读考试；如果提前答完，分项时间还有剩余，点击【CONTINUE】会直接进入听力分项，无法返回阅读。

TOEFL iBT Complete Practice Test V11 Reading

RETURN REVIEW CONTINUE

You have seen all of the questions in this part of the Reading section. You may go back and review. As long as there is time remaining, you can check your work.

Click on Return to continue working.

Click on Review to see the review screen for this section.

Click on Continue to go on.

Once you leave this part of the Reading section, you WILL NOT be able to return to it.

10. 时间分配：阅读分项考试的标准题量是3篇文章，60分钟整体计时；每篇平均控制在20分钟左右，阅读不超过8分钟，留出12分钟答题。不要在一篇文章上花费超过22分钟，不然后续答题时间紧张，压力太大可能会影响后续考试发挥。

11. 阅读加试：再加1篇文章，时间再延长20分钟，整个阅读分项时长80分钟。

## 2/10 托福阅读：屏读耐力

### 屏读耐力

托福阅读在没有加试的情况下，为3篇文章，每篇文章650-750词左右。大部分考生在接触托福阅读之前并没有接受过大剂量的屏幕阅读训练，会发现屏读和在纸质材料上的阅读有差异，很可能在一开始接触屏幕阅读时不适应，比如：

(1) 注意力不集中；(2) 无法在屏幕上勾画做标记；(3) 记忆效率低；

### 训练方法

材料	TPO 1-5；只在屏幕上阅读；不限时、不做题。
操作	1. 先以段落为单元；读完一句，马上抓住句子主干（句子主干的知识点会在后续知识点中讲解）； 2. 读完下一句，马上梳理与前一句的逻辑关系；每读完一句抓句子主干，自觉梳理前后句逻辑，争取不回读； 3. 以记忆质量为主，而不要赶时间。
注意	每天至少20分钟屏读训练，不要把每个词都念出来，更不要翻译，不认识的单词先缩写取代。

### 演练讲解

#### OG: Nineteenth-Century Politics in the United States

阅读原文	<b>Paragraph 1:</b> The development of the modern presidency in the United States began with Andrew Jackson who swept to power in 1829 at the head of the Democratic Party and served until 1837. During his administration, he immeasurably enlarged the power of the presidency. "The President is the direct representative of the American people," he lectured the Senate when it opposed him. "He was elected by the people, and is responsible to them." With this declaration, Jackson redefined the character of the presidential office and its relationship to the people.		
逐句分解	① The <b>development</b> of the modern <b>presidency</b> in the United States <b>began with Andrew Jackson</b> who swept to power in 1829 at the head of the Democratic Party and served until 1837. ② During his administration, <b>he</b> immeasurably <b>enlarged</b> the power of the <b>presidency</b> . ③ "The <b>President is</b> the direct <b>representative of</b> the American <b>people</b> ," he lectured the Senate when it opposed him. ④ " <b>He</b> was elected by the people, and <b>is responsible to them</b> ." ⑤ With this declaration, <b>Jackson redefined</b> the character of the <b>presidential office</b> and its <b>relationship to the people</b> .		
思考过程	① President	began	A.J.
	② A.J.	enlarged	President
	③ A.J.	represent-	People
	④ A.J.	respon-	People
	⑤ A.J.	redefined	President & People

### 3/10 托福阅读：词汇积累

基础词汇积累		
材料	《TOEFL词汇，词根+联想》- 俞敏洪 《TOEFL核心词汇21天突破》- 李笑来	
操作	早起	第一遍初记新单词，只看英文单词和中文释义，不看例句 → 看完 1 页重新浏览 1 页 → 每看完 5 页重新浏览 5 页 → 依次类推：6-10 页重新浏览，11-15 页重新浏览 → 初记完成,再次快速浏览所有新单词 每天的新单词数不要超过 150；
	午饭	把早上的新单词快速浏览一遍，只看英文单词和中文释义；
	晚饭	把早上的新单词快速浏览一遍，只看英文单词和中文释义；
	睡前	新、旧单词串起来浏览，旧单词复习规律请参照： 《附录：Richard单词进度表》
注意	1. 词汇基础弱的同学可以每天一个List；词汇基础好的同学可以每天两个List；每天的新单词数不要超过150（红宝书大概两个List以内）。 2. 对于白天时间紧张没有闲暇背单词的同学，可以在白天的碎片时间听单词的音频来辅助记忆，但睡前一定要进行旧单词的复习。	
学科分类积累		
材料	《词以类记:TOEFL iBT词汇》 - 张红岩	
操作	以“学科分类”为主，结合《Richard单词进度表》以每天10页新单词的速度推进。其他分类如果精力有限可以不用关注；在听力备考期间，背单词要结合音频一起记。	
注意	只用单词书背单词主要是积累阅读词汇，听力词汇要靠听写或精听。	
阅读实战积累		
材料	TPO或其他英文阅读材料。	
操作	在阅读过程中，用上下文语境推测单词。掌握生词的处理方法。	
举例	①上下文语境：The <b>host plant</b> provides a habitat to the parasite and is the source of all required nutrients.	
	②关注逻辑信号：There was another larger mass extinction at the end of the <b>Permian</b> period.	
	③词根词缀推导：This was described by Darwin for <b>indigenous</b> New Zealand species of animals and plants.	
	④首字母缩写取代：The African species <b>Macrotermes bellicosus</b> .	
注意	不要翻译成你的母语，要用英语的语言知识来解决。	
英英词典推荐		
1	韦伯斯特在线： <a href="http://www.merriam-webster.com/">http://www.merriam-webster.com/</a>	
2	柯林斯在线： <a href="http://www.collinsdictionary.com/">http://www.collinsdictionary.com/</a>	
3	词源在线： <a href="http://www.etymonline.com/">http://www.etymonline.com/</a>	



