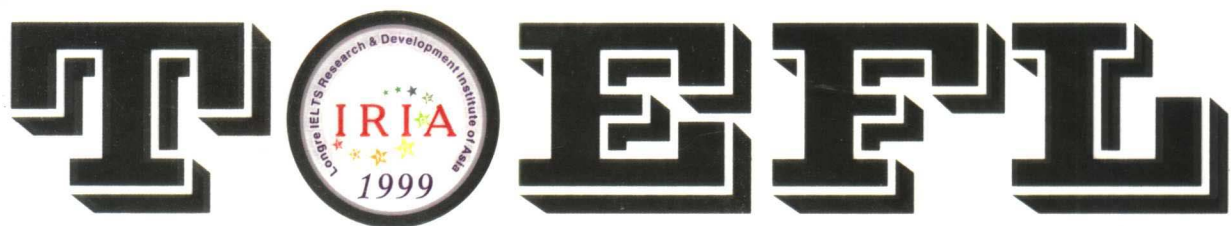


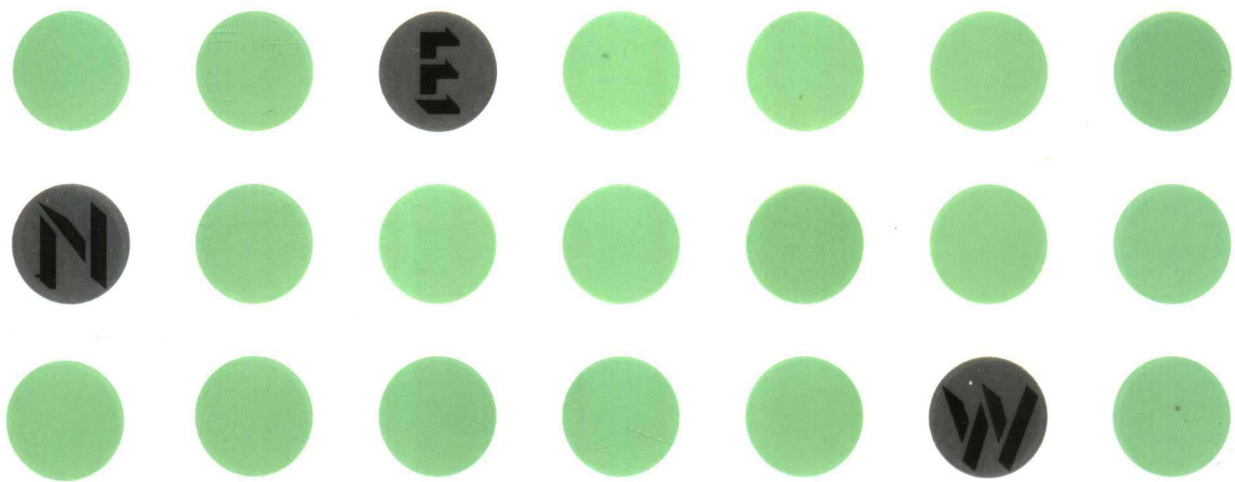
朗阁新托福应试系列丛书



PREPARATION FOR NEW TOEFL iBT TEST READING

# 新托福高分 · 阅读

贾若寒 编著



上海交通大学出版社

朗阁新托福应试系列丛书

# Preparation for New TOEFL iBT Test • Reading

## 新托福高分 • 阅读

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## 内 容 提 要

本书旨在提高考生的阅读能力,帮助考生逐步掌握应对新托福阅读测试所需的多种阅读技能。本书所收录的文章均根据新托福考试阅读文章的特点精心挑选而出,其主题涵盖了人文、历史、科学、社会、天文、地理等领域,题材广泛,可有效帮助考生拓宽知识面。本书完全按照新托福考试标准编写,涵盖了新托福阅读考试题型剖析及技能讲解,并提供大量完整的模拟题目供考生自测,是考生取得高分的有力保障。

