

高级英语 实用阅读测试集锦

魏旭光 编

供：大学英语六级 CET—6

硕士研究生 MA&MS

水平测试 EPT

托福 TOEFL

A COLLECTION OF PRACTICAL
READING TESTS
FOR ADVANCED ENGLISH

天津大学出版社

高级英语 实用阅读测试集锦

A Collection of Practical Reading Tests
for Advanced English

魏旭光 编

by Wei Xu-guang

江苏工业学院图书馆
藏书章

天津大学出版社

1992.10

内 容 简 介

阅读理解在大学英语六级考试(CET-6)中(占40%)、在硕士研究生入学考试和 EPT 水平考试中(均占30%)以及在 TOEFL 考试中(占223/673)都占有非常重要的地位。因此,提高阅读理解的能力有助于提高应试能力,而提高阅读理解能力的关键则在于加大量阅读训练量。本书依照《大学英语六级考试大纲》、《全国攻读硕士学位研究生入学考试英语考试大纲》、《“英语水平考试(EPT)”考试大纲》以及 TOEFL 考试对阅读理解的要求而编写。本书荟集大量英、美等英语国家的重要英语考试试题中的阅读篇章(共160篇)及阅读技巧。目的在于给读者提供内容丰富、体裁多样、过关实用的阅读测试材料,通过大量的阅读实践,培养语感和熟练的反应能力,以迅速提高读者的阅读水平和应试能力。

本书由20个单元组成,每个单元包括8篇短文、40个题,每篇约有230-450个词,每个单元约有2200-3400个词。阅读量是正式考试的1-1.5倍,其内容覆盖了上述各类考试对阅读理解的要求。书后附有参考答案,便于自学。

本书可供准备大学英语六级考试、硕士学位研究生入学考试、EPT 水平考试以及托福 TOEFL 考试的读者使用,或用作高级英语阅读强化训练教材;也适于具有同等水平的英语爱好者自学。

(津)新登字 012 号

高级英语实用阅读测试集锦

魏旭光 编

*

天津大学出版社出版

(天津大学内)

河北省昌黎县印刷厂印刷

新华书店天津发行所发行

*

开本: 787×1092 毫米 1/16 印张: $13\frac{1}{2}$ 字数: 342 千字

1992年12月第一版 1992年12月第一次印刷

印数: 1-7000

ISBN 7-5618-0433-4

H·44

定价: 7.40 元

Preface

"A Collection of Practical Reading Tests for Advanced English" is a reading book for the students of English as a second language and for those who prepare to take the CET-6 test, the entrance examination to MA & MS, the EPT test, and the TOEFL test. In these tests Reading Comprehension occupies an important place, for example, it makes up 40 per cent in CET-6, 30 per cent both in the entrance exam to MA&MS and in EPT, and a little more than 30 per cent (223 / 673) in TOEFL. For this reason, all the passages of this book were chosen from all kinds of important tests abroad. This book consists of 20 Units each of which contains forty questions based on eight passages. The passages cover a wide range of materials, such as local conditions and customs of English spoken countries, history, geography, economy, civilization and education, etc., including practical reading, general reading and prose literature.

The author of this book believes that reading is an active, problem-solving process. This book is based on the theory that proficient reading requires the coordination of practice and a number of skills. Proficient reading depends on the reader's ability to select the proper skill or skills to solve each reading problem. Efficient readers determine beforehand why they are reading a particular selection and they decide which strategies and skills they will use to achieve their goals. They develop expectations about the kinds of information they will find in a passage and read to determine if their expectations are correct. The passages in this book will help students to become independent, efficient readers. The purpose of this book is to help students improve their problem-solving skills and develop their ability to take any test. *strategy*

The students will get practice with the passages in this book. However, they should realize that reading is a very private activity and that in order to be a good reader, they can improve only by reading, reading some more, and then reading even more. They should set definite times aside (e. g. after breakfast, before class, before dinner, before bed) to read even if only for 5 to 10 minutes per session.

Heartfelt thanks to Mr. Wang Jian-min for his great help. It is impossible to overestimate the importance of his effort in helping me try this book in his classes and his insightful suggestions that made revisions possible.

The author believes that there must be many faults and mistakes left in the book. Comments and criticism are warmly invited.

