

新 托 福 系 列 丛 书




TOEFL
A TOEFL READER

强化托福阅读教程

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哈尔滨工业大学出版社

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致 读 者

1995年8月,托福作了重大的结构调整。这次调整的幅度在过去十年的历史上,甚至可以说是从托福自70年代末在我国设立考场后的这段历史上,都是空前的,在备考人员中引起的震动也是相当大的。其中,最为明显的反应是,在本来就为数不多的备考阅读材料中可满足今天备考需求的太少了。作为几年来一直从事这方面教学工作的教师,我们能够体会到大家的焦急心情。希望我们的努力能化作几滴泉水,注入您那焦灼的心田。

在本书的诸特色中,以“新”、“强”为最。本书的阅读材料全部由编者摘编自近年国外出版的各类书籍、杂志,没有一篇可以从以前出版的备考书籍中找到。对于这些全新的材料,我们又根据改题后的托福阅读题型进行了精心的加工设计,力争使之完全满足备考人员新的需要。在保证从内容到题型上全新的同时,根据几年来教学的经验,我们又适度提高了内容的强度,选材时,努力使材料在难度上略高于原题,并相应地加长了阅读材料的长度,使每篇文章比原题约长出25%。相信我们的读者能够感受到这些强化手段所起的作用。

此外,我们也充分注意到了文章的内容和形态与原题的接近(前面已提到)。从一定角度看,托福阅读材料在内容上包括人文学科和自然学科两大部分。人文学科又以美国的历史(二战以前)、地理(多与其它学科交叉,而非纯自然地理)、文学(关于作家的生平

介绍和对其作品的评论,一般不介绍作品内容)和艺术(19世纪末以后的艺术家生平和艺术成就为主)为主体。自然学科方面多是关于与人类生活关系较为密切的学科(如医学、气象、天文)和一些交叉性学科;生物学、植物学、地质学也是热点,但一些经典自然科学学科(如物理学、化学)却很少触及。

托福的文章在写作上多用“叙述”(narration)手法,间或也用一些“说明”或“介绍”(exposition)手法;“议论”(argument)和“描写”(description)则是极为罕见的。

除了以上各方面,我们还对改动前后托福的问题题型、各类问题常用型式、用词比例等诸方面进行了较为深入的分析 and 研究,尽量保证与托福原题接近。

同时我们也知道,由于时间紧迫(为早日解大家燃眉之急),我们手头对改题后的托福阅读参考资料占有量很有限,并且受到水平的限制,书中的不妥之处在所难免。我们真诚地希望得到读者朋友的批评指正。

托福有句“行话”：“突破阅读大关,托福高分在望。”这句话说得很有道理。阅读,作为主要的“输入”媒介,不仅决定着“阅读理解”部分自身分数的高低,而且在很大程度上决定着“听力”和“语法结构”两部分的能力和水平。例如,我们在教学中发现,有许多考生的“听力理解”部分之所以分数一直上不去,原因有二:一是对文章或单句中关键词和短语(key words and phrases)掌握得不够熟练,其根源在于阅读而非听力本身,因为我国外语学习者的绝大部分外语语言知识都是靠阅读掌握的。二是完全或基本上听懂了,但不能在规定的时间内读完四项选择,即阅读速度不够快。大多数在“语法结构”部分打高分的考生都承认,这部分的答案大多都是“感觉”出来的。确实,“语法结构”部分的好与坏,“语感”起着关键的作用;而语感的好与坏,多是由阅读中“质”与“量”的相互作用决定的。从托福阅读经验看,阅读水平主要取决于以下三个方面的

因素：第一，语言知识；第二，阅读技巧；第三，相关的知识系统和结构（即所谓的“背景知识”）。

但说到家，阅读是一门实践功夫。知识的获得和技巧的掌握需要靠日积月累的读书实践。可以这样说，花到一定量的功夫不一定会打高分（未得要领），没花到一定量的功夫一般不会打高分。

