

How to
Master Skills for the

TOEFL

iBT

新托福考试专项进阶
——高级阅读

R *ead*ing

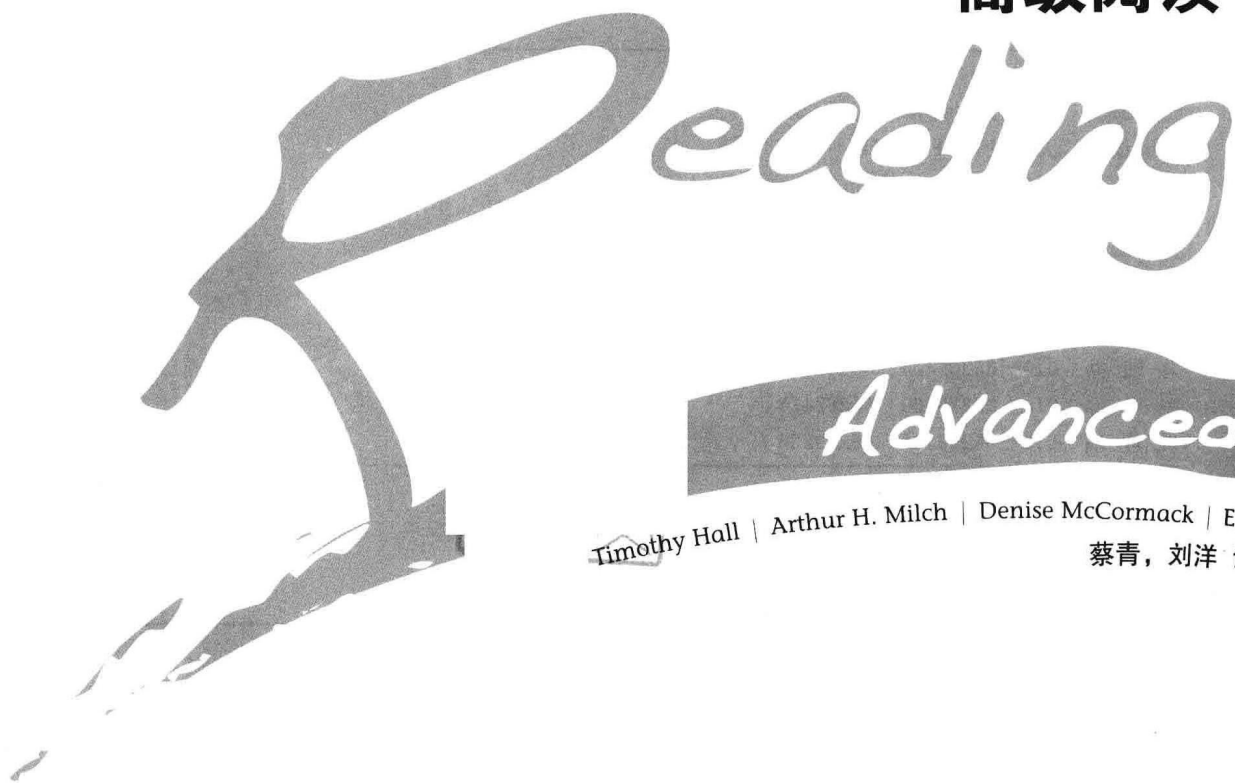
Advanced

Timothy Hall | Arthur H. Milch | Denise McCormack | E2K

How to
Master Skills for the

TOEFL iBT

新托福考试专项进阶
——高级阅读



Timothy Hall | Arthur H. Milch | Denise McCormack | E2K
蔡青, 刘洋 译

图书在版编目(CIP)数据

新托福考试专项进阶. 高级阅读 / (美)哈尔(Hall, T.), (美)米尔奇(Milch, A. H.), (美)麦考马克(McCormack, D.)编著; 蔡青, 刘洋译. —北京: 群言出版社, 2009. 5

