



# 托福阅读目的题

吴迪

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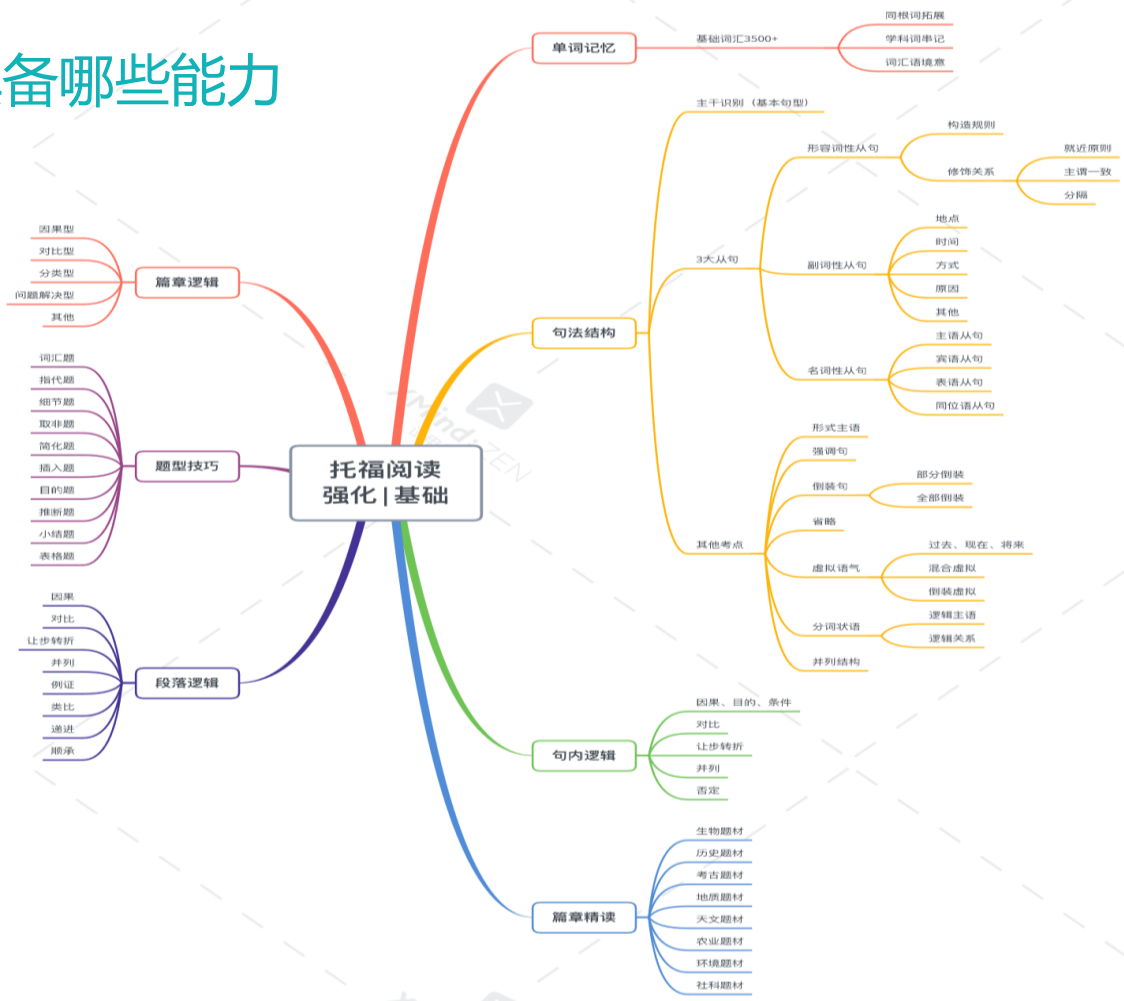
托福阅读连续3次满分