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# 前 言

本书完全根据 ETS 官方新托福测试标准编写,从新托福阅读的考试界面特点,题型特点,应试技巧以及完整模拟考题全方位解析新托福阅读考试,以帮助中国考生全面提高新托福阅读考试分数。

本书体现了新托福阅读的考试特点。旧托福是细线条的,更注重细节,题眼大多是词汇、语法点和信息点,而新托福题型既照顾点的精确性,又体现面的客观性。具体说来,新托福阅读题中增加了段落题和篇章题,在测试中更注重考察应试者对语言篇章结构和逻辑意义的理解。新托福阅读考试开始,呈现在考生面前的只有文章,没有题目,所以考生应该先通读文章,从整体上把握文章。考生可以自己控制阅读文章的时间,然后开始选择答题。在做题的过程中,特定考题的相关段落会显示在屏幕右侧,考生可以通过使用文章右侧的滚动条来阅读文章的其他部分。做题时屏幕分为两半,左边为试题,右边为文章。从 ETS 官方的资料上看新托福阅读有 3~5 篇文章,每篇文章对应有 12~14 题。考生每完成一道题就依次出现下一道题。除了最后一道试题之外,其他试题一般都是针对文章的某一部分提问,试题的出现顺序与文章的段落顺序一致。最后一道题是篇章应用题,针对整篇文章提问,要求考生根据原文内容重构中心思想(篇章总结题)和重点支持信息(图表题)。本书第一章就从以上方面给考生详细分析介绍新托福阅读考试的各方面,并提供 ETS 官方考试真题让考生体会新托福阅读“新”在哪里。

新托福阅读文章的篇幅比现行的托福阅读文章的篇幅略长,每篇约 700 个单词,难度也有所增加。阅读材料的难度与北美大学课本的难度相当。在完成试题的过程中,考生可以使用“复查”功能及时找出没有回答的题目,而不需每道题都检查一遍。在规定时间内考生可以复查、修改已递交的答案。本书第三章的实战演练部分仿照考试特点,以考试界面的形式训练考生的新界面阅读能力。

许多考生对于新托福文章本身的难度和类型产生了一些疑问。新托福的阅读篇章涉及各种学科,但许多文章集中在一些基本题材上,如北美历史、政府或地理;艺术、文学和音乐;普通科学,自然史和人类生理学;名人传记,还有文化、政治、天文、科技、城市和环境、考古、动物等,具有一定的学术性。另外,新托福阅读部分的题型包括基础理解题和篇章应用题。前者包括词汇题、指代关系题、句子简化题、

插话题、事实信息题、正误判断题、推论题、修辞目的题,后者包括篇章总结题和图表题。这些题型在本书第二章中均有详细分析。

备考新托福阅读有没有捷径和技巧呢?答案是肯定的。本书中的各章节都给考生提供了新托福阅读的考试技巧。但是捷径和技巧只是辅助手段,真正的备考并不是去学习技巧,而是踏踏实实地进行专门训练,在训练中将技巧运用于实际,指导实践。要重点训练阅读基础理解题中的插话题、修辞目的题和篇章应用题。同时,传统题型的难点,如推论题也是备考的重点。本书的附录部分也提供了词汇以及学习方法的总结。

本书编者给众多即将参加新托福考试的读者建议:要从“扩大词汇量”、“精泛结合的阅读方式”、“掌握高效的阅读方法”以及“提高阅读速度”四个方面着手加强语言能力的培养,从而在新托福网考中获得高分!

编者

2007年12月

# 目 录

## CONTENTS

<b>第一章 新托福阅读概况</b>	<b>1</b>
第一节 新托福阅读的考试形式和特点	1
第二节 新托福阅读技能及题型分析	6
第三节 新托福阅读考题体验	8
第四节 Skill-Building Tips from ETS	22
<b>第二章 新托福阅读技能训练</b>	<b>25</b>
第一节 Understanding Details(细节理解)	25
第二节 Identifying Topics and Paraphrasing(识别主题与同义转换)	29
第三节 Recognizing Coherence(识别连贯性)	33
第四节 Understanding Referents and Vocabulary(理解指代与词汇)	37
第五节 Making Inferences and Establishing Purpose(推断与目的)	41
第六节 Completing Summaries and Tables(完成归纳与表格)	51
第七节 综合练习	63
<b>第三章 新托福阅读实战演练</b>	<b>86</b>
TEST 1	86
TEST 2	113
TEST 3	141
TEST 4	170
<b>附录</b>	<b>197</b>
附录一 新托福 Vocabulary 考题精华汇总	197
附录二 新托福阅读学习方法及技巧汇总	214
附录三 各章节答案及详解	219