ISBN 978-7-80080-979-8

I. 新… II. ①哈…②米…③麦…④蔡…⑤刘… III. 英语—阅读教学—高等教育—自学参考资料 IV. H310.41

中国版本图书馆 CIP 数据核字(2009)第 027382 号

版权登记: 图字 01—2008—3932

How to Master Skills for the TOEFL iBT Reading Advanced

Copyright ©2007, Darakwon Press

Chinese language translation rights ©(2009)

by Qunyan Press


Chinese language translation rights arranged with Darakwon Press

新托福考试专项进阶——高级阅读

出版人 范 芳
责任编辑 李 强(bj62605588@163.com)
封面设计 大愚设计 + 贾臻臻
出版发行 群言出版社(Qunyan Press)
地 址 北京东城区东厂胡同北巷 1 号
邮政编码 100006
网 站 www.qypublish.com
电子信箱 qunyancbs@126.com
总 编 办 010—65265404 65138815
编 辑 部 010—65276609 65262436
发 行 部 010—65263345 65220236

经 销 新华书店
读者服务 010—65220236 65265404 65263345
法律顾问 中济律师事务所
印 刷 北京鑫丰华彩印有限公司

版 次 2009 年 8 月第 1 版 2009 年 8 月第 1 次印刷
开 本 880×1230 1/16
印 张 23
字 数 484 千字
书 号 ISBN 978-7-80080-979-8
定 价 40.00 元

 [版权所有 侵权必究]

如有缺页、倒页、脱页等印装质量问题, 请拨打服务热线: 010—62605166。

新东方
NEWORIENTAL **图书策划委员会**

主任 俞敏洪

委员 (按姓氏笔划为序)

王 强 王文山

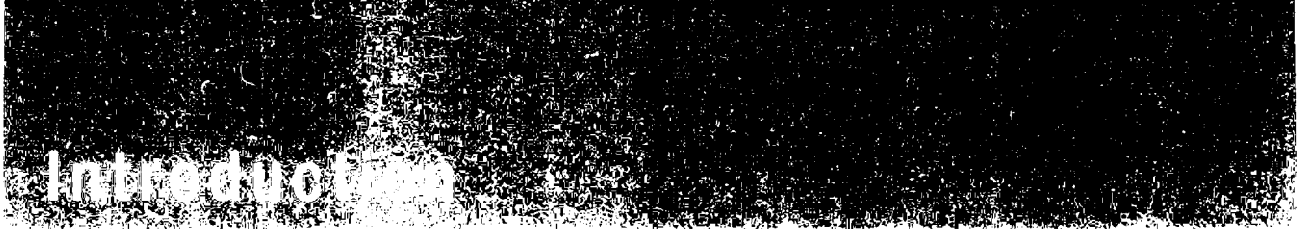
包凡一 仲晓红

李 杜 邱政政

沙云龙 汪海涛

陈向东 周成刚

徐小平 窦中川



1. The Format of the TOEFL® IBT

Section	Number of Questions	Timing	Score
Reading	<ul style="list-style-type: none"> • 3~5 Passages <ul style="list-style-type: none"> - approximately 700 words each - 12~14 questions per passage 	60~100 min.	30 points
Listening	<ul style="list-style-type: none"> • 2~3 Conversations <ul style="list-style-type: none"> - 12~25 exchanges each (3 min.) - 5 questions per conversation • 4~6 Lectures <ul style="list-style-type: none"> - 500~800 words each (3~5 min.) - 6 questions per lecture 	60~90 min.	30 points
BREAK		10 min.	
Speaking	<ul style="list-style-type: none"> • 2 Independent Tasks (preparation: 15 sec. / response: 45 sec.) <ul style="list-style-type: none"> ① 1 personal experience ② 1 personal choice/opinion • 2 Integrated Tasks: Read-Listen-Speak (preparation: 30 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> - reading: 75~100 words (45 sec.) - conversation: 150~180 words (60~80 sec.) ② 1 academic course topic <ul style="list-style-type: none"> - reading: 75~100 words (45 sec.) - lecture: 150~220 words (60~90 sec.) • 2 Integrated Tasks: Listen-Speak (preparation: 20 sec. / response: 60 sec.) <ul style="list-style-type: none"> ① 1 campus situation topic <ul style="list-style-type: none"> - conversation: 180~220 words (60~90 sec.) ② 1 academic course topic <ul style="list-style-type: none"> - lecture: 230~280 words (90~120 sec.) 	20 min.	30 points
Writing	<ul style="list-style-type: none"> • 1 Integrated Task: Read-Listen-Write (20 min.) <ul style="list-style-type: none"> - reading: 230~300 words (3 min.) - lecture: 230~300 words (2 min.) - a summary of 150~225 words • 1 Independent Task (30 min.) <ul style="list-style-type: none"> - a minimum 300-word essay 	50 min.	30 points

