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北京新航道学校托福考试 (TOEFL® iBT) 培训系列教材



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前 言

2005年9月，美国教育考试服务中心（ETS）在美国本土首次推出全新改版后的托福考试——托福网考（TOEFL iBT, Internet-Based Test），2006年9月，托福网考开始在中国实施。这一改革，使托福考试在形式、分值、题型及内容上都发生了根本性变化。口语和写作的重要性开始凸显；阅读理解不再是单纯的理解，而是更加注重建立在批判性思维上的综合理解；笔记能力也越来越重要，近年来这一系列的变化可以说都是因托福iBT改革而起。新托福的出现不仅是评价媒介或评价方式的变化，它还给英语学习本身的方向带来了变化，其变化的核心是强调英语学习必须在听说读写四个方面均衡发展，学习者既要具备理解能力又要具备表达能力。“如何才能减少考生的时间与费用成本，让他们用最快的速度实现自己的目标呢？”，本书从策划到出版的整个过程都将这个问题作为贯穿始终的核心命题。

经过深入的思考，我们根据考生需要，推出了这套新托福系列丛书。本系列丛书针对iBT新托福考试的变化，对ETS的iBT新托福真题进行了深度分析，编写出了最大程度贴近真题的模拟试题。每一道题的题目设置都经过了编者的细心考量，重现真实考试题目。书后还附有实战模拟CD-ROM，让考生在真实环境中备考。另外，在书中还配有答案、详解等，方便独自备考的考生理解每一道题的解题依据或者错误原因。本书通过对各题内容与结构的分析，授之以渔，让学生熟悉解题方法，从根本上掌握解题技巧。

本书在编写过程中充分考虑了考生的需要与心声，编者们都尽了最大努力希望能给广大考生带来帮助。然而本书仍有许多不足。有的失误可能在出版后才发现，有的也可能是iBT新托福的不断变化造成的欠缺。针对这些问题，我们向大家保证本书在网站上将会不断更新完善。下载与本系列丛书相关的资源，可以访问网站<http://www.tomatotoefl.com>。

真心希望本书能够帮助那些为实现理想而奋斗的千万考生们。

编者

2010年1月

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Part 1

Reading

Actual Test 1

Part 1

TOEFL Reading Passage

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Time 00:20:00

Film Exchanges in America's Early Movie Industry

- 1 → Motion pictures were exhibited to the public in the late 1800s, though the first device to accomplish this would seem very unfamiliar to today's movie-going audiences. Thomas Edison's 1893 Kinetoscope was little more than a wooden box with a small glass window. Intended only for individual viewing, it housed a roll of film, a mechanical device to circulate the film, and a small light to illuminate it. A person would peer through the window and watch a short moving sequence, usually just a depiction of an everyday event or the performance of an acrobat or dancer. Needless to say, the medium's ability to serve only one customer at a time severely limited its profitability.
- 2 → Everything changed two years later with the advent of projection, by which a much larger film image could be shown to multiple viewers simultaneously. The Lumière brothers of France were the first to introduce this new technology with a projection machine called a cinematograph. Edison was quick to follow their lead and created his Vitascope projector in late 1895. With the potential to make money by charging admission to movies now within reach, the innovators of the film industry were ready to expand their business ventures.
- 3 → There were two industry models in practice during the early 1900s. A handful of successful firms, such as the Biograph Company, owned the equipment to make their own films as well as the venues in which to display them. Such companies were rare, however; most films were shown by independent exhibitors. These included traditional theater owners, who added short film presentations to their programs of live-action entertainment, and traveling cinema exhibitors, who moved from town to town to reach new audiences, often following circuits established by rural fairs. They typically purchased films directly from the production companies that made them, paying a set price per foot of film regardless of its content. Because movies of the time were never longer than one or two minutes, it was feasible to buy them outright. However, this system failed to attract significant audiences as the public soon tired of the small stock of films exhibitors had to offer, and the reels of film themselves deteriorated quickly through repeated transport and screening in traveling cinema shows.

