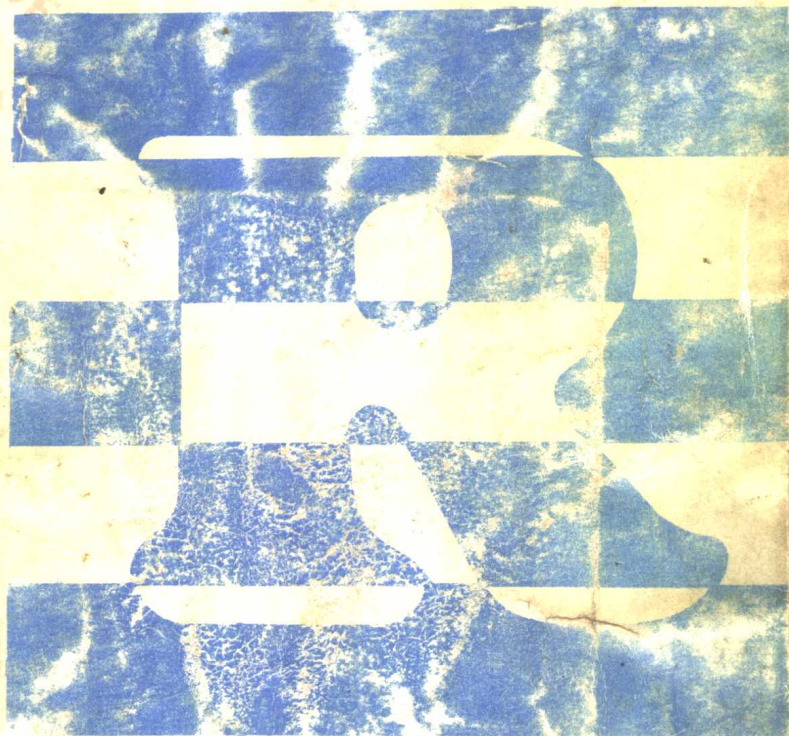


实用托福阅读教程

范家材 主编



PRACTICE COURSE FOR TOEFL READING COMPREHENSION

上海交通大学出版社

托福文萃

实用托福阅读教程

范 家 材 主 编

- 本书为上海前进业余进修学院

托福阅读指定教材

上海交通大学出版社出版

简 介

本书编者长期以来一直在上海前进业余进修学院的 TOEFL 班中执教阅读课,并主讲每周一次由该校所有 TOEFL、GRE 班学员参加的词汇讲座,每次都人满为患,盛况空前。本书荟集了大量取材于美国文化、经济、地理、体育等方面的托福阅读篇章(共 140 篇),配以阅读理解选择题,将增强实际阅读能力同 TOEFL 实战练习相结合。并对其中 10 篇作了详细评解,引入背景知识、词汇诠释、解题指南等授课精髓,使读者犹如身临课堂,得益非浅。

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空大破隔障碍碍

托福高公在望

子光平

父可春

(书此赠范家村新授)

前 言

托福阅读的难点何在?很多应考者认为是技巧问题。编者在六年的托福阅读教学中,摸索而得的经验是:

一、要加大训练量,在反复实践中,培养出语言感,和一种临场的熟练反应。

二、不能满足于通过考试的短期目标,而要扎实地打点语言基础。靠一时凑巧,猜对几条,而对整个篇章的中心思想和语言要点不甚了了者,将来很难达到学成创业的长期目标。

三、一定要力求扩大背景知识,拓宽文化视野。舍此不能真正掌握英语工具。也不能希冀在当代信息社会中进行有效的竞争。以上就是本书编著的方针。

本书的读者对象是:

- 1.有志在“托福”考试中阅读部份取得优良成绩者;
- 2.有志在国内、国外、各级各类(如EPT、GMAT等)标准化英语考试中取得优良成绩者;
- 3.有志通过自学、提高英语阅读能力,扩大当代信息摄取量,从而实现自身价值者。

本书从八十年代托福阅读材料中精选140篇,选材遍及美国历史、政治、文化、体育、地理、和自然科学中的许多领域。所以取名为《托福文萃》似乎更为贴切。

本书由交通大学ONLY Printing Press 郝青任责任编辑,精心设计,妥善筹划,在出版事宜中起了决定性作用,特此鸣谢。本书编撰过程中得到林璇珠副教授的鼎力相助,特申谢忱。囿于时间与精力,未能逐篇注释;附录十篇教学笔记,作为自学的参考。谨请各界指正。

编著者

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Unit 1

The first step towards philosophy is incredulity.

——Diderot(1713-1784)

迈向哲学的第一步就是怀疑。

- (2) The Universe
- (4) **The Ice Age**(范文详解 I)
- (9) **Word Bank for Glaciers**
- (10) **The Grand Canyon**(范文详解 II)
- (28) **New World Monkeys**
- (33) The RRR Dilemma
- (35) Social Evolution
- (37) The Rosetta Stone
- (41) **The Hellenistic Age**
- (45) Women in Greek Drama
- (46) The Ancient Roman Civilization
- (15) [附录] 地质年代表

Passage 1

The Universe

All that we really need to plot out the future of our universe are a few good measurements. This does not mean that we can sit down today and outline the future course of the universe with anything like certainty. There are still too many things we do not know about the way the universe is put together. But we do know exactly what information we need to fill in our knowledge, and we have a pretty good idea of how to go about getting it.