2. What Is New about the TOEFL® iBT?

- (1) The TOEFL® iBT is delivered through the Internet in secure test centers around the world at the same time.
- (2) It tests all four language skills and is taken in the order of Reading, Listening, Speaking, and Writing, with a 10-minute break in the middle.
- (3) The test is 4.0~4.5 hours long, and all of the four test sections will be completed in one day.
- (4) Note-taking is allowed throughout the entire test, including the Reading section. At the end of the test, all notes are collected and destroyed at the test center.
- (5) Compared with the computer-based test (CBT) and paper-based test (PBT), the TOEFL® iBT has no Structure section. Grammar is tested indirectly on questions and tasks in each section.
- (6) In the Listening section, one lecture may be spoken with a British or Australian accent.
- (7) There are integrated tasks requiring test takers to combine more than one language skill in the Speaking and Writing sections.
- (8) In the Speaking section, test takers wear headphones and speak into a microphone when they respond. The responses are recorded and transmitted to ETS's Online Scoring Network.
- (9) In the Writing section, test takers must type their responses. Handwriting is not possible.
- (10) Test scores will be reported online. Test takers can see their scores online 15 business days after the test and will also receive a copy of their score report by mail.

B. Information on the Reading Section

The Reading section of the TOEFL® iBT measures test takers' ability to understand university-level academic texts. This section has 3~5 passages, and the length of each passage is about 700 words. Some passages may have underlined words or phrases in shade. Test takers can click on them to see a definition or explanation. Test takers have to answer 12~14 questions per passage. 60~100 minutes are given to complete this section, including the time spent reading the passages and answering the questions.

1. Types of Reading Passages

- (1) Exposition – Material that provides an explanation of a topic
- (2) Argumentation – Material that presents a point of view about a topic and provides evidence to support it
- (3) Historical narrative – An account of a past event or of a person's life, narrated or written by someone else

Basic Comprehension Questions

- (1) Vocabulary (3~5 questions per set)
 - _ This type of question asks you to identify the meanings of words and phrases in the reading passage.
- (2) Reference (0~2 questions per set)
 - _ This type of question asks you to identify the referential relationship between the words in the passage.
- (3) Factual Information (3~6 questions per set)
 - _ This type of question asks you to identify specific information that is explicitly stated in the passage.
- (4) Negative Factual Information (0~2 questions per set)
 - _ This type of question asks you to check what information is NOT mentioned in the passage.
- (5) Sentence Simplification (0~1 question per set)
 - _ This type of question asks you to choose the sentence that best paraphrases the essential information in the highlighted sentence.
 - _ This is a new type of question introduced in the TOEFL® iBT.

Inference Questions

- (6) Inference Questions (0~2 questions per set)
 - _ This type of question asks you to identify an idea that is not explicitly stated in the passage.
- (7) Rhetorical Purpose Questions (0~2 questions per set)
 - _ This type of question asks you why the author uses particular words, phrases, or sentences.
- (8) Insert Text Questions (0~1 question per set)
 - _ This type of question provides an example sentence and asks you to decide where the best place for that sentence would be in the passage.

Reading to Learn Questions

- (9) Prose Summary (1 question per set)
 - _ This type of question asks you to complete a summary chart with major ideas from the passage.
 - _ This question is worth up to 2 points, and partial credit is given.
 - _ This type of question does not occur with a Fill in a Table question in a same passage.
 - _ This is a new type of question introduced in the TOEFL® iBT.

(10) Fill in a Table (1 question per set)

- _ This type of question asks you to identify and organize the major ideas of the passage into table categories.
- _ This question is worth up to 3 points for tables with 5 correct answers and 4 points for tables with 7 correct answers. Partial credit is given.
- _ This type of question does not occur with a Prose Summary question in one passage.
- _ This is a new type of question introduced in the TOEFL® iBT.