词句基础+篇章逻辑=阅读满分



- 阅读题型拆解：满分需要的能力
- 修辞目的题：例题&思路
- 答疑：课程及备考问题

# 阅读满分需要具备哪些能力



# 阅读满分需要具备哪些能力

词汇、语法基础

句子内部逻辑

句间、段间逻辑

题型技巧

词汇题, 简化题,  
细节题, 取非题,  
目的题、指代题、  
插入题、推断题、  
小结题、表格题

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句子内部逻辑

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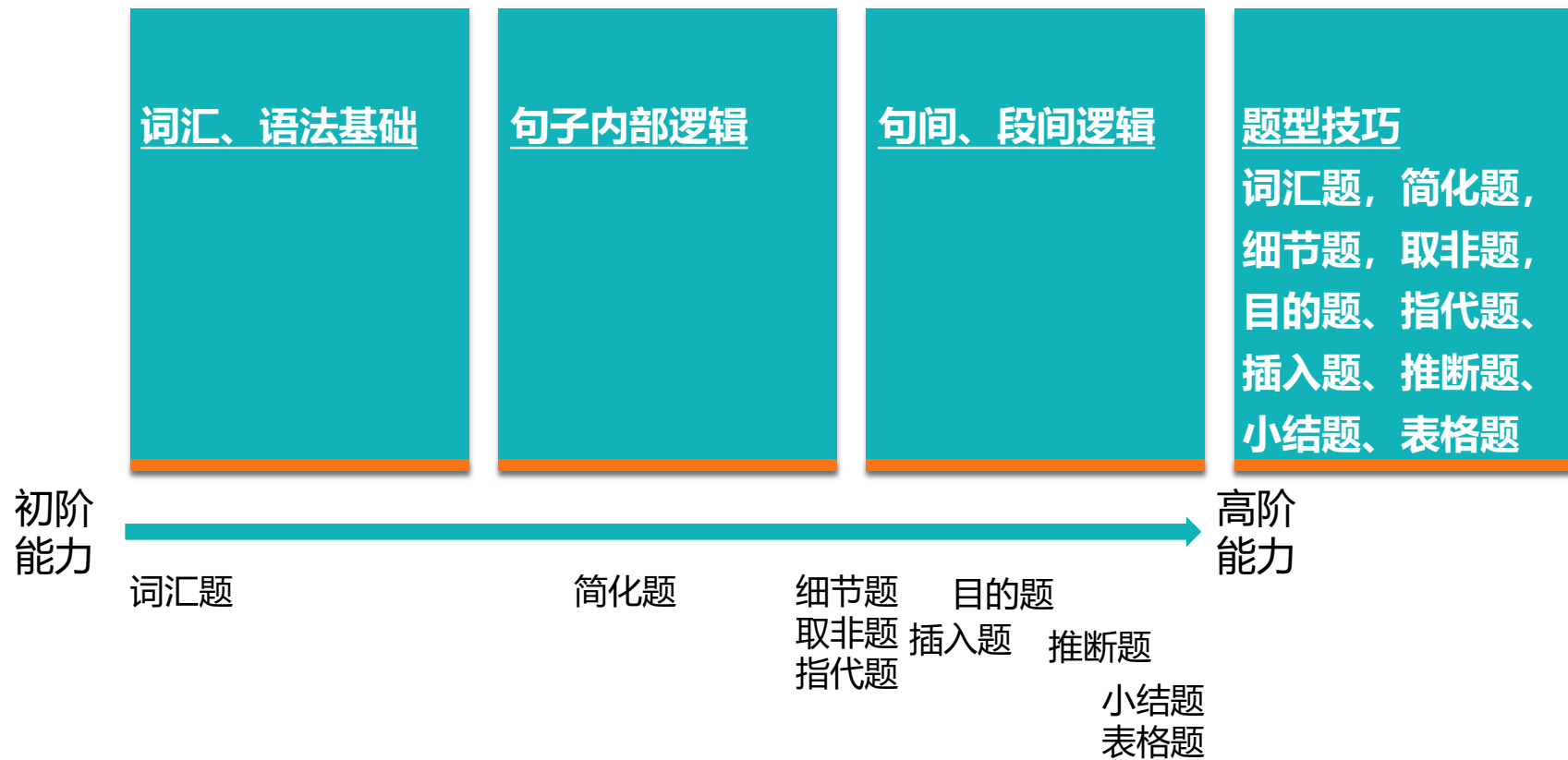
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小结题、表格题