# 第一章 新托福阅读概况

新托福阅读材料的难度与北美大学课本讲义的难度相当;题材有美国文化、艺术、历史、政治和自然等,全部是学术性文章,但较听力材料的学术性低。从阅读文章的文字上看,语言严谨正式。文章中包含一些生僻词汇,但是大多不会影响对文章的理解。对个别词汇,文章末尾还会给出英文注释。从题目上来看,新托福考试的阅读题目形式多样,从各个角度考查学生的英文水平以及对文章的理解。题目更注重对考生英文理解能力、分析能力的考查,而不仅仅是针对语法和词汇。题目从测试重点来分类可以分为词汇题、指代题、事实信息题、推断题、基本理解题、修辞目的题、简化句子题、插入文本题、图表题、篇章总结题等。新托福考试阅读部分的难度总体上与大部分中国考生的阅读熟练程度相当。但是,局部上讲,中国考生仍会感到篇章应用题难于基础理解题,新题型难于旧题型。总的来说,新托福考试的阅读部分充分体现了在北美大学里学习时,学生需要具有的阅读学术性文章的能力。试题更注重考查学生的理解、分析、推断、总结的能力,而不是简单的语言现象。

新托福阅读考试是整个考试第一部分,考试流程见下表:

Test Section	Number of Questions	Timing
Reading	3—5 passages, 12—14 questions each	60—100 minutes
Listening	4—6 lectures, 6 questions each 2—3 conversations, 5 questions each	60—90 minutes
BREAK		10 minutes
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 integrated task 1 independent task	20 minutes 30 minutes

## 第一节 新托福阅读的考试形式和特点

### 一、新托福考试阅读部分的六大特点

#### 1. 新托福考试阅读部分中的四个主要按键及功能

在新托福考试阅读部分,阅读文章出现在电脑屏幕的右边,而相应的题目出现在电脑屏幕的左边。因为文章很长,所以需要借助于滚动条的滚动,才能看到全文。在阅读部分,考生可以通过点击 Next 键向前浏览所有的问题,也可以通过点击 Back 键回视前面的问题,并返回到文章的最开头。托福阅读部分还拥有一个 Review 功能的按键,通过点击 Review 键考生将会在 Review Screen 看到所有的问题和这些问题的状态——answered, not answered, not yet

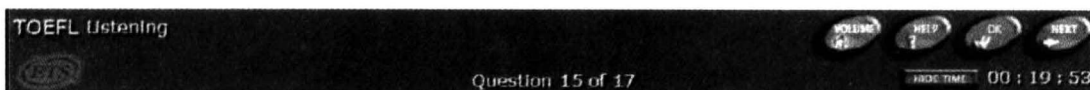
seen。最后,新托福的阅读部分还有一个 Help 键,考生点击这个按键之后,将会得到 a list of topics for which helpful explanations are available。

以下是官方的操作说明(特别说明了听力和阅读的操作区别):

### Tool Bar

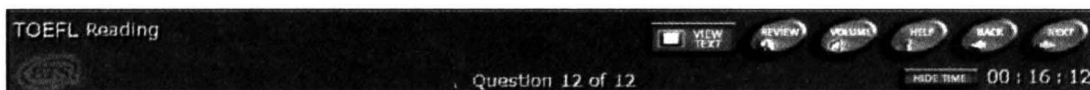
The tool bar in each section allows test takers to navigate through the test with ease. Below are examples of tool bars from the Listening and Reading sections of the new test. The section is always listed in the upper left-hand corner of the tool bar.