只要考生朋友勤于实践，精于思考，托福考试就会高分在望。

编 者

1996 年 12 月

使用说明

1. 本书共选 120 篇文章,分 24 个单元。
2. 本书所选文章内容广泛,在类别上分为历史、地理、文学、艺术、自然科学。对在某一领域基础知识较弱的同学,可参照根据每篇文章前面的序号编写的“内容分类索引表”进行专题训练。
3. 每单元给出 50 个考题。由于本书所选文章平均较托福考题长出 25%,故每单元阅读及做题如能在 1 小时内完成,即为“达标”。
4. 书后附有考题答案,供读者参考。

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Unit One

1-1

How long has there been rainforest? There are fossils, both pollen grains and leaf fragments, similar to those of families (and in a few cases genera) now found in tropical rainforest from as long as 70 million years ago. Some
5 are from places which have never been in very low latitudes despite the wanderings of the continents. Few of the pollen types are attributable to exclusively rainforest plants today; most would be just as easily interpreted as indicative of seasonal climates. And not only are leaves
10 notoriously difficult to identify but only some aspects of their forms, statistically treated, give broad hints as to the environment in which they grew. Yet the "makings" of some kind of proto-rainforest have undoubtedly been about for as long as, and indeed are as old as, the an-
15 giosperms themselves, arguably about 150 million years. More usefully, the fossil record from today's ever-wet tropics contains nothing that could not have been living in rainforest since the angiosperms progressively replaced the gymnosperms as the dominant land plants about 100
20 million years ago. But whether they formed the kind of biome we recognize as rainforest today is another matter. It is not altogether satisfactory to imagine early angiosperm evolution quickly proliferating species to form something closely akin to a modern rainforest in structure
25 and genetic diversity from which sweatshop the rest of the world's flora was, more slowly, derived. But the main wet tropical regions have almost certainly been hot and wet for at least 40 million years, so it is reasonable to expect

that rainforest has been evolving there all that time and
30 that what we now see is the current stage in that evolu-
tion. Notwithstanding this rather guarded view of the an-
tiquity and evolutionary significance of tropical rainforest,
it is true that it seems to have more than its fair share of
angiospermous plants which, on morphological grounds,
35 might be thought to be primitive and that individual
“primitive” characters occur more abundantly in rainforest
floras than in others. No matter where they might have
arisen, it is in rainforest that they are best preserved.

1. This passage mainly discusses
 - A. a study of fossils
 - B. the early formation of rainforest revealed in some fossils
 - C. the designation of rainforest
 - D. the influence of various factors upon the formation of the rainforest
2. The history of rainforest, according to the passage, may probably be traced to
 - A. 70 million years ago
 - B. 150 million years ago
 - C. 100 million years ago
 - D. 40 million years ago
3. Which of the following is NOT mentioned as specimen of rainforest in evolution?
 - A. angiosperms
 - B. pollen grains
 - C. fossils
 - D. gymnosperms
4. It can be inferred from the passage that the climate around the rainforest regions in the last 40 million years has been going through
 - A. no noticeable changes
 - B. some steady changes
 - C. some drastic but regular changes
 - D. a lot of great changes at random
5. According to the passage, the word “flora” (in line 26)

- is most probably a term of
- A. animals
 - B. plants
 - C. genes
 - D. continents
6. It can be inferred from the passage that the evolution of rainforest has gone through changes
- A. considerably more than those of other plants
 - B. slightly more than those of other plants
 - C. the same as those of other plants
 - D. fewer than those of other plants
7. The meaning of the word "fair" in line 33 is closest in meaning to which of the following?
- A. just
 - B. abundant
 - C. specious
 - D. defectless
8. In line 11 , the word "their" refers to which of the following?
- A. aspects
 - B. forms
 - C. leaves
 - D. hints
9. Where in the passage does the author indicate the earliest probable age of plants similar to the rainforest
- A. sentence 3
 - B. sentence 6
 - C. sentence 8
 - D. the last sentence
10. According to the passage, the author feels that a satisfactory answer to the question at the beginning of the passage is
- A. out of the question
 - B. almost impossible
 - C. possible though difficult
 - D. easy to obtain

1-2

New England is best known for its picturesque landscape, not for its fertile soil.