初阶  
能力

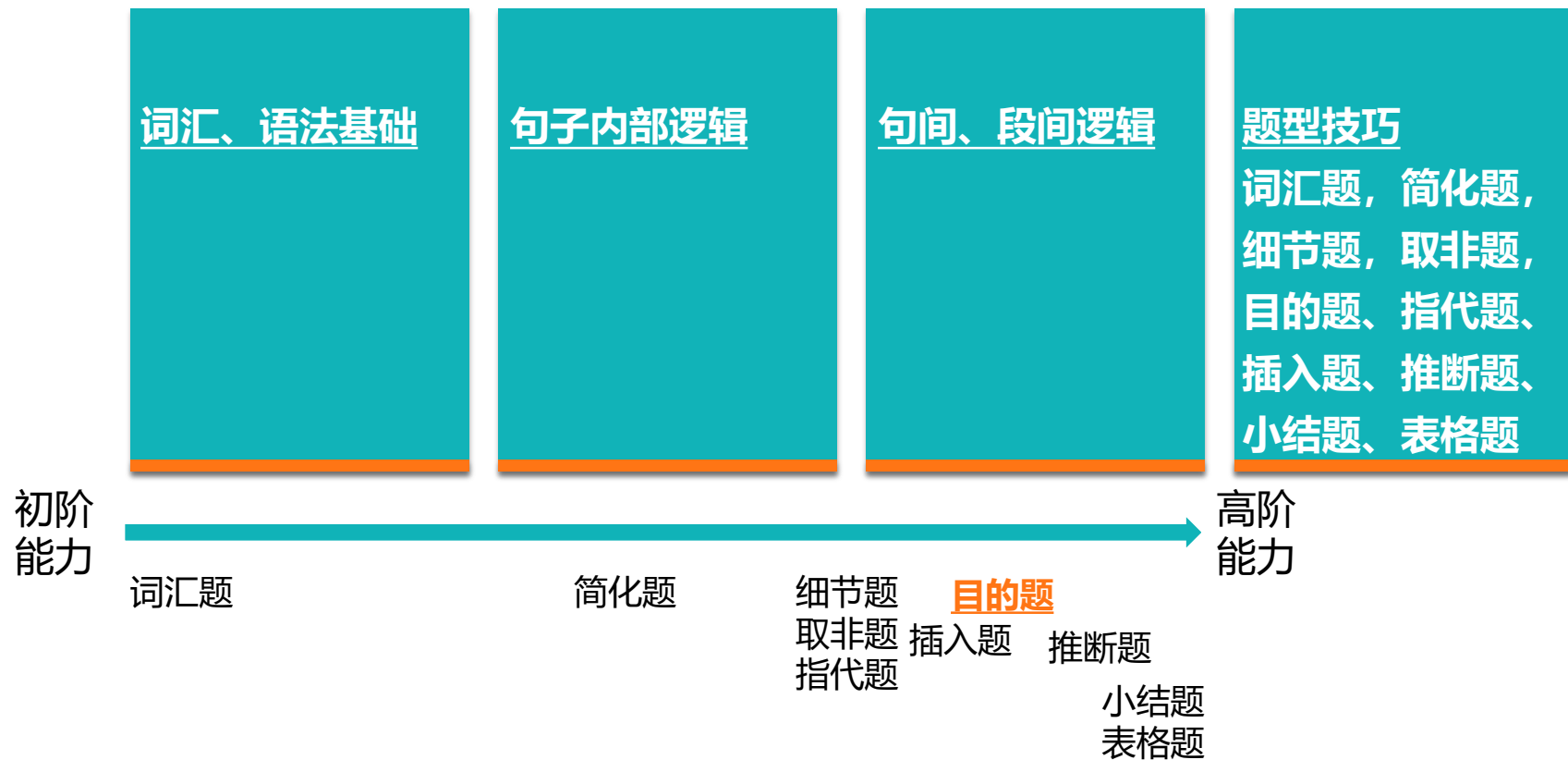
高阶  
能力



# 阅读满分需要具备哪些能力



# 阅读满分需要具备哪些能力





## 目的题—何为目的题

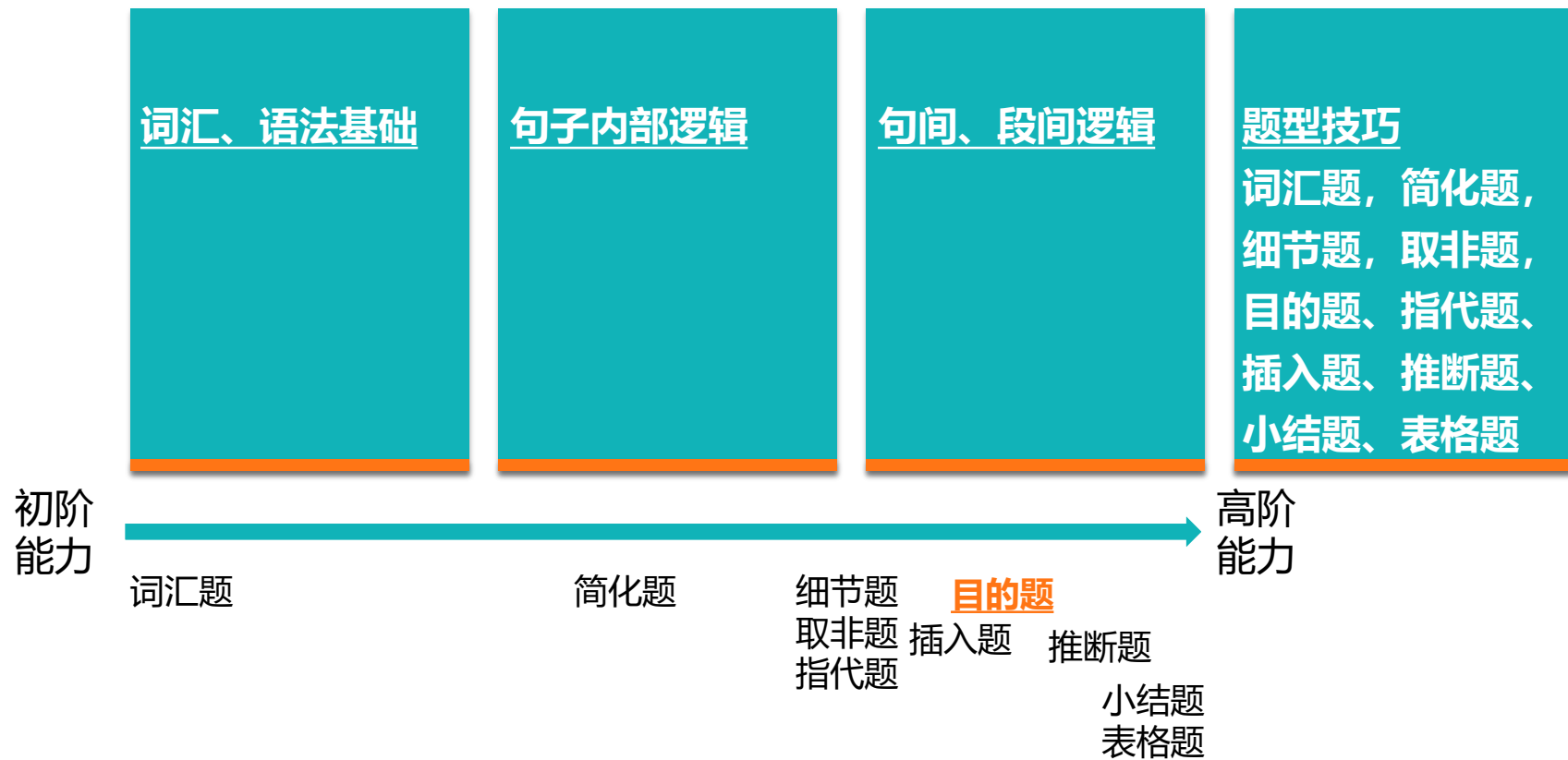
In paragraph 1, the author compares pollen moved by wind with letters thrown off roofs in order to

- A. explain why there are relatively few species of trees that depend on wind pollination
- B. compare natural, biological processes with human social practices.
- C. make a point about the probability of wind-blown pollen reaching a tree of the same species
- D. argue against the common assumption that the tallest trees are the most likely to employ wind pollination

## 目的题—何为目的题

**Paragraph 1:** ... The drawback of wind pollination is that wind is obviously unspecific as to where it takes the pollen. It is like trying to get a letter to a friend at the other end of the village by climbing onto the roof and throwing an armful of letters into the air and hoping that one will end up in the friend' s garden. For the relatively few dominant tree species that make up temperate forests, where there are many individuals of the same species within pollen range, this is quite a safe gamble. If a number of people in the village were throwing letters off roofs, your friend would be bound to get one. By contrast, in the tropics, where each tree species has few, widely scattered individuals, the chance of wind blowing pollen to another individual is sufficiently slim that animals are a safer bet as transporters of pollen. Even tall trees in the tropics are usually not wind pollinated despite being in windy conditions. In a similar way, trees in temperate forests that are insect pollinated tend to grow as solitary, widely spread individuals.

# 目的题—测试能力



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3. 插入题+目的题+指代题--句间段间关系分析能力
4. 推断题+题型总复习--推理思维+题型考察能力回顾
5. 小结题 + 表格题--篇章及段落主旨识别（整篇文章精讲）+考场策略
6. 讲练课1--TPO套题讲解
7. 讲练课2--TPO套题讲解

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## 目的题—如何解决

Why does the author mention “Japanese benshi” and “original musical compositions” ?