This is what the tool bar looks like on the Listening section.



- Test takers always know what question they are on and how much time is remaining in the section. It is possible to hide the clock at any time by clicking **Hide Time**.
- **Volume** allows test takers to adjust the volume of the Listening material.
- **Help** allows test takers to get relevant help. When test takers use the **Help** feature, the clock does not stop.
- **Next** allows test takers to proceed to the next question.
- Once test takers click **Next**, they can confirm their answers by clicking **OK**. In the Listening section, test takers cannot see a question again once they click **OK**.

The tool bar for the Reading section has some different features.



- Test takers can view the entire passage when answering questions. For some questions, they need to click **View Text** to see the entire reading passage.
- They can view all their answers by clicking **Review**. This allows them to return to any other question and change their answers. They can also see which questions they have skipped and still need to answer.
- In the Reading section test takers can also click **Back** at any time to return to the previous question.

## 2. 新托福考试阅读部分的文章长度、题目数量及考试时间

### Reading Section Format

Length of Passage	Number of Passages and Questions	Timing
Approximately 700 words	3—5 passages 12—14 questions per passage	60—100 minutes



### 3. 新托福考试阅读文章中专业词汇的处理和题目定位的处理

新托福阅读部分有一个非常特别的术语表: A word in blue in a passage indicates that a definition is available for the word. Clicking on the word brings up this definition. 也就是说凡是在阅读文章中所遇到的生僻的专业词汇, 都会呈现出蓝色, 点击后将会给出这个单词的定义和解释。新托福阅读部分中所有的关于 Language Use 的问题都是对文章中的一个单词、一句话或者一个段落所发问的, 并且对于此类题目定位处理上的一个最为鲜明的特点是: Whenever a question refers to a particular word or sentence in the passage, the word or sentence is highlighted. You don not need to search for it. Detail questions on TOEFL iBT identify the particular paragraph in which the answer can be found, so you do not need to scan the passage in order to find the location of an answer to a detail question. 也就是说新托福考试的阅读不再考察 Language Use 问题定位的能力, 这大大降低了题目本身的难度。

### 4. 新托福考试阅读部分中的干扰选项(distracter)的设置

通过上面的第 3 点我们已经知道在新托福阅读部分考试中, 很多的细节题目不再需要定位了, 这就降低了题目本身的难度。ETS 为了在题目难度上做一平衡, 采取的方法是将干扰选项的设置变得更为复杂, 大有向 GRE 靠拢的趋势, 不仅干扰选项增多, 干扰性也明显增强了, 对于 Paraphrasing 的题型显得尤为突出。

### 5. 新托福考试阅读部分的题型形式多样, 分值多样化

把新托福中的阅读题型分为三种:

(1) Click on One Answer: For this multiple-choice type of question, you will choose the best of four possible answers, 此类题目是传统的四选一的题目, 其分值为 1 分; 形式如下:

TOEFL Reading

Question 3 of 12

HIDE TIME 00 : 18 : 54

Max Available

According to paragraph 5, why do some scholars refer to a trance state to help understand the cave paintings?

- To explain the state of consciousness the artists were in when they painted their pictures
- To demonstrate the mythical significance of the strange geometric shapes
- To indicate that trance states were often associated with activities that took place inside caves
- To give a possible reason for the strange appearance of the men painted on the cave walls

Paragraph 5 is marked with an arrow [→].

Glossary

**shamans:** holy people who act as healers and diviners

by arrows and spears. This opinion also attempts to solve the overpainting by explaining that an animal's picture had no further use after the hunt.