The Author

1992.7

Contents

Reading Targets Introduction	1
Unit I	10
Unit II	20
Unit III	30
Unit IV	39
Unit V	48
Unit VI	57
Unit VII	66
Unit VIII	76
Unit IX	86
Unit X	95
Unit X I	104
Unit X II	114
Unit X III	124
Unit X IV	135
Unit X V	146
Unit X VI	156
Unit X VII	166
Unit X VIII	176
Unit X IX	185
Unit X X	195
Hints	206

READING TARGETS

INTRODUCTION

The Reading Target introduction is written like a TOEFL reading practice passage. As you study the passages, you will not only familiarize yourself with the test format, but also learn some reading strategies. More practice reading passages follow the introduction.

Questions 1-4

MAKING READING A HABIT

The only way you can become a good reader is through practice. You cannot read a few paragraphs in your English book once a week and become a fluent reader. You need to read constantly. You should carry something to read with you wherever you go. Tear out pages of English magazines, for example, and carry them in your pocket. Whenever you have the chance, pull out a page and read a paragraph or two.

You should read in as many different subject areas as you can. You should try to find English books on different subjects and read a few paragraphs in each chapter in each book. Your eyes and mind need to practice. Your eyes need to practice moving quickly across the page from left to right, and your mind needs to practice making quick associations between the printed word and meaning.

READING WITH A PURPOSE

When you begin to read you should ask yourself a basic question:

Why am I reading this?

If you are reading to practice your English, you will read in a certain way. You will read slowly and concentrate on the relationship between the words and the grammatical structures. If you are reading for information about a particular subject, you will read in another way. You will focus on main parts and supporting facts. You use the grammar of the passage as a means, not an end.

READING TO PRACTICE ENGLISH

Reading to practice English is the way most foreign students read English. In school you do not read English to learn about a particular subject; for example, you do not read English to learn history. You read English to learn how a sentence was put together, how the verbs agree with the subject, what the clause is, etc. This is the way you have to read for the Structure and Written Expression section of the TOEFL, but it is not the way you should read for the Reading Comprehension section.

1. The author believes that to become a good reader you need to _____.

- A) have a large vocabulary B) understand grammar

time you read something in English or your own language. Every time you read you should use a technique called SQ3R: Survey, Question, Read, Review, and Recall.

5. According to the passage, a reading comprehension test measures all but ____.
- A) understanding the main idea B) reading "between the Lines"
C) using "contextual clues" D) your reading speed
6. Developing reading skills will ____.
- A) measure your comprehension B) improve your comprehension
C) improve your grammar D) increase your vocabulary
7. The author believes you should ____.
- A) ignore grammar B) read only the first and the last lines
C) get an overview of the passage D) look for clause markers
8. S in SQ3R stands for ____.
- A) skim B) scan C) survey D) skill

Questions 9-12

Survey

A good survey of a reading passage is very important. When you walk into a strange house at night, you may have no idea how large it is until you go through all the rooms, opening doors that lead into other rooms. Starting to read line by line is like exploring a house in the dark. You won't know what it's all about until you get to the end. Most people would feel more comfortable if they had some idea of how large the house was without walking through every room. Similarly, most people would feel more comfortable knowing what a book is about before they begin to read.

To survey a reading passage, you read the first and last lines and let your eye pick up as many words as it can in a few seconds. A survey should take no more than 5 or 10 seconds.

This survey will give you a general idea of the passage you are reading. You are preparing your brain for specific information. You can generally tell from your survey the main subject and the time of the passage.

Question

When you finish your survey, you know something, but not very much. You do not know *Who*, *When*, *What*, *Where*, and *Why*. So you begin to formulate some questions, questions that are of interest to you. For example, if in your survey you noticed the words *invention*, *19th century*, and *Atlantic Ocean*, your questions might be:

Who invented something?

Did they invent it in the 19th century?

What did they invent?

Where did they live?

Did the invention cross over / above / under the ocean?

Why was this important?

The reading passage may or may not answer those questions. That is not important. What is important is that you have a specific goal for reading and that you read towards that goal. Knowing that the answers are *not* in the passage is as important as finding the answers in the passage.

Read

Once you have made your survey and asked yourself questions to give yourself a goal for reading, you read. You read to find specific information that will answer your questions or that will create new questions. You have become an active reader with a purpose. You now read quickly and efficiently.

9. The author compares the first look at a reading passage with _____.
A) your brain B) an invention C) a strange house D) the ocean
10. A survey is important because _____.
A) it takes only a few seconds
B) it prepares you for details
C) it answers questions
D) everyone does it
11. The author suggests you should first _____.
A) read, question, then survey
B) question, read, then survey
C) question, survey, then read
D) survey, question, then read
12. With which line would the author agree?
A) To try is as important as to succeed.
B) All good things come to those who wait.
C) Do not work too hard.
D) A little knowledge is dangerous.