## 4/10 托福阅读：句子主干

### 读懂句子，不要翻译

刚接触托福阅读的同学大都喜欢翻译，但翻译的过程会大大降低阅读效率。当具备3000+的词汇量时，可以用抓句子主干的方法，提高阅读理解的效率。

### 难句归类

比起GRE\GMAT级别的句子，托福的句子难度真的不高。GRE\GMAT的句子是为了出题需要，经过人工改写后的非日常用语；而托福句子都是日常用语。我们之所以读不懂句子，概括起来无外乎四类原因：

1	分从过多：分句、从句、修饰成分太多，对句子主干有干扰。
	难句解法：找到分、从句信号词（that, who, what, which, where, when, how等）和标点符号，以此为拆分信号把与主干无关的修饰成分拆分出来。
2	插入成分：逗号、括号、破折号相隔的补充说明成分对句子主干有干扰。
	难句解法：跳过对句子主体进行扩展、解释、举例、说明的插入成分。
3	生词美语：从没见过的生词和美语习惯用法。
	难句解法：极其生僻的词用缩写取代；积累常用学术词汇、习惯用语。
4	虚拟倒装：虚拟语气 + 倒装句。
	难句解法：了解句法规律，还原为正常语序，并了解倒装句的表意目的。

这四类中，出现最多的就是（1）分从过多，和（2）插入成分，占到难句的70%。初期练习阅读长难句时要重点关注句子的拆分信号。

### 主干规律

有些同学抓句子主干过分依赖语法，死扣各种句法知识点；还有一些同学鄙视语法，觉得自己语感非常好足以抓住句子主干。这两种思路都有局限性。

正确方法是结合“基础语法知识”和“语感规律本质”：用基础语法知识理解如何取舍句子的各种成分，然后强化训练达到语感自动条件反射：看完句子，不用分析语法，主干就可以迅速映入脑中，这样就可以节省大量的阅读时间。

想快速抓住句子主干其实很简单：读完句子后快速抓住以下三个句子成分：

1	句子表述的主角是谁？
2	主角和谁发生了什么关系？
3	这个关系会导致什么结果？

简言之：“谁干了什么，结果怎样？”很多时候没有“结果”，那我们就抓住“谁干了什么”即可，其他的“分、从修饰”和“插入成分”可以过滤掉。

### 训练方法

材料	起步：TPO 1-10；进阶：TPO 11-20；
原则	不要逐词翻译，理解主干规律，多练孰能生巧；
操作	做完一篇屏读训练后，找出5个不能在读完句子后瞬间抓住主干的句子，分析句子结构和主干，加入难句库，反复练习直到看完瞬间秒懂。

## 4/10 托福阅读：句子主干

### 演练讲解

(1) It is significant that the earliest living things that built communities on these islands are examples of symbiosis, a phenomenon that depends upon the close cooperation of two or more forms of life and a principle that is very important in island communities.

e.g.  
things ----- symbiosis → ★  
|  
cooperation

(2) Like the stone of Roman wall, which were held together both by the regularity of the design and by that peculiarly powerful Roman cement, so the various parts of the Roman realm were bonded into a massive, monolithic entity by physical, organizational, and psychological controls.

--- wall (design & cement)  
like---|  
--- realm (phy-, org-, psy-)

(3) As among tribes people, personal relationships and a careful weighing of character have always been crucial in a mercantile economy with little regulation, where one's word is one's bond and where informal ties of trust cement together an international trade network.