Typical of diverse geologic regions, the Appalachians contain a great variety of minerals. Only a few occur in quantities large enough for sustained exploitation, notably

iron in Pennsylvania's Blue Ridge and Piedmont and the famous granites, marbles, and slates of northern New England. In Pennsylvania the Ridge and Valley region contains one of the world's largest deposits of anthracite coal, once the basis of a thriving mining economy; many of the mines are now shut, oil and gas having replaced anthracite as the major fuel used for the heating of U. S. A. homes.

Topography much like that of the Ridge and Valley is found in the Ouachita Mountains of western Arkansas and eastern Oklahoma, an area generally thought to be a detached continuation of Appalachian geologic structure, the intervening section buried beneath the sediments of the lower Mississippi Valley.

The glaciated New England section of the Appalachians is divided from the rest of the chain by an indentation of the Atlantic. Although almost completely underlain by crystalline rocks, New England is laid out in north-south bands, reminiscent of the southern Appalachians. The rolling, rocky hills of southeastern New England are not dissimilar to the Piedmont, while, farther northwest, the rugged and lofty White Mountains are an obvious New England analogue to the Blue Ridge. (Mt. Washington, New Hampshire, at 6,288 feet is the highest peak in the northeastern United States.) The westernmost ranges—the Taconics, Berkshires, and Green Mountains—show a strong north-south lineation like the Ridge and Valley. Unlike the rest of the Appalachians, however, glaciation has scoured the crystalline rocks.

11. This passage is mainly about

- A. the minimal deposits in New England
- B. the formation of the Appalachians
- C. some aspects of the geology in New England

- D. a contrast between the Appalachians and other mountain ranges
12. According to the passage, U. S. A. is richest in which of the following?
- A. granites B. marbles
C. slates D. anthracites
13. It can be inferred that the mines in New England used to be
- A. prosperous B. much the same as they are now
C. slack D. something beyond our knowledge
14. According to the passage, which part of the Appalachians is most western in location?
- A. the Blue Ridge B. the Ridge and Valley
C. the White Mountains D. the Green Mountains
15. According to the passage, there does not exist obvious similarities between which of the following pairs of mountain ranges?
- A. The Blue Ridge and the Ouachita Mountains
B. The Ridge-Valley and Green Mountains
C. The White Mountain and the Blue Ridge
D. The Ridge-Valley and the Ouachita Mountains
16. According to the passage, which of the following is closest in meaning to the word "intervening" (in line 18)?
- A. connecting B. inserting
C. locating D. underlining
17. Which of the following can be inferred from the passage?
- A. the Appalachians are poor in minerals
B. People still use anthracite as the major fuel in home heating
C. the Ridge-Valley and the Ouachita were once the same geological structure
D. The Mississippi Valley has nothing to do with the

Appalachians in the latter's formation

18. According to the passage, the underground part of
New England composes mainly of
A. sands B. sediments
C. anthracites D. rocks
19. Which of the following, according to the passage, did
not play an important part in the general layout of the
Appalachians?
A. the once-thriving economy
B. the Atlantic
C. the sediments of the lower Mississippi Valley
D. the glaciations
20. According to the first sentence of the passage, New
England is attractive to all of the following people ex-
cept
A. painters B. tourists
C. farmers D. fishermen

1-3

- Robert Henri, the American painter, art teacher and
one of the founders of the "ashcan school", helped liberate
American art from conservative standards. Henri was born
in Cincinnati, Ohio, on June 25, 1865. After attending the
5 Pennsylvania Academy of the Fine Arts, he went to Paris
in 1888 to study. He spent most of the next decade travel-
ing in Spain, Italy, and France. In 1900 he returned to the
United States and began a long career as a teacher in New
York City—first at the New York School of Art, from
10 1909 at his own school, and from 1915 at the Art Students
League. He died in New York City on July 12, 1929.