Questions 13–16

Review and Recall

If a text is important enough to read once, it is important enough to read again. So skim the passage again to pick up missing details and remind yourself of what was important. Tomorrow or later try to recall what you read. You should learn to test your own reading comprehension. What did the author want to say?

What generalizations did he make?

With what facts did he support them?

What did he imply?

SQ3R AND THE TOEFL

In the TOEFL, there will be reading passages on a variety of topics. Some will interest

you more than others. But you have to treat them as if they were equally important.

First, survey the reading passage. Do it in less than 5 seconds and try to formulate *who*, *what*, *when*, *where*, and *why* questions. Then survey the comprehension questions and answer choices.

What do they expect of you?

Do they ask for the main idea?

Do they ask for details?

Do they ask for a definition?

Do they ask for the author's opinion?

Do they ask for your opinion?

After you have surveyed the passage and formulated some questions, begin to read. **BUT READ QUICKLY! DO NOT READ WORD BY WORD.** Read phrase by phrase, idea by idea. Finish quickly and try to answer the questions.

If you cannot remember the answers, **SCAN** for the particular information. **DON'T READ EVERY WORD! SCAN THE PASSAGE!** Keep your eyes moving quickly, looking for specific information. Use contextual clues to help you locate that information.

13. According to the passage, the TOEFL has _____.
A) surveys at the beginning of each section
B) passages on a variety of topics
C) listening comprehension questions
D) SQ3R
14. The author suggests you survey the reading passage _____.
A) in 5 seconds
B) as fast as you can
C) tomorrow
D) after you survey the questions
15. The comprehension questions test all but your knowledge of _____.
A) the main idea
B) the author's arguments
C) your ability to scan
D) specific information
16. The author believes it is important to _____.
A) do things twice
B) read word by word
C) read every word
D) have a large vocabulary

Questions 17-20

CONTEXTUAL CLUES

Contextual Clues are clues that you take for granted in your own language and that you need to recognize instantly in English. They include punctuation marks, grammar markers, transition words, and discourse markers. These clues will help you locate specific answers for the comprehension questions you asked yourself. An explanation of these clues along with the kinds of questions you should ask yourself (subconsciously) when you see

them is given below.

PUNCTUATION MARKS

How does the punctuation affect the meaning in a sentence?

Look for the punctuation mark that ends a sentence. Is it a period, a semicolon, a question mark, or an exclamation mark? A period separates thoughts; a semicolon shows a relationship between the two sentences. What is that relationship?

Look for an apostrophe. Does it show possession? If so, who possesses what? Or does the apostrophe contract two words (e.g., I'll)? If so, which words?

Look for a comma. Does it separate a series of adjectives or does it set off an initial adverbial clause that might give you a time reference? What is the purpose of that comma?

STRUCTURE MARKERS

What structure markers are available to determine a word's meaning in a sentence?

Here are some examples of structure markers: a noun follows *a*, *an* and *the*, adverbs often end in *-ly*, *-ness* is noun suffix; verb markers include modals, auxiliaries, and participle forms. What do these structure markers mean to you? How can they help you when you scan for specific information?

TRANSITION WORDS

Time

What is the time frame of the passage?

First, they did this. *Then* they did that. *Finally*, they did something else. *When* did they do something?

Look for the markers: *first*, *second*, *third*..., *before*, *after*, *later*, *then*, *as soon as*, *when*, *while*, *at the same time*, etc. What time relationships do they imply?

Comparison and Contrast

How does the author use comparison and contrast markers to stress or shift the point he is making?

On the other hand, look at this. *However*, you should also look at that. *Similarly*, look at this other thing.

Contrast and comparison markers give you an idea of how the author shifts his argument to make his point. They include the following:

similarly	on the contrary	and yet
in like manner	at the same time	still
and for contrast	likewise	on the other hand
yet	for the comparison	after all
however	but	otherwise
nevertheless		

17. Context clues are found in _____.
- A) the comprehension questions B) your own experience
C) the listening section D) your own language
18. An apostrophe is _____.
- A) a context clue B) a transition word
C) a time reference D) found in every language
19. All but one are time markers _____.
- A) January B) Second C) Last D) Clockwise
20. Comparison and contrast markers are used to _____.
- A) show similarities and differences B) summarize
C) provide additional information D) confuse the reader

Questions 21–24

Addition

How does the author add additional supporting statements to his arguments?