★  
personal relationship ----- economy → trade ↑  
|  
little regulation

(4) In order for the structure to achieve the size and strength necessary to meet its purpose, architecture employs methods of support that, because they are based on physical laws, have changed little since people first discovered them—even while building materials have changed dramatically.

--- support = changed ↓  
structure √ ← architecture -----|  
--- material = changed ↑

(5) Only the water was suited at all to the continuous operating of machines, and although waterpower abounded in Lancashire and Scotland and ran grain mills as well as textile mills, it had one great disadvantage: streams flowed where nature intended them to and water-driven factories had to be located on their banks whether or not the location was desirable for other reasons.

★  
water ----- machine → disadvantage

## 5/10 托福阅读：段落主旨

段落结构		
1	段落主旨 Topic Sentence	能够表达出段落表意目的
2	细节拓展 Detail	用来支持拓展本段的主旨
主旨信号（阅读和听力均适用）		
1	转折	but, however, yet, nevertheless, although, despite, in spite of, whereas
2	对比	in contrast, by comparison, compared to, on the other hand, unlike, on the contrary, before, after
3	总结	段首、段尾
4	强调	in particular, very, the most, none, only, few, little,
5	因果	because, due to, result from, result in, for, lead to, therefore, give rise to, bring about, cause, thus
6	定义	be called..., be known as..., which means that
7	有问	why...? what...? when...? How...? The question is...
8	有答	the answer of the problem...
9	顺序	first, second, third, next, prior to..., preceding this..., then
训练方法		
材料	起步：TPO 1-10；进阶：TPO 11-20；	
原则	屏读迅速抓住主旨信号，没有明显信号的要概括总结；	
操作	1. 每读完一句，都要思考前后句的逻辑关系，本句的作用是什么； 2. 每读完一段，都要留出10秒钟，概括本段主旨句，落实在笔记上； 3. 遇到举例等大量细节，快速确认是对段落中哪个话题概念的拓展。	
演练讲解		
<p>① <b>Trade was the mainstay of the urban economy in the Middle East</b>, as caravans negotiated the surrounding desert, restricted only by access to water and by mountain ranges. ② This has been so since ancient times, partly <b>due to the geology</b> of the area, which is mostly limestone and sandstone, with <b>few deposits</b> of metallic ore and other useful materials Ancient demands for obsidian (a black volcanic rock useful for making mirrors and tools) led to trade with Armenia to the north, while jade for cutting tools was brought from Turkistan, and the precious stone lapis lazuli was imported from Afghanistan. ③ One can trace such expeditions back to ancient Sumeria, the earliest known Middle Eastern civilization. ④ Records show merchant caravans and trading posts set up by the Sumerians in the surrounding mountains and deserts of Persia and Arabia, where they traded grain for raw materials, such as timber and stones, as well as for metals and gems.</p>		
Topic Sentence: trade ★ ∴ × depo- & mat-		



## 6/10 托福阅读：篇章结构

行文结构类型：“总分” 或 “总分总”				
总	Topic 篇首主题段	篇首段落：用于抛出话题，为后面的拓展段做铺垫		
分	Aspects 方面拓展段	文章主体：拓展话题，按照自然段展开进行论述		
(总)	(Conclusion) (总结段)	(结尾段落：总结全文，呼应首段)		
大纲结构类型				
1	分类 Classification	Topic	Para- 1	aggression
		Aspect 1	Para- 2	biology: animal ≠ people
			Para- 3	biology: sociobiology - Gene ★
			Para- 4	sociobiology = ×; ∴ people > others
		Aspect 2	Para- 5	psychodynamics: aggressive→outlets
			Para- 6	psych-: aggression↓ - aggression↑
		Aspect 3	Para- 7	cognition: be influenced by values ★
			Para- 8	cognition: distort others' motives
2	对比 Comparison/ Contrast	Topic	Para- 1	before 1815: skilled artisans in homes after 1815: unskilled labors in factories
		Aspect 1	Para- 2	× factory: family, own shops, leisure
			Para- 3	√ factory: ×elegant, rigid schedule
		Aspect 2	Para- 4	workers: ×freedom, ×status
			Para- 5	workers: protect rights → little impacts
			Para- 6	workers: be divided; wages↓ skill↓
3	设问 Problem/ Solution	Topic	Para- 1	? = Cetacean fossil (land & sea)
		Aspect 1	Para- 2	Pakicetus: the oldest Cetacean
			Para- 3	Pakicetus: land mammal
		Aspect 2	Para- 4	Basilosaurus: sea mammal
		Aspect 3	Para- 5	Ambulacetaous: both on land and at the sea
4	因果 Cause/Effect	Topic	Para- 1	desertification: desert↑
		Aspect 1	Para- 2	∴ vegetation↓
			Para- 3	∴ water absorption↓
			Para- 4	∴ weather = dry
			Aspect 2	Para- 5
		Para- 6		over cultivation
		Para- 7		over grazing
		Para- 8		firewood gathering
		Para- 9		over irrigation
		Con-	Para- 10	reverse = hard