2. Question Formats

There are three question formats in the Reading section:

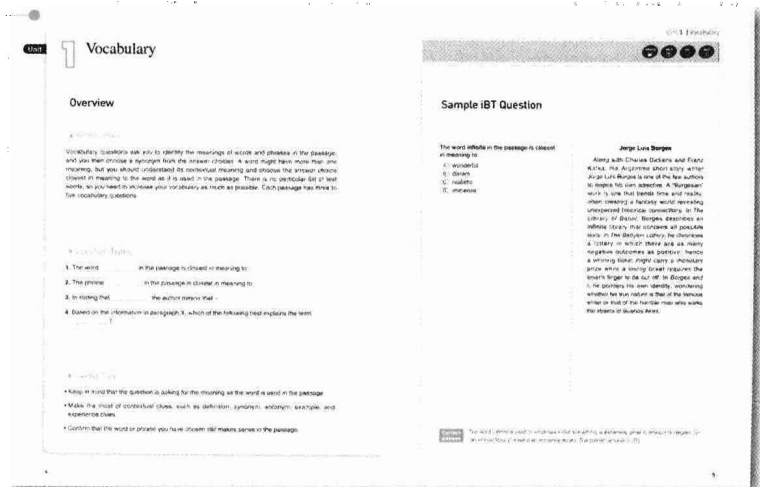
- (1) Four-choice questions with a single answer in traditional multiple-choice format
- (2) Four-choice questions with a single answer that ask test takers to insert a sentence where it fits best in a passage
- (3) “Reading to learn” questions with more than four choices and more than one answer

How to Use This Book

How to Master Skills for the TOEFL® iBT Reading Advanced is designed to be used either as a textbook for a TOEFL® iBT reading preparation course or as a tool for individual learners who are preparing for the TOEFL® test on their own. With a total of 10 units, this book is organized to prepare you for the test with a comprehensive understanding of the test and thorough analysis of every question type. Each unit consists of 6 parts and provides a step-by-step program that provides question-solving strategies and the development of test-taking abilities. At the back of the book are two actual tests of the Reading section of the TOEFL® iBT.

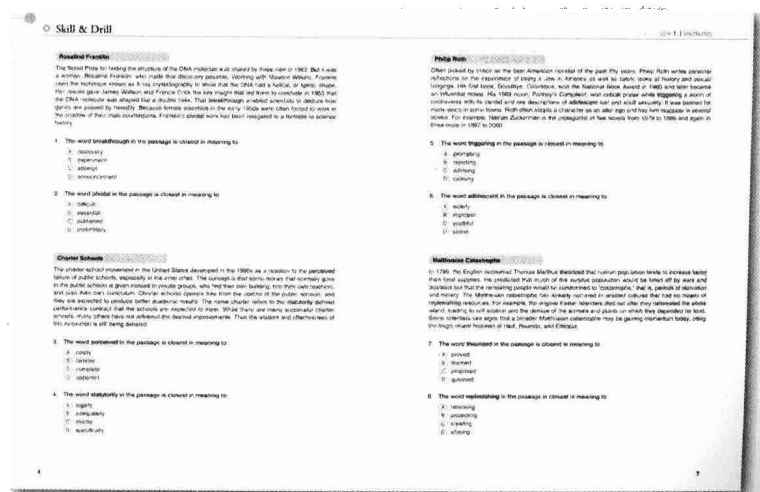
1 Overview

This part is designed to prepare you for the type of question the unit covers. You will be given a full description of the question type and its application in the passage. You also will be given some useful tips as well as an illustrated introduction and sample.



2 Skill & Drill

The purpose of this section is to ensure that you understand the new types of questions that were described in the overview. You will be given a chance to confirm your understanding in brief texts before starting on the practice exercises. You will read some simple passages and answer questions of a particular type. This part will help you learn how to deal with each type of question on the Reading section of the TOEFL® iBT.



TOEFL Reading Practice

This section allows you to practice reading TOEFL® passages. Six long passages are provided, and a time limit is given for reading each passage. You first read the passage within a time limit and then solve general comprehension questions and the questions of the type that is mainly dealt with in the unit. A glossary of important words is listed in each passage to help increase your understanding. Also, clear notes are provided to help you grasp the overall organization of each passage and understand important points.

TOEFL Reading Practice

Read the following passage and answer the questions.

Charles Darwin

Charles Darwin is commonly identified with being the father of the theory of evolution, which he first expounded in his 1859 book *On the Origin of Species*. The naturalist that appears in the popular press has had little recognition in the scholarly community. But Darwin's greatest work was to describe the mechanism that drives the evolutionary process: natural selection. The process of natural selection refers to the tendency of plants and animals to have characteristics that are either encouraging the development of species that are well adapted to their environment. At the same time, organisms that do not possess favorable traits tend to die. In that way, the characteristics of a species are said to be "naturally selected."