- A. To suggest that audiences preferred other forms of entertainment to film before the transition to sound in the 1920's
- B. To provide examples of some of the first sounds that were recorded for film
- C. To indicate some ways in which sound accompanied film before the innovation of sound films in the late 1920s
- D. To show how the use of sound in films changed during different historical periods

## 目的题—如何解决

**Paragraph 2:** Yet this most fundamental standard of historical periodization conceals a host of paradoxes. Nearly every movie theater, however modest, had a piano or organ to provide musical accompaniment to silent pictures. In many instances, spectators in the era before recorded sound experienced elaborate aural presentations alongside movies' visual images, from the Japanese benshi (narrators) crafting multivoiced dialogue narratives to original musical compositions performed by symphony-size orchestras in Europe and the United States. In Berlin, for the premiere performance outside the Soviet Union of The Battleship Potemkin, film director Sergei Eisenstein worked with Austrian composer Edmund Meisel (1874-1930) on a musical score matching sound to image; the Berlin screenings with live music helped to bring the film its wide international fame. [TPO 12]

## 目的题—如何解决

Why does the author mention repetitive following movements of the eye?

- A. To identify a response that indicates a neonate's perception of a stimulus
- B. To explain why a neonate is capable of responding to stimuli only through repetitive movements
- C. To argue that motor activity in a neonate may be random and unrelated to stimuli
- D. To emphasize that responses to stimuli vary in infants according to age



## 目的题—如何解决

**Paragraph 1:** In the study of perceptual abilities of infants, a number of techniques are used to determine infants' responses to various stimuli. Because they cannot verbalize or fill out questionnaires, indirect techniques of naturalistic observation are used as the primary means of determining what infants can see, hear, feel, and so forth. Each of these methods compares an infant's state prior to the introduction of a stimulus with its state during or immediately following the stimulus. The difference between the two measures provides the researcher with an indication of the level and duration of the response to the stimulus. For example, if a uniformly moving pattern of some sort is passed across the visual field of a neonate (new born), repetitive following movements of the eye occur. The occurrence of these eye movements provides evidence that the moving pattern is perceived at some level by the newborn. Similarly, changes in the infant's general level of motor activity —turning the head, blinking the eyes, crying, and so forth — have been used by researchers as visual indicators of the infant's perceptual abilities. [*TPO 13*]

## 目的题—如何解决

**Paragraph 1:** How do predators affect populations of the prey animals? The answer is not as simple as might be thought. Moose reached Isle Royale in Lake Superior by crossing over winter ice and multiplied freely there in isolation without predators. When wolves later reached the island, naturalists widely assumed that the wolves would play a key role in controlling the moose population. Careful studies have demonstrated, however, that this not the case. The wolves eat mostly old or diseased animals that would not survive long anyway. In general, the moose population is controlled by food availability, disease, and other factors rather than by wolves. [*TPO 27*]

In paragraph 1, why does the author discuss the moose and wolves on Isle Royale?

- A. To provide an example of predator moving to new habits by following migrating prey.
- B. To show that the interactions between predator populations and prey populations are not always what might be expected.
- C. To suggest that prey populations are more influenced by predation than food availability and disease.
- D. To argue that studies of geographically isolated populations tend not to be useful to naturalist.

## 目的题—如何解决

The author mentions “an architectural setting” in the passage in order to

- A. suggest that architecture was as important as sculpture to Egyptian artists
- B. offer a further explanation for the frontal pose of Egyptian statues
- C. explain how the display of statues replaced other forms of architectural decoration
- D. illustrate the religious function of Egyptian statues

## 目的题—如何解决

**Paragraph 2:** 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. [TPO 11]

# 目的题—测试能力总结



## 课表，请收藏！

日期	星期	时间	科目	老师	主题
2月22日	星期六	20:00-21:00	写作	徐欣	单一观点题目破题思路，有效行文
2月23日	星期日	20:00-21:00	阅读	费扬	全新思维，带你实战阅读句子简化题
2月24日	星期一	20:00-21:00	口语	仲慕秋	如何 appeal to the speech rater
2月25日	星期二	20:00-21:00	阅读	吴迪	托福阅读目的题--如何看清例证关系
2月26日	星期三	20:00-21:00	听力	张仪	生命科学难题：生态学讲座结构和考点
2月27日	星期四	20:00-21:00	写作	彭璐	解构独立写作三选一，可以很简单
2月28日	星期五	20:00-21:00	口语	唐腾浩	独立口语题，答疑逻辑和常用理由
2月29日	星期六	20:00-21:00	阅读	李冰洁	段落结构法，理清文章脉络和考点
3月1日	星期日	20:00-21:00	口语	吴奇	方向错了？口语其实考察这9大能力！
3月2日	星期一	20:00-21:00	听力	邱婷茜	突破组织结构题，实战带练破考点

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6. 讲练课1--TPO套题讲解
7. 讲练课2--TPO套题讲解

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白天班

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按话题，重点攻克薄弱话题

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复习频道

错题自动记录  
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