阅读笔记		
记录内容	利用主旨信号总结段落主旨（背景信息不用记）	
缩写举例	字母	Agr农业; Biz商业; Ind工业; C×冲突; E总数; J开心; Peo人; wk星期; yr年
	箭头	↑↓; ↔; ~波动
	数字	+大量; +2更More; +3最Most; ∴ ∴; > <; = ≠ ≈
	标点	∧转折; ∞支持同意 agree\support; : 说; //结束; &; ★; ×√,

## 笔记实例 OG - Desert Formation

T	① Sand ↑ → Desert ↑
A <sub>1</sub>	② Veg ↓ → D- ↑
	③ Abs ↓ → D- ↑
	④ Dry ↑ → D- ↑
A <sub>2</sub>	⑤ Human ★ . Pop- ↑ → D- ↑
	⑥ over-c → Crop ↓ → D- ↑
	⑦ over-g → Soil ↓ → D- ↑
	⑧ Fw + Ann Waste → D- ↑
	⑨ over-i → Salt ↑ → D- ↑
C	⑩ reverse? → X

### TPO 30.1 - Role of Play in Development 【大纲结构：

】

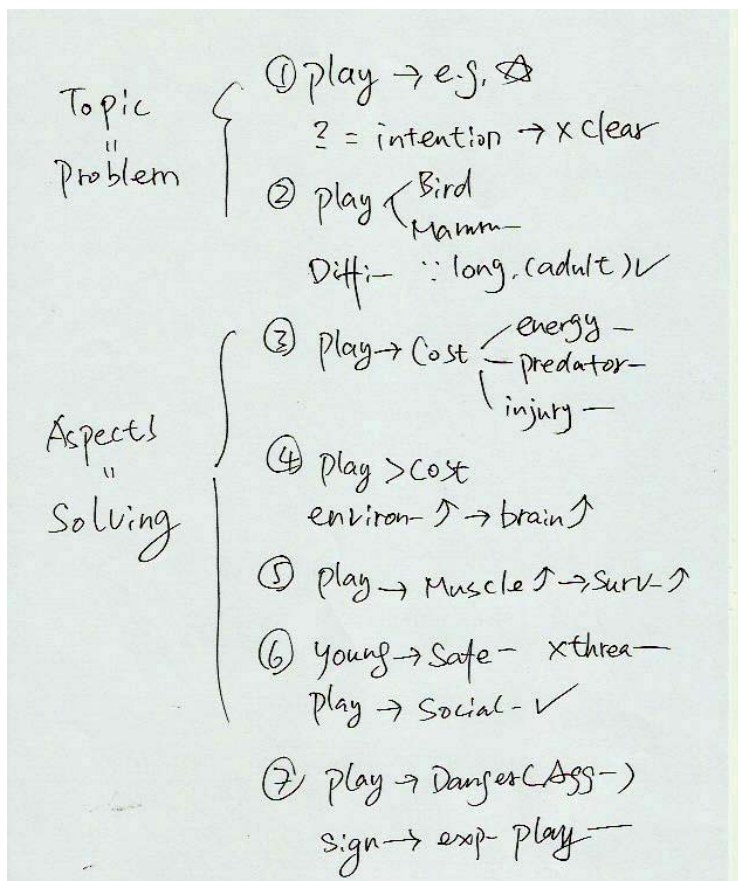
- 1 Play is easier to define with examples than with concepts. In any case, in animals it consists of leaping, running, climbing, throwing, wrestling, and other movements, either alone, with objects, or with other animals. Depending on the species, play may be primarily for social interaction, exercise, or exploration. One of the problems in providing a clear definition of play is that it involves the same behaviors that take place in other circumstances--dominance, predation, competition, and real fighting. Thus, whether play occurs or not depends on the intention of the animals, and the intentions are not always clear from behaviors alone.
- 2 Play appears to be a developmental characteristic of animals with fairly sophisticated nervous systems, mainly birds and mammals. Play has been studied most extensively in primates and canids (dogs). Exactly why animals play is still a matter debated in the research literature, and the reasons may not be the same for every species that plays. Determining the functions of play is difficult because the functions may be long-term, with beneficial effects not showing up until the animal's adulthood.
- 3 Play is not without considerable costs to the individual animal. Play is usually very active, involving movement in space and, at times, noisemaking. Therefore, it results in the loss of fuel or energy that might better be used for growth or for building up fat stores in a young animal. Another potential cost of this activity is greater exposure to predators since play is attention-getting behavior. Great activities also increase the risk of injury in slipping or falling.
- 4 The benefits of play must outweigh costs, or play would not have evolved, according to Darwin's theory. Some of the potential benefits relate directly to the healthy development of the brain and nervous system. In one research study, two groups of young rats were raised under different conditions. One group developed in an "enriched" environment, which allowed the rats to interact with other rats, play with toys, and receive maze training. The other group lived in an "impoverished" environment in individual cages in a dimly lit room with little stimulation. At the end of the experiments, the results showed that the actual weight of the brains of the impoverished rats was less than that of those raised in the enriched environment (though they were fed the same diets). Other studies have shown that greater stimulation not only affects the size of the brain but also increase the number of connections between the nerve cells. Thus, active play may provide necessary stimulation to the growth of synaptic connections in the brain, especially the cerebellum, which is responsible for motor functioning and movements.



