

TOWARDS SUCCESS IN TOEFL AND EPT

英语阅读测试

Book One

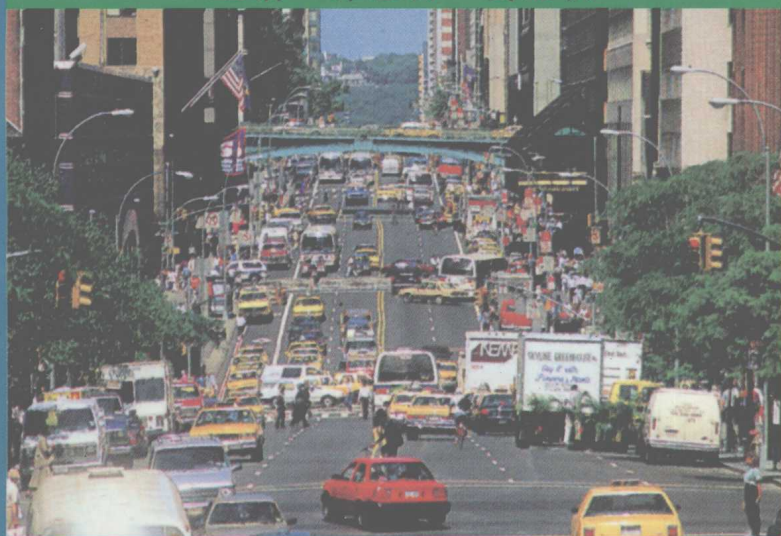
(第一册)

TESTING

IN READING

COMPREHENSION

主编 谭志明 姜登祯



世界图书出版公司

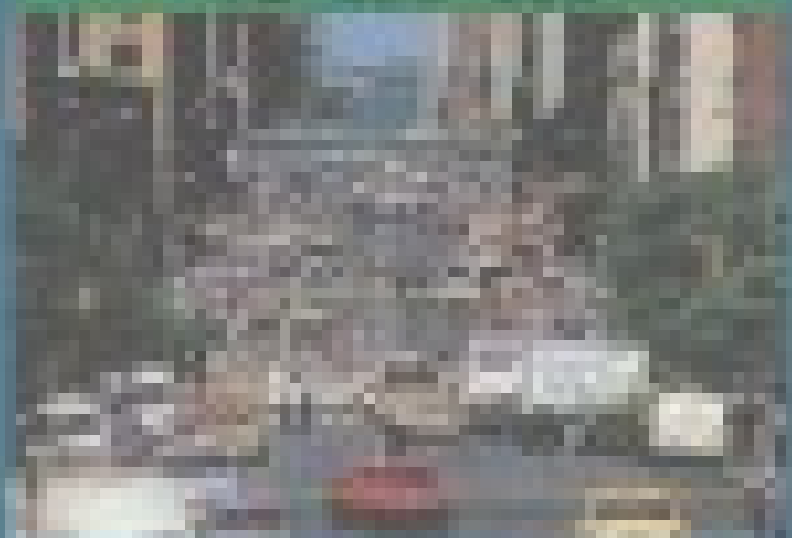
英语阅读测试

Reading Test

第二版

TESTING

英语阅读测试教材
适用于大学英语四级、六级、托福、雅思、考研英语



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TESTING IN READING COMPREHENSION

英语阅读测试

(第一册)

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前 言

短期英语强化培训系列丛书的编写出版正在按计划有步骤地进行。初级一套五本已于1995年面世,中级一套六本经两年的试用修订现付梓出版。我们西安外国语学院出国留学人员培训部全体编写人员能为短期英语强化教育尽此绵薄之力,感到欣慰。

在中级英语强化系列教材的编写中,我们仍贯彻“大剂量,高时效,重交际,讲灵活”的教学原则。所谓“大剂量”,是指课时多、材料量大、操练强度大;所谓“高时效”,是指进度快、单位时间习得率高;所谓“重交际”,是指课程设计偏重交流理解、强调学以致用;所谓“讲灵活”,则是指按各级别学员需要可灵活安排教学内容。

中级英语强化系列教材分别是:

《中级英语阅读》(Towards Fluent Reading)

《中级英语快速阅读》(Speed Reading)

《中级英语听力》(English Listening)

《中级英语写作》(English Writing)

《英语阅读测试》(1) (Testing in Reading Comprehension)

《英语听力测试》(1) (Testing in Listening Comprehension)