Darwin himself trained as a naturalist. He had a long career as a professional naturalist, which he first began in 1825 on the HMS *Beagle*. During his voyage, he collected plants and specimens of plants and animals and made detailed observations of the differences between them. It was during this voyage that Darwin first developed his theory of evolution. He was inspired to publish his theory in 1844, but he was unable to do so until 1859, when he published *On the Origin of Species*. The book was a landmark in the history of science, and it is still one of the most influential books ever written. Darwin's theory of evolution is the basis of modern biology, and it has led to a better understanding of the world around us.

The theory of evolution is a scientific theory that explains the diversity of life on Earth. It is based on the idea that all life forms are descended from a common ancestor, and that over time, they have evolved into the different species we see today. This process of evolution is driven by natural selection, which is the process by which organisms with traits that are better suited to their environment are more likely to survive and reproduce. Over time, these traits become more common in the population, and the species evolves.

1. According to the passage, Darwin was inspired to publish his theory because

- he could not find a publisher.
- he needed training to do a naturalist.
- he heard the English community would reject it.
- he had found evidence that disproved it.

2. According to paragraph 2, Darwin became better known than William Brewster because

- Brewster's theories were not as convincing.
- Darwin was more famous for studying the flight of birds.
- Darwin was a better naturalist.
- Darwin was not a member of London's leading scientific society.

3. The word *inspired* in the passage is closest in meaning to

- inspired.
- inspired.
- inspired.
- inspired.

4. The word *inspired* in the passage is closest in meaning to

- inspired.
- inspired.
- inspired.
- inspired.

Building Summary Skills

The purpose of this part is for you to understand the previous long passages thoroughly by completing the summaries of them. This will also help you enhance your paraphrasing skills, which are strongly recommended to those who are preparing for the TOEFL® iBT.

Building Summary Skills

1. Darwin and Wallace

Charles Darwin is known as the father of the theory of evolution. He first expounded his theory in his 1859 book *On the Origin of Species*. The naturalist that appears in the popular press has had little recognition in the scholarly community. But Darwin's greatest work was to describe the mechanism that drives the evolutionary process: natural selection. The process of natural selection refers to the tendency of plants and animals to have characteristics that are either encouraging the development of species that are well adapted to their environment. At the same time, organisms that do not possess favorable traits tend to die. In that way, the characteristics of a species are said to be "naturally selected."

2. The Chicago School of Economics

The University of Chicago has become known as the birthplace of the Chicago School of Economics. The school was founded in 1890, and it was during this time that the Chicago School of Economics was established. The school was founded by John D. Rockefeller, and it was during this time that the Chicago School of Economics was established. The school was founded by John D. Rockefeller, and it was during this time that the Chicago School of Economics was established.

3. Transcendentalism

Transcendentalism was a philosophical movement that emerged in the United States in the 1820s and 1830s. It was a reaction against the rationalism and materialism of the Enlightenment. Transcendentalists believed in the inherent goodness of people and nature, and they emphasized the individual's ability to attain a higher level of consciousness through intuition and self-reflection. Transcendentalism was a reaction against the rationalism and materialism of the Enlightenment. Transcendentalists believed in the inherent goodness of people and nature, and they emphasized the individual's ability to attain a higher level of consciousness through intuition and self-reflection.

4. White Flight

White flight is a term used to describe the migration of white people from urban areas to suburban areas. This phenomenon is often associated with the desegregation of schools and the end of the Jim Crow era. White flight is a term used to describe the migration of white people from urban areas to suburban areas. This phenomenon is often associated with the desegregation of schools and the end of the Jim Crow era.

5. Thomas Hunt Morgan

Thomas Hunt Morgan was an American geneticist and biologist. He is best known for his work on the fruit fly *Drosophila melanogaster*, which he used to study the inheritance of traits. Morgan's work on the fruit fly led to the discovery of the chromosomal theory of inheritance, which states that genes are located on chromosomes. Morgan's work on the fruit fly led to the discovery of the chromosomal theory of inheritance, which states that genes are located on chromosomes.

6. The Manhattan

The Manhattan Project was a research project that developed the atomic bomb. It was led by J. Robert Oppenheimer and took place at the University of California, Berkeley, and the Los Alamos National Laboratory. The Manhattan Project was a research project that developed the atomic bomb. It was led by J. Robert Oppenheimer and took place at the University of California, Berkeley, and the Los Alamos National Laboratory.

TOEFL iBT Practice Test

This part gives you a chance to experience an actual TOEFL® iBT test in a shortened form. You will be given two passages with 8 questions each. The topics are similar to those on the actual TOEFL® test, as are the questions.