Play also stimulates the development of the muscle tissues themselves and may provide the opportunities to practice those movements needed for survival. Prey species, like young deer or goats, for example, typically play by performing sudden flight movements and turns, whereas predator species, such as cats, practice stalking, pouncing, and biting. 5

Play allows a young animal to explore its environment and practice skill in comparative safety since the surrounding adults generally do not expect the young to deal with threats or predators. Play can also provide practice in social behaviors needed for courtship and mating. Learning appropriate social behaviors is especially important for species that live in groups, like young monkeys that needed to learn to control selfishness and aggression and to understand the give-and-take involved in social groups. They need to learn how to be dominant and submissive because each monkey might have to play either role in the future. Most of these things are learned in the long developmental periods that primates have, during which they engage in countless play experiences with their peers. 6

There is a danger, of course, that play may be misinterpreted or not recognized as play by others, potentially leading to aggression. This is especially true when play consists of practicing normal aggressive or predator behaviors. Thus, many species have evolved clear signals to delineate playfulness. Dogs, for example, will wag their tails, get down their front legs, and stick their behinds in the air to indicate "what follows is just for play." 7



**Paragraph 1:** Play is easier to define with examples than with concepts. In any case, in animals it consists of leaping, running, climbing, throwing, wrestling, and other movements, either along, with objects, or with other animals. Depending on the species, play may be primarily for social interaction, exercise, or exploration. One of the problems in providing a clear definition of play is that it involves the same behaviors that take place in other circumstance--dominance, predation, competition, and real fighting. Thus, whether play occurs or not depends on the intention of the animals, and the intentions are not always clear from behaviors alone.

【题型：细节题】+【解题口诀：意群定位】

【标志：which of the following is true of X?; why did X do Y?; X did Y because】

1. According to paragraph 1, why is play difficult to define?

- ☐ Play must be defined with concepts, not examples.
- ☐ Play behavior often looks like nonplay behavior
- ☐ Play often occurs in the presence of animals that are not playing
- ☐ Play occurs independently of an animal's intentions

**Paragraph 2:** Play appears to be a developmental characteristic of animals with fairly sophisticated nervous systems, mainly birds and mammals. Play has been studied most extensively in primates and canids (dogs). Exactly why animals play is still a matter debated in the research literature, and the reasons may not be the same for every species that plays. Determining the functions of play is difficult because the functions may be long-term, with beneficial effects not showing up until the animal's adulthood.

【题型：细节题】+【解题口诀：意群定位】

【标志：which of the following is true of X?; why did X do Y?; X did Y because】

2. According to paragraph 2, which of the following presents a particular challenge to researchers who study play behavior in animals

- ☐ The delay between activities and the benefits the animal derives from them.
- ☐ The difficulty in determining which animal species play and which do not.
- ☐ The fact that for most animals, there is no clear transition from youth to full adulthood.
- ☐ The lack of research on the play behavior of animals other than canids and primates.

**Paragraph 3:** Play is not without considerable costs to the individual animal. Play is usually very active, involving movement in space and, at times, noisemaking. Therefore, it results in the loss of fuel or energy that might better be used for growth or for building up fat stores in a young animal. Another potential cost of this activity is greater exposure to predators since play is attention-getting behavior. Great activities also increase the risk of injury in slipping or falling.