→ A third opinion takes psychological motivation much further into the realm of tribal ceremonies and mystery: the belief that certain animals assumed mythical significance as ancient ancestors or protectors of a given tribe or clan. Two types of images substantiate this theory: the strange, indecipherable geometric shapes that appear near some animals, and the few drawings of men. Wherever men appear they are crudely drawn and their bodies are elongated and rigid. Some men are in a prone position and some have bird or animal heads. Advocates for this opinion point to reports from people who have experienced a trance state, a highly suggestive state of low consciousness between waking and sleeping. Uniformly, these people experienced weightlessness and the sensation that their bodies were being stretched lengthwise. Advocates also point to people who believe that the forces of nature are inhabited by spirits, particularly shamans, who believe that an animal's spirit and energy is transferred to them while in a trance. One Lascaux narrative picture, which shows a man with a birdlike head and a wounded animal, would seem to lend credence to this third opinion, but there is still much that remains unexplained. For example, where is the proof that the man in the picture is a shaman? He could as easily be a hunter wearing a headmask. Many tribal hunters, including some Native Americans, camouflaged themselves by wearing animal heads and hides.

Perhaps so much time has passed that there will never be satisfactory answers to the cave images, but their mystique only adds to their importance. Certainly a great art exists, and by its existence reveals that ancient human beings were not without intelligence, skill, and sensitivity.

(2) Add a Sentence: For this type of question, you will click on a square to add a sentence to the passage. 这种插入句子题的文章中有 4 个“[■]”, 然后题目给考生一句话, 问考生这句话应该插在文章中哪一个所标“[■]”的地方。一般, 题目的提问方式是这样的: Look at the four squares [■] that indicate where the following sentence could be added to the passage, 此类题目的分值也为 1 分;

(3) Drag Answer Choices: 此类题型在做法上的最大特点在于它不是要求点击选项, 而是拖拉考生认为正确的选项到相应的表格中。其具体形式又可以分为两大类, 而其分值也会随着具体形式的变化而变化:

① Summarizing the Most Important Points 题型:

此类题目的提问方式是这样的: 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. 这类题目主要考查了考生对于重要论据和重要观点的掌握, 分值为 2 分, 具体评分规则如下:

Points Possible	Answers Correct	Points Earned
3 points	3	2
	2	1
	0—1	0

界面形式如下:

TOEFL Reading Question 12 of 12 TIME 00:17:50

**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.**

Drag your answer choices to the spaces where they belong. To review the passage, click on View Text.

**Scholars have wondered about the meaning of the subjects, location, and overpainting of Lascaux cave images.**

●

●

●

**Answer Choices**

<p>The paintings may have recorded information about animal migrations, and may only have been useful for one migration at a time.</p> <p>The human figures represented in the paintings appear to be less carefully shaped than those of animals.</p> <p>It is possible that the animals in the paintings were of mythical significance to the tribe, and the paintings reflected an important spiritual practice.</p>	<p>Unlike painters of the recently discovered paintings, other Lascaux cave painters usually painted on rocks near cave entrances or in open spaces outside the caves.</p> <p>Some scholars believe that the paintings motivated hunters by allowing them to picture a successful hunt.</p> <p>Scientific analysis suggests that paintings were sprayed onto the rock walls with tubes made from animal bones.</p>
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② Understanding details as they relate to the main idea (schematic table) 题型:

此类题型主要考查了考生对于结构重要信息的掌握,其提问方式是:Select the appropriate sentences from the answer choices and match them to the type of—that they describe. TWO of the answer choices will NOT be used. 根据 answer choices 的数量,7 个中选 5 个或者 9 个中选 7 个归类,其相应的分值为 3 分和 4 分。具体评分规则如下:

Points Possible	Answers Correct	Points Earned
3 Points	5	3
	4	2
	3	1
	0—2	0
	4 Points	7
	6	3
	4	2
	0—3	0

界面形式如下:

TOEFL Reading Question 12 of 12 HIDE TIME 00:17:20

**Directions:** Select the appropriate phrases from the answer choices and match them to the type of organism to which they relate. TWO of the answer choices will NOT be used. **This question is worth 4 points.**

Drag your answer choices to the spaces where they belong. To review the passage, click on **View Text**.