TOEFL iBT Practice Test

1. The word *unparalleled* in the passage is closest in meaning to

- unprecedented.
- unparalleled.
- unparalleled.
- unparalleled.

2. According to paragraph 2, the Transcendentalist period was characterized by

- the rejection of the scientific method.
- the rejection of the scientific method.
- the rejection of the scientific method.
- the rejection of the scientific method.

3. According to paragraph 3, why did the Transcendentalist movement become a challenge to the scientific method?

- It was based on the idea of intuition.
- It was based on the idea of intuition.
- It was based on the idea of intuition.
- It was based on the idea of intuition.

4. According to the passage, all of the following are characteristics of the Transcendentalist period EXCEPT

- the rejection of the scientific method.
- the rejection of the scientific method.
- the rejection of the scientific method.
- the rejection of the scientific method.

5. The word *tragedy* in the passage is closest in meaning to

- tragedy.
- tragedy.
- tragedy.
- tragedy.

6. According to paragraph 5, much of the history of the Transcendentalist movement can be traced to

- the rejection of the scientific method.
- the rejection of the scientific method.
- the rejection of the scientific method.
- the rejection of the scientific method.

7. The word *tragedy* in the passage is closest in meaning to

- tragedy.
- tragedy.
- tragedy.
- tragedy.

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

- tragedy.
- tragedy.
- tragedy.
- tragedy.

Contents

PART 1	Basic Comprehension	
Unit 1	Vocabulary Biology / Sociology / Literature	3
Unit 2	Reference Science / History / Economics	27
Unit 3	Factual Information Art / Geography / Politics	51
Unit 4	Negative Factual Information Culture / Astronomy / Chemistry	75
Unit 5	Sentence Simplification *	99
	Ecology / Biology / Geology	
PART 2	Making Inferences	
Unit 6	Rhetorical Purpose Zoology / Sociology / Literature / Language	125
Unit 7	Inference Psychology / History / Geography	149
Unit 8	Insert Text Art / Economics / Science	173
PART 3	Reading to Learn	
Unit 9	Prose Summary Geology / Astronomy / Chemistry	199
Unit 10	Fill in a Table Culture / Anthropology / Ecology / Biology	225
	Vocabulary Wrap-up	251
	Actual Test 01	264
	Actual Test 02	276

Contents (Answer Book)

Unit 1	Vocabulary	291
Unit 2	Reference	296
Unit 3	Factual Information	302
Unit 4	Negative Factual Information	307
Unit 5	Sentence Simplification	313
Unit 6	Rhetorical Purpose	318
Unit 7	Inference	323
Unit 8	Insert Text	329
Unit 9	Prose Summary	335
Unit 10	Fill in a Table	340
	Actual Test 01	346
	Actual Test 02	348

PART

1 Basic Comprehension

In this part, the reading comprehension questions include: vocabulary, reference, factual information, negative factual information, and sentence simplification. The learning objectives of these reading comprehension questions are to identify individual words, referential relations between the words in the passage, factual information, and essential sentences.

- Unit 1 **Vocabulary**
Biology / Sociology / Literature
- Unit 2 **Reference**
Science / History / Economics
- Unit 3 **Factual Information**
Art / Geography / Politics
- Unit 4 **Negative Factual Information**
Culture / Astronomy / Chemistry
- Unit 5 **Sentence Simplification**
Ecology / Biology / Geology

370

Unit

1

Vocabulary

1 Vocabulary

Overview

■ Introduction

Vocabulary questions ask you to identify the meanings of words and phrases in the passage, and you then choose a synonym from the answer choices. A word might have more than one meaning, but you should understand its contextual meaning and choose the answer choice closest in meaning to the word as it is used in the passage. There is no particular list of test words, so you need to increase your vocabulary as much as possible. Each passage has three to five vocabulary questions.

■ Question Types

1. The word _____ in the passage is closest in meaning to
2. The phrase _____ in the passage is closest in meaning to
3. In stating that _____, the author means that ~
4. Based on the information in paragraph X, which of the following best explains the term _____?

■ Useful Tips

- Keep in mind that the question is asking for the meaning as the word is used in the passage.
- Make the most of contextual clues, such as definition, synonym, antonym, example, and experience clues.
- Confirm that the word or phrase you have chosen still makes sense in the passage.