## 8/10 托福阅读：实战演练 & 答题步骤

【题型：词汇题】+【解题口诀：代入语境】秒杀词汇！

3.The word “considerable” in the passage is closest in the meaning to

- ☐ Initial
- ☐ Practical
- ☐ Eventually
- ☐ Significant

【题型：取非题】+【解题口诀：意群定位】

【标志：题干中有大写的NOT或EXCEPT】

4.According to paragraph 3, each of the following is a cost to animals that engage in play EXCEPT

- ☐ exposure to predators
- ☐ a buildup of fat stores
- ☐ a loss of fuel that could be used for growth
- ☐ risk of injury from slipping or falling

**Paragraph 4:** The benefits of play must outweigh costs, or play would not have evolved, according to Darwin's theory. Some of the potential benefits relate directly to the healthy development of the brain and nervous system. In one research study, two groups of young rats were raised under different conditions. One group developed in an "enriched" environment, which allowed the rats to interact with other rats, play with toys, and receive maze training. The other group lived in an "impoverished" environment in individual cages in a dimly lit room with little stimulation. At the end of the experiments, the results showed that the actual weight of the brains of the impoverished rats was less than that of those raised in the enriched environment (though they were fed the same diets). Other studies have shown that greater stimulation not only affects the size of the brain but also increase the number of connections between the nerve cells. Thus, active play may provide necessary stimulation to the growth of synaptic connections in the brain, especially the cerebellum, which is responsible for motor functioning and movements.

【题型：修辞目的题】+【解题口诀：段落主旨】

【标志：Discuss X in order to...; Why mention X? What is the main purpose?】

5.Why does the author include the comment “though they were fed the same diets”?

- ☐ To show why rats living in impoverished environments need less food than those living in enriched environments
- ☐ To eliminate the possibility that differences in diet were responsibly for observed differences in brain weight
- ☐ To emphasize the point that rats were fed only the amount of food needed to keep them alive
- ☐ To suggest that rats fed the same diet have smaller brains than those fed a varied food



【题型：细节题】+【解题口诀：意群定位】

【标志：which of the following is true of X?; why did X do Y?; X did Y because】

6.Paragraph 4 supports which of the following statements about an animal's brain.

- ☐ The heavier the brain, the richer the environment in which the animal was raised.
- ☐ The younger the animal, the harder it is to develop new connections between nerve cells.
- ☐ The larger the animal, the harder it is to develop new connections between nerve cells.
- ☐ The larger the animal's cerebellum, the larger will be the animal's nerve cells.

**Paragraph 5:** Play also stimulates the development of the muscle tissues themselves and may provide the opportunities to practice those movements needed for survival. Prey species, like young deer or goats, for example, typically play by performing sudden flight movements and turns, whereas predator species, such as cats, practice stalking, pouncing, and biting.

【题型：细节题】+【解题口诀：意群定位】

【标志：which of the following is true of X?; why did X do Y?; X did Y because】

7.According to paragraph 5, why might play behavior of prey species be different from those of predator species?

- ☐ Unlike predator species, prey species use play to prevent inappropriate social behaviors, such as biting.
- ☐ Some prey species are physically incapable of certain types of predator movements.
- ☐ The survival of each species type is linked to particular sets of muscular movements.
- ☐ Predator species have more opportunities to practice play behaviors than prey species.

**Paragraph 6:** Play allows a young animal to explore its environment and practice skill in **comparative** safety since the surrounding adults generally do not expect the young to deal with threats or predators. Play can also provide practice in social behaviors needed for courtship and mating. **Learning appropriate social behaviors is especially important for species that live in groups, like young monkeys that needed to learn to control selfishness and aggression and to understand the give-and-take involved in social groups.** They need to learn how to be dominant and submissive because each monkey might have to play either role in the future. Most of these things are learned in the long developmental periods that primates have, during which they engage in countless play experiences with their peers.

8.The word "**comparative**" in the passage is closest in meaning to

- ☐ relative
- ☐ temporary
- ☐ sufficient
- ☐ complete

## 8/10 托福阅读：实战演练 & 答题步骤

【题型：句简答题】+【解题口诀：主干逻辑】

9. Which of the sentences below **best expresses the essential information** in the highlighted sentence in the passage? Incorrect choices **change the meaning** in important ways or **leave out essential information**.

- ☐ Only monkeys that have learned to control their selfish and aggressive behaviors can be involved in social groups.
- ☐ Selfish and aggressive animals like monkeys live in groups in order to practice appropriate social behaviors.
- ☐ Monkeys and other social animals need to learn behaviors appropriate for their social groups.
- ☐ Some monkeys are naturally too selfish and aggressive to understand the give-and-take of social groups, so they learn such important behaviors while young.

【题型：推论题】+【解题口诀：排除最快】

【标志：题干中有 infer, suggest, imply】

10. What can be inferred from paragraph 6 about the role of adults in play activities of the young?

- ☐ Adults help their young learn to become dominant within the social group.
- ☐ Young animals learn how to play from the adults within their social group.
- ☐ Adults allow the young to engage in play behaviors within a protected, safe environment.
- ☐ The long developmental period of some animals allows adults more time to teach their young how to deal with the threats of predators.