The author makes one point. Then, *in addition*, he makes another, using such appropriate contextual clues as the following:

moreover	again	also
furthermore	further	too
likewise	besides	equally important
nor		

Place

To what location, if any, does the reading relate?

The author locates the passage using such contextual clues as:

here	nearby	on the other side of
beyond	opposite	adjacent to

Purpose

Why all this discussion?

The author highlights his purpose by using such contextual clues as the following:

well	to this end
for this purpose	with this objective

Result

What happens in the end?

Having detailed his arguments, the author draws a conclusion, using such contextual clues as these:

<u>hence</u>	then	as a result
accordingly	therefore	as can be seen
thus	consequently	

Summary

When will this passage ever end?

Before the author finishes, he sums up by using such contextual clues as these:

in brief	as has been noted	to be sure
in sum	on the whole	in any event
as I have said	in short	
that is	in other words	

DISCOURSE MARKERS

Comparison and Contrast

How does the author describe an object, person, or emotion?

An author may want to explain a particular thing (or thought) by describing how it is like or how it is different from other things or thoughts. Look for contextual clues such as these:

both...and	-er	while
as...as	-est	however
like	whereas	but
although		

Cause and Effect

How does the behavior of one element affect another element?

The author may want to show you how the behavior of one element causes a certain behavior in another or several other elements. The contextual clues commonly associated with this style of discourse follow.

the consequence	so	engendered
consequently	through	when
therefore	hence	by
the effect	cause	the...-er, the...-er
thus	why	due to
result in	as a result	bring about
accordingly	the cause	for
if	for this reason	procedure
as	because	

Process

How was something done?

The author may want to explain how something is done or how something is made. Contextual clues such as these can be used to explain a process:

first	second	third
then	next	before
when	during	while
as soon as	at the same time as	

Generalizations and Specifics

What facts support the main idea?

甲
乙
甲
乙
2
甲
乙
1
2-
3

A writer may make several specific statements and then summarize them with one general statement. This generalization may be followed with specific facts. Some of these contextual clues or discourse markers follow.

in general

one, two

in summary

that is (i.e.)

for example (e.g.)

a case in point

Chronological Order

When did the events occur?

You saw some of these contextual clues above in the section *Transition Words*. Here an author uses the same markers to tell you the sequence in which events occurred:

after

while

before

first

next

eventually

second

then

subsequently

third

as

finally

prior to

when

simultaneously

PRACTICE

Now you have been given the tools that will help you read efficiently. You know how to skim, read for general information, and scan for specific ideas. You know how to use contextual clues to help you locate both general and specific information. You know how to recognize discourse markers. It is up to you now. Reading is a very private skill. You are in control of your actions.

21. Discourse means _____.

A) the style of a passage

B) the author's summary

C) the effect of the passage

D) the markers

22. The author believes _____.

A) recognizing clues makes you an efficient reader

B) the process provides the explanation

C) generalizations always follow facts

D) comparing is more interesting than contrasting

23. *On the other side* and *beyond* are what kind of markers?

A) addition

B) cause

C) place

D) contrast

24. Now that you have the tools, you must _____.

A) summarize

B) skim

C) practice

D) look for specific ideas

Unit I

615-32

Reading I —1

Questions 1-5 are based on the following passage.

She often went on about how she hated class distinction, but she never took me in. It's the way people speak that gives them away, not what they say. You only had to see her dainty ways to see how she was brought up. She wasn't la-di-da, like many, but it was there all the same. You could see it when she got sarcastic and impatient with me because I couldn't explain myself or I did things wrong. Stop thinking about class, she'd say. Like a rich man telling a poor man to stop thinking about money.

I don't hold it against her, she probably said and did some of the shocking things she did to show me she wasn't really refined, but she was. When she was angry she could get right up on her high horse and come it over me with the best of them.

There was always class between us. What irritates me most about him is his way of speaking. Cliche after cliche after cliche, and all so old-fashioned, as if he's spent all his life with people over fifty. At lunch-time today he said. I called in with regard to those records they've placed on order. I said, Why don't you just say, "I asked about those records you ordered?"

He said, I know my English isn't correct, but I try to make it correct. I didn't argue. That sums him up. He's got to be correct, he's got to do whatever was 'right' and 'nice' before either of us was born.

I know it's pathetic. I know he's victim of a miserable Nonconformist suburban world and a miserable social class, the horrid timid copycatting genteel in between class. I used to think D and M's class the worst. All golf and gin and bridge and cars and the right accent and the right money and having been to the right school and hating the arts. Well, that is foul. But Caliban's England is fouler.