与初级强化教材相比,中级强化教材的难度、深度、广度无疑是增加了,但更主要的是它也独具特点。

中级阅读和快速阅读教材的课文更长、学科更广、体裁更多、词汇的难度增加,目的在于培养学员较强的实用阅读能力,提高其理解准确率和阅读速度。前者通过阅读课来实现,后者通过快速阅读来实现。我们相信,只要在教学既抓语言现象,又抓信息获取;既抓微观分析,又抓宏观把握,充分消化教材内容,并辅之以正确的教学方法,学员的阅读能力会有大幅度提高。

中级写作教材以段落训练为重点,让学生逐步掌握如何确立主题、结构框架、选择素材,并培养他们的强烈修辞意识,为将来写好篇章、进入高级写作打下基础。在写作教材中,我们对学员作文中常见的语病、主题不统一、组织不连贯和材料安排不恰当等现象,给予了足够的重视,帮助他们在练习中加以纠正。写作是一种语言综合能力的表现,也是中国学生的一个弱项,只有全力以赴,教、学结合,才能见效。

中级听力教材编写中,我们突出了语境的设计和创造。为激发学员的学习动力,我们尽可能多地提供与学员日常生活易于结合的模式,以便于增强其听觉辨识力。经验表明,纯听能取得一定效果,但并非最佳训练方式。所以,我们在听力训练中加入了一定量的说话训练。这种听说结合的方法,既提高了学员的听力,也提高了学员的口语表达能力。听说同样是中国学生的弱项之一,对于英语中许多套话、习语、固定搭配等我们在教材中反复安排训练,就是为他们进行大量操练创造条件,希望以此加深记忆,让学员们在实践中增进听力理解。

阅读测试、听力测试是英语强化教材中的新设科目,它们融合了以上各门课程的知识,其中包括一些疑难的语法问题,目的是想通过综合训练的方法,巩固和提高学员们已学过的知识;同时,也是为学员将来参加国内外各种标准化考试做准备,以提高他们的应试能力。

英语强化教学的终极目标是在较短的时间内大幅度提高学员的语言运用能力和语言知识水准。为了实现这一终极目标,我们又确立了初、中、高三个不同的阶段性目标。阶段目标是通向终极目标的,阶段目标从教材的不同级别的具体而细致的语言知识中体现出来。上述教材的特点就体现了中级英语强化教学的目标。我们真诚希望这套教材能成为师生们教、学中的良友,也希望大家及时指正它们的不足之处,以便我们在今后重版时修订。

中级英语强化系列教材在编写过程中,西安外国语学院院长孙天义教授给予了很大的支持和关怀;王树昌同志、蒲建社同志、安光明同志也付出辛勤的劳动;世界图书出版公司康宏磊同志给予大力支持和协助,在此一并表示诚挚的谢意!

编 者

一九九八年八月

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UNIT 1 GRAMMATICAL STRUCTURE

PART 1 Agreement

When we deal with the Grammatical Structure part of the TOEFL or WSK test, it is essential to make the subject and the verb agree in number and person. If the subject of the sentence is singular, the verb must also be in the singular form. If the subject is plural, the verb must also be in the plural form. If the subject is in the first person, the verb must also be in the first-person form. If the subject is in the second or third person, the verb form must agree with it. And it is possible that the verb may be widely separated from the subject in the sentence.

Examples:

East Liverpool, Ohio, is called the pottery capital of the United States.

Variables such as individual and corporate behavior make it nearly impossible for economists to forecast economic trends with precision.

A majority of people in the United States can get all the calcium their bodies require from the food they eat.

In copper engravings and etchings, the impression caused by the edges of the plate is clearly visible on the paper.

Under the guidance of choreographers, Martha Graham and

Jerome Robbins, American dance has reached new levels of artistic achievement.

Although the rule is very simple, there might be some practical problems when we come to use the language. For example, it may be difficult to determine whether the subject is singular or plural or which word is the real subject, etc. The following are some of the problems we often encounter in the TOEFL and WSK tests.

1. Agreement of verb with compound subject

The parts of a compound subject are usually connected by **and**, **or**, **nor**, **either... or ...**, and **neither ... nor ...**, etc. Usually, when two or more subjects are connected by **and**, the subject is considered to be plural and requires a plural verb form.

Examples:

Long hours and exhaustion are his daily routine.

You and I are good friends.

There is one exception, however. Sometimes the two subjects connected by **and** form a unit. In this case, the subject is regarded as singular and takes a singular verb form.

Example:

Butter and eggs is a good combination.