- 4 → Things changed again when producers began increasing the length of their films in order to tell more complex stories. Longer films entailed higher prices, and it became difficult for small-scale exhibitors to purchase them. This, in turn, prevented production studios from creating as many movies as they could, since they had no one to sell them to. It was precisely this dilemma that gave rise to the film exchange. An early version of a motion-picture distributor, film exchanges were responsible for bridging the gap between production and exhibition. They financed production studios, giving them the funds they needed to film more movies. Then, they purchased these films and rented them out to exhibitors around the country for a fraction of what it would have cost the exhibitors to purchase the films themselves.
- 5 → The film-exchange system revolutionized the industry, greatly benefiting all parties involved. **A** Film rentals allowed exhibitors to show a wide variety of movies and gave them constant access to new films so they could change their programs frequently. **B** This led to the rise of what we now know as the movie theater, a venue dedicated solely to the public exhibition of films. **C** Film exchanges made money by taking a percentage of ticket sales, and the production studios were paid by the exchanges. **D** Moreover, as a result of the increase in revenue that came as movies gained popularity, the studios began to focus on elevating the quality of their products.
- 6 → Many historians view the development of film exchanges as the single most important factor in the transformation of the film industry from an entertainment novelty to a major business. After 1920, independent exchanges grew scarcer as a few corporations succeeded in capturing control of the production, distribution, and exhibition of films. Yet many of the practices established by film exchanges prior to the 1920s are still used today by the most successful Hollywood distributors.

1. The word it in the passage refers to

- (A) device.
- (B) film.
- (C) window.
- (D) sequence.

2. In Paragraph 1, the author states that Kinetoscope films

- Ⓐ offered a limited range of subject matter.
- Ⓑ required patience from the viewer.
- Ⓒ were projected on a glass surface.
- Ⓓ received acclaim from the general public.

Paragraph 1 is marked with an arrow [→].

3. Based on the information in Paragraph 1 and Paragraph 2, what can be inferred about the cinematograph and the Vitascope projector?

- Ⓐ They were greatly influenced by Edison's earlier inventions.
- Ⓑ They both were very different from today's projection devices.
- Ⓒ Their inventors worked together to create them.
- Ⓓ They both made more money than the Kinetoscope had.

Paragraph 1 and Paragraph 2 are marked with arrows [→].

4. Why does the author mention the Biograph Company?

- Ⓐ To identify the most successful company in the film industry at the time.
- Ⓑ To describe an exception to a trend in film exhibition in the early 1900s.
- Ⓒ To discuss the first addition of films to traditional entertainment programs.
- Ⓓ To illustrate the model on which most other small film companies were based.

5. The word circuits in the passage is closest in meaning to

- Ⓐ traditions.
- Ⓑ assemblies.
- Ⓒ rules.
- Ⓓ routes.

6. According to Paragraph 3, how was the price of a film determined?

- Ⓐ By the physical proportions of the film itself.
- Ⓑ By the popularity of the film's content.
- Ⓒ By the success of the film in the past.
- Ⓓ By the distance exhibitors had to travel to buy it.

Paragraph 3 is marked with an arrow [→].

7. 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.
- Ⓐ The lack of variety and short life of film reels prevented the industry from experiencing real success.
 - Ⓑ In order to attract larger audiences to their showings, exhibitors needed to expand their stocks of films.
 - Ⓒ Due to difficulties transporting the films long distances, traveling cinemas were not commercially successful.
 - Ⓓ The public soon began demanding higher-quality films, but most exhibitors were unable to obtain them.
8. The word *entailed* in the passage is closest in meaning to
- Ⓐ founded.
 - Ⓑ contained.
 - Ⓒ required.
 - Ⓓ allowed.
9. What can be inferred from Paragraph 4 about film exchanges?
- Ⓐ They charged high rental prices for the films they owned.
 - Ⓑ They possessed large amounts of startup capital.
 - Ⓒ They participated in both production and exhibition.
 - Ⓓ They broadened the market for films overseas.

Paragraph 4 is marked with an arrow [→].