As artist and teacher Henri was opposed to genteel
selectivity, feeling that any subject drawn from life was
suitable for painting. He rebelled against academic teach-

15 ing methods and taught his students to paint directly on
their canvases without fussy preparatory sketches. His
lectures were compiled in *Art Spirit*(1923).

As a painter Henri was especially influenced by the
works of Franz Hals, Rembrandt, and Velazquez, whose
20 dark palettes and broad brush strokes are evident in his
own work—chiefly portraits and city scenes. Henri was a
leader of the “New York realists,” whose subject matter—
slum areas, cheap restaurants, working-class people, and
untidy backyards—earned them the nickname the “ashcan
25 school”.

Because the National Academy of Design was so con-
servative, Henri persuaded the Macbeth Gallery in New
York to put on an exhibition of realistic painters in 1908.
The exhibition, entitled “The Eight”, was a great success.
30 In 1910 he organized the Independent Artists Exhibition,
with no jury. These two exhibitions went far toward es-
tablishing artists who had fresh viewpoints and toward
causing the academy to liberalize its standards.

21. This passage is mainly about

- A. how the “ashcan school” was nicknamed
- B. the life story of Robert Henri
- C. the life and artistic career of an American artist
- D. artistic orientation in U. S. A. around the century

22. According to the passage, Robert Henri had not been
to

- | | |
|----------|---------------|
| A. Spain | B. Netherland |
| C. Italy | D. France |

23. Which of the following artists, according to the pas-
sage, had not had a great influence upon Robert Hen-
ri?

- | | |
|---------------|--------------|
| A. Franz Hals | B. Rembrandt |
| C. Velazquez | D. Van Gogh |

24. It can be inferred from the passage that
- A. Americans had been rather conservative throughout the 19th century
 - B. America had no real artist in the 19th century
 - C. most American artists were against conservative denominators
 - D. all American artists were under some kind of oppression
25. Which of the following is a feature of the "genteel sensitivity"?
- A. city scenes
 - B. the portrait of an antique noble lady
 - C. cheap restaurant
 - D. painting without sketches
26. The phrase "with no jury" (in line 31-) is closest in meaning to
- A. at random
 - B. out of gear
 - C. at a loss
 - D. with great success
27. According to the passage
- A. the National Academy of Design was in favor of Robert Henri's work in the beginning
 - B. the exhibition in 1908 ran into insoluble problems
 - C. the academy held their viewpoint all way out
 - D. Robert Henri's efforts between 1908 and 1910 met with success
28. Which of the following words is closest in meaning to the word "fussy" (in line 16)?
- A. unnecessary
 - B. blurring
 - C. huge
 - D. trivial
29. According to the passage, Robert Henri had never been
- A. a painter
 - B. an educator
 - C. a government official
 - D. an artistic pioneer

Psychologists have not concentrated on the problems of office workers but have expressed intense interest in an exactly analogous issue—how laboratory rats learn to solve mazes for food reward. Two broad types of theory
5 can be found which attempt to explain aspects of learning about space and it is interesting to consider them in the context of the office.

The first type of theory can be called a “route” theory. The animal or office worker is considered to navigate
10 by running through a sequence of guidance instructions or by maintaining a constant orientation. In the office block a worker might tell himself to go “first right, second left and up the stairs”, or, if the office is open plan, “head towards the rubber plant next to the red filing cabinet”. The
15 office worker would learn his way around the office by building up several sets of these route instructions. Under this type of theory we can predict that animals would learn about an environment slowly (as they built up longer sequences of route instructions); that they would not vary
20 their routes (the fixed sequence of instructions leads only from A to B) and they would be very susceptible to change or disruption (for example if the rubber plant was moved or the stairs were under repair).

The second theory can be called a “place” theory. In
25 this case the navigating worker is assumed to establish a mental map of the office (as he explores it for the first time) which tells him the spatial relations of all parts of the office to all others. At any time the worker can fix his current position on the map by surveying some of the surrounding landmarks which appear on the map. He can
30 then use the map to plan a route to any other part. The idea that animals (and office workers) use maps to navigate gives rise to certain predictions. Animals should be able to