**Paragraph 7:** There is a danger, of course, that play may be misinterpreted or not recognized as play by others, **potentially** leading to aggression. This is especially true when play consists of practicing normal aggressive or predator behaviors. Thus, many species have evolved clear signals to delineate playfulness. Dogs, for example, will wag their tails, get down their front legs, and stick their behinds in the air to indicate "what follows is just for play."

11. The word "**potentially**" in the passage is closest in meaning to

- ☐ undoubtedly
- ☐ possibly
- ☐ unfortunately
- ☐ quickly

【题型：细节题】+【解题口诀：意群定位】

【标志：which of the following is true of X?; why did X do Y?; X did Y because】

12. According to paragraph 7, how do some animals ensure that other animals understand that they are just playing?

- ☐ By playing only with animals who are not predator
- ☐ By avoiding any aspects of the play behavior that are dangerous
- ☐ By practicing nonaggressive and non-predatory behaviors
- ☐ By using a set of signals that occurs only in play

## 8/10 托福阅读：实战演练 & 答题步骤

【题型：插入题】+【解题口诀：拆句关联】

【拆分待插入句的信号：分、从句信号词；动词；标点符号】

13. Look at the four squares [■] that indicate where the following sentence can be added to the passage. Where would the sentence best fit?

**With messages such as those, even dogs that are strangers to each other can be playing within a few minutes.**

There is a danger, of course, that play may be misinterpreted or not recognized as play by others, potentially leading to aggression. [■] This is especially true when play consists of practicing normal aggressive or predator behaviors. [■] Thus, many species have evolved clear signals to delineate playfulness. [■] Dogs, for example, will wag their tails, get down their front legs, and stick their behinds in the air to indicate "what follows is just for play." [■]

【题型：总结题】+【解题口诀：大纲主题】

14. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage.

**Play appears to be a developmental characteristic of animals with fairly sophisticated nervous systems, mainly birds and mammals.**

- 1 ○ Although play often resembles aggression, flight, or other purposeful activities, researchers do not agree on the reasons for and functions of play
- 2 ○ Although many animals develop physically from play, too many young animals become victims of their natural predators while playing.
- 3 ○ Animals such as rats, dogs, deer, goats and monkeys learn how to be both dominant and submissive during play activities so that they will fit in better with their adult social groups.
- 4 ○ The function of play is still debated in the research literature primarily because each animal species uses so few of the many available types of play behavior.
- 5 ○ Energy expenditure and security risks are some of the costs to animals of play behavior, but the costs are not so great that they outweigh the long-term benefits of play to the species.
- 6 ○ As experiments and observations have shown, animals that play at some stages of their development obtain neurological, muscular, or social benefits from the play behaviors.

答题步骤：通读文章再做题（8分钟读文 + 12分钟答题）或 边读段落边做题

1	先读段落，每段读完留出 10 秒钟，快速归纳主旨笔记；
2	再做题目，先排除明显的错项，再回到原文中确认答案；
3	全文读完，先总结文章大纲类型，再做总结题或表格题；
注意：某段落未出题时，也要读完该段落总结主旨，落实笔记。	

## 9/10 托福阅读：题型综述 & 错项标志

题型综述				
	题型	题目数量	解题口诀	答题时间
1 ★	细节题 Factual Information questions	3 to 6 questions per set	意群定位	1 分钟
2	取非题 Negative Factual Information questions	0 to 2 questions per set		
3	推断题 Inference questions	0 to 2 questions per set	排除最快	1 分钟
4	修辞目的题 Rhetorical Purpose questions	0 to 2 questions per set	段落主旨	1 分钟
5 ★	词汇题 Vocabulary questions	3 to 5 questions per set	代入语境	10 秒
6	指代题（标志：refers to） Reference questions	0 to 2 questions per set	先主后宾	30 秒
7	句子简化题 Sentence Simplification questions	0 to 1 question per set	主干逻辑	1 分钟
8	插入题 Insert Text questions	0 to 1 question per set	拆句关联	1 分钟
9 ★	总结题 Prose Summary	每篇文章只会 出现二者之一 总结题概率大	大纲主题	2 分钟
10 ★	表格题 Fill in a Table		分类对比	2 分钟

错误选项类型（阅读和听力均适用）	
非	原文提及非考点必错
反	与原文内容相反必错
未	原文未提及内容必错

选项中的敏感信号词（很可能是错项）	
极端词	never, only, all, little, few
最高级	the most, the best, the biggest
比较级	more, better, less, as...as
副词	totally, completely, soon, well