2. Subjects connected by “or” or “nor”

When two singular subjects are connected by the word **or** or **nor**, the subject is singular. When the two subjects are

connected by **either ... or...**, **neither... nor...**, **or**, or **nor**, and when one subject is singular and the other is plural, the verb agrees with the subject that is nearer to it. If both subjects are plural, the verb is also in the plural form.

Examples:

Either the men or the women are responsible.

Neither John nor his sisters are going to the beach today.

John or Tom is going to the downtown area.

Either maths classes or psychology takes up all the time.

More money or more time is needed if this project is to work.

3. Agreement of verbs with collective nouns

A collective noun that is singular in meaning requires a singular form of the verb. A collective noun that is plural in meaning requires a plural form.

Examples:

The family is opposed to the idea. (acting as a unit)

The family are opposed to the idea. (acting as individuals)

Words like **crowd**, **people**, **troop**, **herd**, **jury**, **committee** and **flock** are collective nouns. Collective nouns indicating time, money, and measurements are singular.

Examples:

Fifty-two dollars is too cheap for that book.

Thirty minutes isn't enough to finish the work.

4. Intervening phrases

Sometimes the subject is followed by prepositional phrases or such expressions as **together with**, **as well as**, **accompanied by**, etc. The subject of the sentence is not affected in any way by the introduction of such phrases.

Examples;

Mr. John, accompanied by his wife and children, is coming.

The study of languages is not easy.

The effects of that crime are very obvious.

5. Agreement of subjects and verbs when the subject comes after the verb

The subject usually precedes its predicate. But there are two common constructions in which this order is reversed. Many sentences that start off with an adverbial element (often a prepositional phrase) have “delayed” subjects.

Examples;

Between the two shops was a dining room.

Through the gate were the house and its famous gardens.

Another construction that causes “delayed” subjects begins with an expletive “there” and “here”.

Examples;

There is a man in the classroom.

There are three mice under the refrigerator.

Here come Mary and Tom.

6. Special cases of agreement

When the word "**number**" is preceded by the article **a**, it takes a plural verb form. When it is immediately preceded by the article **the**, it takes a singular verb form.

Examples:

A number of girls are going to take part in the fashion show.
The number of students is not large enough.

The nouns like **pants, shorts, trousers, glasses, tongs, jeans** and **shears** are always considered plural. They cannot be singular. In order to use them as singular, we must say: "a pair of"

Examples:

The scissors are very sharp.
A pair of scissors was left on the table.

EXERCISES

In each of the following sentences, choose the one answer that best completes the sentence and mark the answer.

1. _____, which certainly look wise, are not thought to be among the most intelligent of animals.
(A) They are owls
(B) Owls are
(C) Owls
(D) There are owls
2. Two hours _____ not enough to finish this book.

- (A) are
- (B) which is
- (C) is
- (D) being

3. What do you need?

Two dollars _____ all I need.

- (A) being
- (B) is
- (C) have been
- (D) are

4. Neither Jane nor her brothers _____ a consent form for tomorrow's field trip.

- (A) need
- (B) needs
- (C) is needing
- (D) has need

5. Two dimes and a penny _____ all the coins John had with him.

- (A) are
- (B) is
- (C) was
- (D) were

6. There _____ the last piece of cake and the last spoonful of ice cream.

- (A) we go
- (B) goes
- (C) go

(D) are losing

7. The motivation of the worker _____ not a monetary reward, but the satisfaction of a job well done.
(A) was
(B) were
(C) should be
(D) could be
8. My pants _____ laid on the bed.
(A) is
(B) was
(C) are
(D) being
9. Bill, along with three other men, _____ to represent the union at the next meeting.
(A) are
(B) was
(C) were
(D) is
10. The subject of these lectures _____ by the lecture committee.
(A) announces
(B) have been announced
(C) announced
(D) has been announced
11. Where to find him and how to find him _____ to us.
(A) is not known

- (B) not known
(C) are not known
(D) has not known
12. _____ the classroom needs the television.
(A) The offices and
(B) Either the offices or
(C) Both the offices
(D) The offices nor
13. "Who was arrested?"
"None of the men _____ arrested."
(A) was
(B) has been
(C) would be
(D) were
14. Here _____ notebook and the academic paper that I
promised you last week.
(A) is the
(B) are the
(C) was the
(D) has been
15. Economics _____ the science of choice.
(A) are
(B) which is
(C) is
(D) and
16. "Do you want to wait?"