Perhaps the best way to think of our present situation is to imagine a train coming into the switchyard. All of the switches are set before the train arrives, so that its path is completely determined. Some switches we can see; others we cannot. There is no ambiguity if we can see the setting of a switch: we can say with confidence that some possible futures will not materialize and others will. At the unseen switches, however, there is no such certainty. We know the train will take one of the tracks leading out, but we have no idea which one. The unseen switches are the true decision points in the future, and what happens when we arrive at them determines the entire subsequent course of events.

When we think about the future of the universe, we can see our 'track' many billions of years into the future, but after that there are decision points to be dealt with

and possible fates to consider. The goal of science is to reduce the ambiguity at the decision points and find the true road that will be followed.

1. According to the passage, it is difficult to be certain about the distant future of the universe because we
 - a) have too many conflicting theories.
 - b) do not have enough funding to continue our research.
 - c) are not sure how the universe is put together.
 - d) have focused our investigations on the moon and planets.
2. What does the author see as the function of the universe's unseen 'switches'?
 - a) They tell us which one of the tracks the universe will use.
 - b) They enable us to alter the course of the universe.
 - c) They give us information about the lunar surface.
 - d) They determine which course the universe will take in the future.
3. In line 24, the word 'track' could best be replaced by which of the following:
 - a) band
 - b) rails
 - c) path
 - d) sequence
4. For whom is the author probably writing this passage?
 - a) Train engineers.
 - b) General audience.
 - c) Professor of statistics.
 - d) Young children.
5. Which of the following statements best describes the organization of the passage?
 - a) A statement illustrated by an analogy.

- b) A hypothesis supported by documentation.
- c) A comparison of two contrasting theories.
- d) A critical analysis of a common assumption.

范文详解 I

Passage 2

The Ice Age

Twenty thousand years ago, the earth was held in thrall by relentlessly probing fingers of ice that drew power from frigid strongholds in the north and crept southwestward to bury forests, fields, and mountains. Landscapes that were violated by the slowly moving glaciers would carry the scars of this advance far into the future. Temperatures plummeted, and land surfaces in many parts of the world were depressed by the unrelenting weight of the thrusting ice. At the same time, so much was drawn from the oceans to form these gargantuan glaciers that sea levels around the world fell by three hundred and fifty feet, and large areas of the continental shelf became dry land.

This period of the Earth's history has come to be called the Ice Age. In all, about eleven million square miles of land were covered with ice. The Ice Age terminated about fourteen thousand years ago when the ice sheets began to retreat. It took about seven thousand years for the ice to retreat to its present level.

6. Which of the following would be the best title for the passage?
- a) The Frigid Strongholds of the North
 - b) The Effects of the Ice Age
 - c) How Glaciers Move?
 - d) Is Ice Age Coming Around Anew?
7. In the first sentence of the passage, the glaciers are compared to
- a) a storm.
 - b) a kingdom.
 - c) a machine.
 - d) a hand.
8. According to the passage, the glaciers moved from the north
- a) directly south.
 - b) to the southeast.
 - c) to the southwest.
 - d) directly east.
9. According to the passage, before the Ice Age the continental shelf was
- a) submerged in water.
 - b) deeply scarred.
 - c) higher until depressed by the ice.
 - d) an area of forests, fields, and mountains.
10. It can be inferred from the passage that glaciers were primarily made up of
- a) material from the continental shelf.
 - b) violated landscapes.
 - c) rainwater.
 - d) seawater.
11. About how many years ago did the Ice Age end?
- a) Seven thousand.
 - b) Fourteen thousand.
 - c) Twenty thousand.
 - d) Eleven thousand.

注释

(Notes)

1. the Ice Age —— 冰河期, 学名 the Glacial Period. 第一次大冰期在原生代的休伦纪, 第二次大冰期在古生代的石炭纪和二迭纪, 本文指第三次大冰期, 在新生代第四纪的更新世。更新世(Pleistocene)是最重要的地质时期。因当时生物的面貌已有95%以上与现在的无异, 故译“更新世”。主要特征是大冰期和现代人(Modern man, 学名 Homo Sapiens)的出现。(地质年代详见本篇后附录)。
2. be held in thrall —— be completely dominated or overwhelmed 处于完全的控制之下。
3. relent —— become less hard or severe 变宽容, 变温和。
relentless/unrelenting —— without pity or mercy 冷酷的, 毫不留情的。
e.g. In the morning, the storm *relented* a little.
Death is *relentless*.
4. probing —— exploring 探索的
5. fingers —— projecting parts, 手指状的突出物(冰川运动被比拟为一个手掌五指分开, 无情地向前推进。)
6. frigid —— extremely cold 极寒
7. strongholds —— originally means a fortified place with strong defences, here refers to the frigid zone 原意“要塞”, 此处指“极寒地区”。(冰川运动从北方的极寒地区汲取力量, 指冰川在彼处形成并得到补充。)
8. violate —— destroy, ruin, mar, undermine, jeopardize
破坏
9. glaciers —— very large slow-moving mass of ice 冰川
glacial —— of glaciers 冰川的
10. scar —— a mark of damage, a disfiguring trace 伤痕
(被缓慢推进的冰川破坏了的地貌将把它的伤痕