## 10/10 托福阅读：备考规划

托福阅读30满分的百天备考规划（清华附中、人大附中实测）		
阶段	时长	备考任务
Phase 1	15-21天	<ol style="list-style-type: none"> <li>基础词汇积累，每天不超过150个生词： 《TOEFL词汇，词根+联想》- 俞敏洪 《TOEFL核心词汇21天突破》- 李笑来</li> <li>屏读训练，TPO 1-5，每天1篇， 摘抄积累文中的生词；</li> <li>句子主干，TPO 1-5， 在屏读过程中，积累难句库，做主干分析练习。</li> </ol>
Phase 2	15-21天	<ol style="list-style-type: none"> <li>学科分类词汇积累，每天不超过150个生词： 《词以类记：TOEFL iBT 词汇》- 张红岩</li> <li>不计时做题，TPO 6-10，每天1篇， 摘抄积累文中的生词；</li> <li>句子主干，TPO 6-10， 在屏读过程中，积累难句库，做主干分析练习。</li> </ol>
Phase 3	15-21天	<ol style="list-style-type: none"> <li>22分钟计时做题，TPO 11-15，每天1篇， 摘抄积累文中的生词， 分析每道题错误选项“非反未”，练习快速笔记；</li> <li>句子主干，TPO 11-15 在屏读过程中，积累难句库，做主干分析练习；</li> </ol>
Phase 4	15-21天	<ol style="list-style-type: none"> <li>20分钟计时做题，TPO 16-20，每天1篇， 摘抄积累文中的生词， 分析每道题错误选项“非反未”，练习快速笔记；</li> <li>句子主干，TPO 16-20 在屏读过程中，积累难句库，做主干分析练习；</li> </ol>
Phase 5	10-15天	<ol style="list-style-type: none"> <li>18分钟计时做题，TPO 21-25，每天1-2篇， 摘抄积累文中的生词，有意识增加抗干扰训练， 分析每道题错误选项“非反未”，练习快速笔记；</li> <li>句子主干，TPO 21-25 在屏读过程中，积累难句库，做主干分析练习；</li> </ol>
Phase 6	7天	<ol style="list-style-type: none"> <li>复习之前的错题；</li> <li>模考2-3次，TPO 26以后任选。</li> </ol>
<p>说明：寒暑假期间，可以集中备考，3个月备考+1个月考两次，共4个月；          春秋开学，Phase 1-4适当延长，5个月备考+1个月考两次，共6个月；          建议报考两次，两次间隔不小于两周；          若首战不理想，先复习旧题，模考时再用新题；          若做过的题再做一遍仍然有错，则要重点分析错题。</p>		
<p>注意：TPO 会一直出新，但托福考试依然没变：学术语言能力的测试，          不要偏听偏信一些无良培训机构所谓“独家现场真题”的噱头。          请坚信：托福是打磨我们语言能力的工具，不要做考试的奴隶，          今日投机取巧，他日加倍偿还；语言实力为本，高分水到渠成。          一个从86小白到118几近满分的过来人，与诸位学弟学妹共勉！</p>		

第1天	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
	1	1\2	2\3	1\3\4	2\4\5	3\5\6	1\4\6\7	2\5\7\8	3\6\8\9
第10天	10	11	12	13	14	14	15	16	17
	10	11	12	13	14	14	15	16	17
	10	11	12	13	14	14	15	16	17
	4\7\9\10	5\8\10\11	6\9\11\12	7\10\12\13	8\11\13\14	1\9\12\14	2\10\13\15	3\11\14\16	4\12\15\17
第19天	18	19	20	21	22	23	24	25	26
	18	19	20	21	22	23	24	25	26
	18	19	20	21	22	23	24	25	26
	5\13\16\18	6\14\17\19	7\15\18\20	8\16\19\21	9\17\20\22	10\18\21\23	11\19\22\24	12\20\23\25	13\21\24\26
第28天	27	28	29	30	31	32	33	34	35
	27	28	29	30	31	32	33	34	35
	27	28	29	30	31	32	33	34	35
	14\22\25\27	15\23\26\28	16\24\27\29	17\25\28\30	18\26\29\31	19\27\30\32	20\28\31\33	21\29\32\34	22\30\33\35
第37天	36	37	38	39	40	41	42	43	44
	36	37	38	39	40	41	42	43	44
	36	37	38	39	40	41	42	43	44
	23\31\34\36	24\32\35\37	25\33\36\38	26\34\37\39	27\35\38\40	28\36\39\41	29\37\40\42	30\38\41\43	31\39\42\44

附录：Richard 单词进度表