Answer Choices	Opportunists	Competitors
Vary frequently the amount of energy they spend in body maintenance	•	
Have mechanisms for protecting themselves from predation	•	
Succeed in locations where other organisms have been removed	•	
Have relatively short life spans	•	
Invest energy in the growth of large, strong structures	•	
Have populations that are unstable in response to climate conditions		
Can rarely find suitable soil for reproduction		
Produce individuals that can withstand changes in the environmental conditions	•	
Reproduce in large numbers	•	

6. 新托福考试阅读部分增加了 4 种题型

新托福考试阅读部分增加了 4 种题型, 分别是 Paraphrasing 题型(同义改写题型), Understanding Coherence 题型(插入句子题型), Organization Information 题型(结构信息表格题型)和 Summarizing the Most Important Points 题型(总结重要观点题型)。

## 第二节 新托福阅读技能及题型分析

### Academic Reading Skills

The Reading section measures test takers' ability to understand university-level academic texts and passages. In English-speaking academic environments students are expected to read and understand information from textbooks and other types of academic material. Below are three possible purposes for academic reading.

#### Reading purposes include

- (1) **Reading to find information**, which involves
  - effectively scanning text for key facts and important information
  - increasing reading fluency and rate
  
- (2) **Basic comprehension**, which requires the reader to
  - understand the general topic or main idea, major points, important facts and details, vocabulary in context, and pronoun references.
  - make inferences about what is implied in a passage
  
- (3) **Reading to learn**, which depends on the ability to
  - recognize the organization and purpose of a passage
  - understand relationships between ideas (for example, compare-and-contrast, cause-and-effect, agree-disagree, or steps in a process)
  - organize information into a category chart or a summary in order to recall major points and important details
  - infer how ideas throughout the passage connect

The TOEFL iBT test includes three basic categories of academic texts. The categories are based on the author's objectives:

- Exposition
- Argumentation
- Historical biographical/event narrative

Test takers do not need any special background knowledge to correctly answer the questions in the Reading section; all the information needed to answer the questions is contained in the passages.

Test takers must read through or scroll to the end of each passage before receiving questions on that passage. Once the questions appear, the passage is located on the right side of the computer screen, and the questions are on the left.

具体分析起来,新托福阅读基础信息题中除插话题和修辞目的题外,主要仍是旧托福出现过的传统题型。基础理解题重点考查读者对基础项目的理解,特别是读者根据文章的词汇、句法和语义内容理解把握重要信息的能力。它主要包括以下几个具体题型:

- 词汇题:考查读者根据上下文理解特定词和短语的能力。这种题型虽难度不大,但占每篇文章后所有题目的三分之一,故考生仍应重视起来。
- 指代关系题:考查读者认定代词与其他首语重复机制以及先行词/后置词的关系的能力。
- 句子简化题:考查读者认定文章中某一特定复杂句子所传达的基本内容,并不受细枝末节的干扰,用简化的句子表达原句基本内容的能力。
- 插话题:考查读者将特定的一句话插入文章顺序相连的四个句子之间的能力。这个题型是国内考试常见的完型填空题的进一步发展,可谓技高一筹。要完成任务,读者必须深入理解各个句子间的的词汇、语法和逻辑联系。这是新题型,有相当难度,考生应特别重视。
- 事实信息题:考查读者抓住文章中阐明的信息,并排除干扰回答问题的能力。读者的任务是在题中某意译的短语选出一个与文章中某相应句子建立对应关系。此题型虽然有难度,数量也较大,但属于老题型。
- 正误判断题:考查读者根据文章中阐明的信息,判断题中的短语哪些是正确的哪些是错误的或文章没有提到的信息。
- 推论题:文章中有些论点、观点没有明确阐述,但却强烈暗示出来了。例如,结果引出了,推论题就可能问造成结果的起因。如果文中有比较,推论题就可能问及比较的基础是什么。如果文中有对某一新现象的明确阐述,推论题就可能要求推论旧现象的特征。推论题虽然是传统题型,但难度很大,需要考生花大功夫准备。
- 修辞目的题:考查读者透过表面特定的修辞方法、方式发掘潜在的目的能力。要求读者发现外在修辞特征背后的修辞目的。