10. In Paragraph 5, the author suggests that the rise in profits that came with the success of movies
- Ⓐ led to an improvement in the overall quality of films.
 - Ⓑ was captured primarily by the film exchanges.
 - Ⓒ pressed studios to keep the production quota.
 - Ⓓ was most beneficial to film exhibitors.

Paragraph 5 is marked with an arrow [→].

11. According to Paragraph 6, what caused the disappearance of film exchanges?

- Ⓐ The increased profitability of the film industry.
- Ⓑ A shift in preference toward Hollywood distributors.
- Ⓒ The formation of corporate film monopolies.
- Ⓓ A decline in the quality of their services.

Paragraph 6 is marked with an arrow [→].

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

Nickelodeons, so named because the cost of admission was a nickel, appeared first, but fancier exhibition halls opened to suit bigger audiences and more refined tastes.

Where would the sentence best fit?

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

13. **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.*

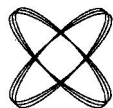
During the early years of America's film industry, several changes took place in attempts to make films more profitable.

-
-
-

Answer Choices

- | | |
|--|---|
| <p>(A) Thomas Edison's Kinetoscope holds the distinction of being the first device ever created that could exhibit motion-picture films to an audience.</p> <p>(C) In the early 1900s, theater owners and traveling exhibitors purchased films directly from the studios but enjoyed little success in displaying them to the public.</p> <p>(E) Early film exchanges would rent out exhibition halls, giving a cut of the ticket sales to both the theater owner and the film production company.</p> | <p>(B) Due to the obvious limitations of the Kinetoscope, it was the introduction of projection that first gave businessmen hopes of making money from showing movies.</p> <p>(D) The audiences' demand for more elaborate stories resulted in longer films, which meant that most exhibitors could no longer afford to buy them outright.</p> <p>(F) The creation of film exchanges gave exhibitors access to a steady stream of films and enabled the industry to grow.</p> |
|--|---|

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**.



You have seen all of the questions in this part.
You can review your work if there's time remaining
or you can continue to the next part.

Two Types of Social Groups

- 1 → One of the most basic elements of human life is the way in which we form social groups and interact with the members of those groups. According to sociologists, no one is ever entirely separate from the social networks that surround him or her, and the groups we belong to play an enormous role in determining how we see ourselves and our world. Early American sociologist Charles H. Cooley(1864–1929) defined two principal categories of human groupings, and his ideas are still widely accepted today. He termed them primary and secondary, based on the kinds of relationships individuals in the group share with each other.
- 2 → In primary groups, we form what Cooley referred to as primary relationships. These are marked by strong, long-lasting emotional ties, feelings of intimacy and genuine concern for the well-being of the other person or people. Intangible items, such as love, respect, and support, are exchanged by individuals in primary groups, causing them to feel nurtured by the relationships the group affords them. Participation in the group is therefore seen as its own reward; there is no concrete, external goal that members are working towards.
- 3 → Due to the time and effort it takes to build such close bonds, primary groups are typically small. Some prominent examples given by Cooley include families, groups of childhood friends, and the tight-knit communities adults enter into with their neighbors or other close peers. In the view of Cooley and later sociologists, it is the primary group that is most important in the development of an individual's personal beliefs and values, and assists that person with his or her integration into society at large.
- 4 Secondary groups, in contrast, are characterized by the lack of intimate relationships among their members. These secondary relationships involve less personal interaction and weaker emotional connections, and therefore they do not have as significant an impact on the development of an individual's worldview. In addition, since ties between individuals are not as strong, many secondary groups either exist for only a short time before dissolving, or experience frequent changes in membership.
- 5 → Secondary groups can be quite large. A company's employees, a university's student body, and even a country's citizens are all examples of

secondary groups. **■**The items individuals exchange are usually tangible in nature, such as the labor provided in return for wages in the case of a commercial organization. **■**Most notably, though, the reason that secondary groups form in the first place is to accomplish a specific task. **■**Employees participate in the secondary group of their company with the intention of creating a product or service, as well as to receive pay. **■**If the group fails to achieve its goal, it will most likely cease to exist.