1. According to Frederick _____.

- A) he knew the girl was really a snob because she didn't fall for him
- B) it was the girl's accent that showed she was upper class
- C) his inability to express himself brought out the girl's class consciousness
- D) it is typical of the rich to tell you to stop thinking about class distinctions

2. When the girl was angry, _____.

- A) she really laid into the speaker
- B) she made it plain he was her social inferior
- C) she ganged up with her social equals against him
- D) she would go off riding and leave him

3. The girl objected to the man's remark about the records because _____.
A) it was unnecessarily complicated C) it was an old fashioned remark
B) it was a cliché D) it was grammatically incorrect
4. The man's obsession with being 'correct' sums him up in the girl's eyes because _____.
A) it is the right thing to be C) it is pathetic
B) it is a nice thing to be D) it is typical of his class
5. The comparison made with 'D and M's class' shows that the girl _____.
A) regards speaking the right sort of language as a virtue
B) prefers the lower middle class to the upper middle
C) prefers the upper middle class to the lower middle
D) regards aping the middle class as worse than belonging to it

Reading I-2

Questions 6-10 are based on the following passage.

Ballet training in Russia begins at age nine or ten. Whatever the limitations of ballet in the Soviet Union, it is no wonder that Russian ballet dancers perform with ease leaps and lifts seldom attempted elsewhere, and that the standard of dancing in a Russian *corps de ballet* is far above that usually seen in other countries—nine years of ballet discipline is almost unheard of outside Russia.

The period devoted to dance classes increases gradually from two or three hours a day to five or six. As in other institutions of higher learning, ballet students receive monthly government stipends in their last four years, varying from 160 to 200 rubles (\$ 16 to \$ 20). Of the thirty pupils to begin ballet each year, fewer than twenty-five usually graduate; the others drop out because of poor health or lack of ability.

Upon graduation, the starting salary for members of a *corps de ballet* is 100 rubles a month, while prima ballerinas receive 6000. Russia's most famous ballet company, the Bolshoi, has first pick of each graduating class, but few dancers have the good fortune to begin with this company; all graduates, however, are assured of jobs in ballet.

Stars such as Ulanova were produced in this fashion, with training started early and security, if not intellectual independence guaranteed.

6. Long training has enabled Russian ballet dancers to _____.
A) give unusually long performances B) develop new ballet figures
C) perform leaps and lifts seldom seen elsewhere
D) overcome the limitations of ballet in the U. S. S. R.
7. According to the selection, Russian *corps de ballet* have _____.
A) unusually high standards of dancing
B) greater discipline than the companies in any other country
C) more applicants than *corps de ballet* elsewhere

- D) more professional dancers than most ballet companies
8. About twenty-five of those who begin ballet each year will _____.
 A) not be able to find jobs in ballet
 B) drop out because of health or lack of ability
 C) be refused permission to continue
 D) graduate and accept jobs in ballet
9. According to the selection, the Bolshoi is _____.
 A) the oldest ballet company in existence
 B) the most famous ballet company in the U. S. S. R.
 C) the best dancing troupe in the U.S.S.R
 D) all of the above
10. Implied but not stated: _____.
 A) Students in institutions of higher learning in the U.S.S.R. receive stipends from the government
 B) Only the best students in the ballet classes receive government stipends
 C) The author does not think that Soviet ballet is excellent in every respect
 D) Financial security is more important to Soviet ballet dancers than is ballet itself

Reading I -3

Questions 11-15 are based on the following passage.

Every year sharks kill or injure a number of unfortunate bathers in the warmer parts of the world. They are particularly common around the beaches of south-east Australia, where special precautions are taken against them. Near some popular beaches shark-proof wire fences have been built in the sea. In other places helicopters or small aircraft regularly patrol the sea, ready to send a radio message to the shore and to give an alarm as soon as a shark is seen.

One of the richest men in Australia owed some of his success to his courage in facing a shark. When he was an unemployed youth in 1922, Frank Beaurepaire saw a young man being attacked by a shark off a Sydney beach. He saw a lifesaver swim out to help the young man but realised that the lifesaver could not fight off the shark and rescue the injured man at the same time. Although he was not an expert swimmer, he dived into the water and helped the lifesaver to bring the injured man to the beach.

Unfortunately the shark had attacked so viciously that its victim soon died. However, the public heard about the rescue and collected a large sum of money for the rescuers. Frank Beaurepaire received £ 500 and started a small motor-tyre business. He worked hard and soon became prosperous. By the time the Second World War started he was a millionaire.

11. This passage is mainly about _____.