**新托福阅读篇章应用题**不仅仅要求根据词汇、句法和语义内容理解具体的点和大意,而且要求认定文章的结构和目的。具体说来,要求将文章的信息升华组织成一个腹稿般的框架;区分主要和次要观点、根本内容与非根本内容;理解诸如因果关系、比较反衬关系和论证等修辞功能。要求读者根据原文内容,使用图表或总结表重构中心思想和重点支持信息。对全篇有系统深入的理解,从而进行重构是篇章应用题的关键目标。他要求读者能从文章提取和记忆重要的信息并将其应用在新的情境中。如果读者能在头脑中抽象出一个框架,他就必然能根据课文重构中心思想和相关重要信息。实际上篇章应用题是要求读者在篇章水平上对全文有一个总的把握。这对中国考生是一场全新的考验,它考察的是综合能力,是新托福阅读部分的

难点和重点,要花大力气才能有所突破。它主要包括以下几个具体题型:

- **篇章总结题:**考查读者理解全篇中心思想和相关重要信息的能力。读者通过区分主要和次要观点以及文章没有提及的观点达到总结全篇的目的。实际上,这一题型要求通过对主旨句的选择和重组,完成一个完整的全篇总结。在篇章水平上对全文的综合理解和掌握,以及瞬间的归纳总结能力是考查的重点。欲提高此题的分数,考生应将功夫下在平时,经常锻炼自己在完成某篇章的阅读后,迅速赶写总结的能力。
- **图表题:**考查考生从文章中归纳和组织主要但分散的观点和其他相关重要信息的能力。这种题型是听力部分填表题在阅读部分的深化和发展。它同样是考查读者对分散信息点进行简单的归类整理。

### 第三节 新托福阅读考题体验

In this section you will read three passages and answer reading comprehension questions about each passage. Most questions are worth one point, but the last question in each set is worth more than one point. The directions indicate how many points you may receive.

You will have 60 minutes to read all of the passages and answer the questions. Some passages include a word or phrase that is underlined in blue. Click on the word or phrase to see a definition or an explanation.

When you want to move on to the next question, click on **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click on **Back**. You can click on **Review** at any time and the review screen will show you which questions you have answered and which you have not. From this review screen, you may go directly to any question you have already seen in the reading section.

#### Reading 1

### Opportunists and Competitors

→Growth, reproduction, and daily metabolism all require an organism to expend energy. The expenditure of energy is essentially a process of budgeting, just as finances are budgeted. If all of one's money is spent on clothes, there may be none left to buy food or go to the movies. Similarly, a plant or animal cannot **squander** all its energy on growing a big body if **none** would be left over for reproduction, for this is the surest way to extinction.

All organisms, therefore, allocate energy to growth, reproduction, maintenance, and

storage. No choice is involved; this allocation comes as part of the genetic package from the parents. Maintenance for a given body design of an organism is relatively constant. Storage is important, but ultimately that energy will be used for maintenance, reproduction, or growth. Therefore the principal differences in energy allocation are likely to be between growth and reproduction.

Almost all of an organism's energy can be diverted to reproduction, with very little allocated to building the body. Organisms at this extreme are "opportunists." At the other extreme are "competitors," almost all of whose resources are invested in building a huge body, with a bare minimum allocated to reproduction.

Dandelions are good examples of opportunists. Their seedheads raised just high enough above the ground to catch the wind, the plants are no bigger than they need be, their stems are hollow, and all the rigidity comes from their water content. Thus, a minimum investment has been made in the body that becomes a platform for seed **dispersal**. These very short-lived plants reproduce prolifically; that is to say they provide a constant rain of seed in the neighborhood of parent plants. A new plant will spring up wherever a seed falls on a suitable soil surface, but because they do not build big bodies, they cannot compete with other plants for space, water, or sunlight. **These plants are termed opportunists because they rely on their seeds' falling into settings where competing plants have been removed by natural processes, such as along an eroding riverbank, on landslips, or where a tree falls and creates a gap in the forest canopy.**