6 → Cooley believed that both primary and secondary groups are universal to human societies. While modern sociologists agree with this, they have also observed that the ratio of primary to secondary groups varies according to the level of a society's technological development. In less-developed nations, individuals spend most of their lives in a single location with prolonged exposure to a certain group of people. This enables them to develop close bonds more easily, so primary groups are commonplace. Developed countries, on the other hand, have witnessed an increase in secondary groups at the expense of primary groups. The fast pace, widespread technology and diversity of life in these societies make it harder for people to connect emotionally with each other. Instead, innovations such as Internet chat rooms and convenient transportation have expanded the number of secondary groups that people in developed societies belong to.

7 While the effects of such a loss of primary groups is not yet fully understood, some researchers believe it explains many of the social problems faced by such societies. The role that primary groups play in social and emotional development is so important that, if traditional primary groups fail to provide individuals with an environment in which they can experience this growth, they may seek it elsewhere. The formation of street gangs, the use of illegal drugs, and other detrimental lifestyles seen in developed societies may represent failed attempts to fill the void left by the disappearance of primary groups.

1. According to Paragraph 1, how did Cooley differentiate between primary and secondary groups?

- (A) By using definitions formulated by earlier American sociologists.
- (B) By focusing on the types of interactions displayed by group members.
- (C) By assigning values to groups based on their role in personal development.
- (D) By comparing the types of roles they play in society.

Paragraph 1 is marked with an arrow [→].

2. It can be inferred from Paragraph 2 that the typical primary group
- Ⓐ cannot supply everything an individual needs to be happy.
 - Ⓑ contains members that are emotionally healthy.
 - Ⓒ remains together for a long period of time.
 - Ⓓ does not encourage the formation of relationships outside the group.

Paragraph 2 is marked with an arrow [→].

3. The word *affords* in the passage is closest in meaning to
- Ⓐ lends.
 - Ⓑ provides.
 - Ⓒ costs.
 - Ⓓ teaches.
4. In Paragraph 3, the author states that primary groups are largely responsible for
- Ⓐ shaping how their members relate to their social environment.
 - Ⓑ making sure societies work together towards a common goal.
 - Ⓒ forming organizations that undertake community development.
 - Ⓓ introducing new sets of beliefs and values to human society.

Paragraph 3 is marked with an arrow [→].

5. The word *dissolving* in the passage is closest in meaning to
- Ⓐ returning.
 - Ⓑ settling down.
 - Ⓒ arguing.
 - Ⓓ breaking up.
6. Why does the author mention labor and wages in Paragraph 5?
- Ⓐ To suggest that commercial entities are different from most secondary groups.
 - Ⓑ To explain the reason why most secondary groups exist.
 - Ⓒ To contrast these resources with tangible items found in secondary groups.
 - Ⓓ To characterize the nature of exchanges within secondary groups.

Paragraph 5 is marked with an arrow [→].

7. According to Paragraph 6, one similarity between primary and secondary groups is that they both

- Ⓐ give rise to technological development.
- Ⓑ are absent in less-developed nations.
- Ⓒ can be observed in all kinds of societies.
- Ⓓ are essential to the health of societies.

Paragraph 6 is marked with an arrow [→].

8. The word *them* in the passage refers to

- Ⓐ less-developed nations.
- Ⓑ individuals.
- Ⓒ bonds.
- Ⓓ primary groups.

9. The phrase *at the expense of* in the passage is closest in meaning to

- Ⓐ along with.
- Ⓑ regardless of.
- Ⓒ among.
- Ⓓ in place of.

10. What can be inferred from Paragraph 6 about a society with a high level of technological advancement?

- Ⓐ Its primary groups are concerned mainly with acquiring material goods.
- Ⓑ It is less common for people to commit to primary or secondary groups.
- Ⓒ It allows its citizens to join more primary groups than those of other societies.
- Ⓓ Its people form secondary groups more often than primary groups.

Paragraph 6 is marked with an arrow [→].