Opportunists must constantly invade new areas to compensate for being displaced by more competitive species. Human landscapes of lawns, fields, or flowerbeds provide settings with bare soil and a lack of competitors that are perfect habitats for colonization by opportunists. ■ (A) Hence, many of the strongly opportunistic plants are the common weeds of fields and gardens. ■ (B)

Because each individual is short-lived, the population of an opportunist species is likely to be adversely affected by drought, bad winters, or floods. ■ (C) If their population is tracked through time, it will be seen to be particularly unstable—soaring and plummeting in irregular cycles. ■ (D)

➔The opposite of an opportunist is a competitor. These organisms tend to have big bodies, are long-lived, and spend relatively little effort each year on reproduction. An oak tree is a good example of a competitor. A **massive** oak claims its ground for 200 years or more, outcompeting all other would-be canopy trees by casting a dense shade and drawing up any free water in the soil. The leaves of an oak tree taste foul because they are rich in tannins, a

chemical that renders them distasteful or indigestible to many organisms. The tannins are part of the defense mechanism that is essential to longevity. Although oaks produce thousands of acorns, the investment in a crop of acorns is small compared with the energy spent on building leaves, trunk, and roots. Once an oak tree becomes established, it is likely to survive minor cycles of drought and even fire. A population of oaks is likely to be relatively stable through time, and its survival is likely to depend more on its ability to withstand the pressures of competition or predation than on its ability to take advantage of chance events. It should be noted, however, that the pure opportunist or pure competitor is rare in nature, as most species fall between the extremes of a continuum, exhibiting a blend of some opportunistic and some competitive characteristics.

1. The word **squander** in the passage is closest in meaning to \_\_\_\_\_.  
(A) extend  
(B) transform  
(C) activate  
(D) waste
2. The word **none** in the passage refers to \_\_\_\_\_.  
(A) food  
(B) plant or animal  
(C) energy  
(D) big body
3. In paragraph 1, the author explains the concept of energy expenditure by \_\_\_\_\_.  
(A) identifying types of organisms that became extinct  
(B) comparing the scientific concept to a familiar human experience  
(C) arguing that most organisms conserve rather than expend energy  
(D) describing the processes of growth, reproduction, and metabolism

Paragraph 1 is marked with an arrow [➡].

4. According to the passage, the classification of organisms as “opportunists” or “competitors” is determined by \_\_\_\_\_.  
(A) how the genetic information of an organism is stored and maintained  
(B) the way in which the organism invests its energy resources  
(C) whether the climate in which the organism lives is mild or extreme  
(D) the variety of natural resources the organism consumes in its environment
5. The word **dispersal** in the passage is closest in meaning to \_\_\_\_\_.



- (A) development
- (B) growth
- (C) distribution
- (D) protection

6. 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.

- (A) Because their seeds grow in places where competing plants are no longer present, dandelions are classified as opportunists.
- (B) Dandelions are called opportunists because they contribute to the natural processes of erosion and the creation of gaps in the forest canopy.
- (C) The term opportunists applies to plants whose seeds fall in places where they can compete with the seeds of other plants.
- (D) The term opportunists applies to plants whose falling seeds are removed by natural processes.

7. The word massive in the passage is closest in meaning to \_\_\_\_\_.

- (A) huge
- (B) ancient
- (C) common
- (D) successful

8. All of the following are mentioned in paragraph 7 as contributing to the longevity of an oak tree EXCEPT \_\_\_\_\_.

- (A) the capacity to create shade
- (B) leaves containing tannin
- (C) the ability to withstand mild droughts and fire
- (D) the large number of acorns the tree produces

9. According to the passage, oak trees are considered competitors because \_\_\_\_\_.

- (A) they grow in areas free of opportunists
- (B) they spend more energy on their leaves, trunks and roots than on their acorns
- (C) their population tends to increase or decrease in irregular cycles
- (D) unlike other organisms, they do not need much water or sunlight

10. In paragraph 7, the author suggests that most species of organisms \_\_\_\_\_.

- (A) are primarily opportunists
- (B) are primarily competitors