

How to  
Master Skills for the

# TOEFL iBT

新托福考试专项进阶  
阅读模拟试题(下)

*Actual Test*

*Reading book 2*

Michael A. Putlack   Stephen Poirier   Will Link

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## 图书在版编目(CIP)数据

新托福考试专项进阶. 阅读模拟试题. 下 / (美)帕特莱克(Putlack, M. A.), (美)波里尔(Poirier, S.), (美)林克(Link, W.)编著; 张洪伟, 蔡瑞, 河晰兰译.  
北京: 群言出版社, 2009. 5

ISBN 978-7-80080-981-1

I. 新… II. ①帕…②波…③林…④张…⑤蔡…⑥河…  
III. 英语—阅读教学—高等教育—习题 IV. H310.41

中国版本图书馆 CIP 数据核字(2009)第 027380 号

版权登记: 图字 01—2008—3938

How to Master Skills for the TOEFL iBT Actual Test Reading 2

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## 新托福考试专项进阶. 阅读模拟试题. 下

出版人 范芳

责任编辑 孟月兰(bj62605588@163.com)

封面设计 大愚设计 + 贾臻臻

出版发行 群言出版社(Qunyan Press)

地址 北京东城区东厂胡同北巷1号

邮政编码 100006

网站 www.qypublish.com

电子信箱 qunyanCBS@126.com

总编办 010—65265404 65138815

编辑部 010—65276609 65262436

发行部 010—65263345 65220236

经销 新华书店

读者服务 010—65220236 65265404 65263345

法律顾问 中济律师事务所

印刷 北京四季青印刷厂

版次 2009年11月第1版 2009年11月第1次印刷

开本 880×1230 1/16

印张 15.75

字数 309千字

书号 ISBN 978-7-80080-981-1

定价 36.00元

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# Introduction

## A. Information on the TOEFL® iBT

### 1. The Format of the TOEFL® iBT

Section	Number of Questions	Timing	Score
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>3~5 Passages</b> <ul style="list-style-type: none"> <li>- approximately 700 words each</li> <li>- 12~14 questions per passage</li> </ul> </li> </ul>	60~100 min.	30 points
<b>Listening</b>	<ul style="list-style-type: none"> <li>• <b>2~3 Conversations</b> <ul style="list-style-type: none"> <li>- 12~25 exchanges each (3 min.)</li> <li>- 5 questions per conversation</li> </ul> </li> <li>• <b>4~6 Lectures</b> <ul style="list-style-type: none"> <li>- 500~800 words each (3~5 min.)</li> <li>- 6 questions per lecture</li> </ul> </li> </ul>	60~90 min.	30 points
<b>BREAK</b>		10 min.	
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• <b>2 Independent Tasks</b> (preparation: 15 sec. / response: 45 sec.)                             <ul style="list-style-type: none"> <li>① 1 personal experience</li> <li>② 1 personal choice/opinion</li> </ul> </li> <li>• <b>2 Integrated Tasks: Read-Listen-Speak</b> (preparation: 30 sec. / response: 60 sec.)                             <ul style="list-style-type: none"> <li>① 1 campus situation topic                                     <ul style="list-style-type: none"> <li>- reading: 75~100 words (45 sec.)</li> <li>- conversation: 150~180 words (60~80 sec.)</li> </ul> </li> <li>② 1 academic course topic                                     <ul style="list-style-type: none"> <li>- reading: 75~100 words (45 sec.)</li> <li>- lecture: 150~220 words (60~90 sec.)</li> </ul> </li> </ul> </li> <li>• <b>2 Integrated Tasks: Listen-Speak</b> (preparation: 20 sec. / response: 60 sec.)                             <ul style="list-style-type: none"> <li>① 1 campus situation topic                                     <ul style="list-style-type: none"> <li>- conversation: 180~220 words (60~90 sec.)</li> </ul> </li> <li>② 1 academic course topic                                     <ul style="list-style-type: none"> <li>- lecture: 230~280 words (90~120 sec.)</li> </ul> </li> </ul> </li> </ul>	20 min.	30 points
<b>Writing</b>	<ul style="list-style-type: none"> <li>• <b>1 Integrated Task: Read-Listen-Write</b> (20 min.)                             <ul style="list-style-type: none"> <li>- reading: 230~300 words (3 min.)</li> <li>- lecture: 230~300 words (2 min.)</li> <li>- a summary of 150~225 words</li> </ul> </li> <li>• <b>1 Independent Task</b> (30 min.)                             <ul style="list-style-type: none"> <li>- a minimum 300-word essay</li> </ul> </li> </ul>	50 min.	30 points

## 2. What Is New about the TOEFL® iBT?

- (1) The TOEFL® iBT is delivered through the Internet in secure test centers around the world at the same time.
- (2) It tests all four language skills and is taken in the order of Reading, Listening, Speaking, and Writing, with a 10-minute break in the middle.
- (3) The test is 4.0~4.5 hours long, and all of the four test sections will be completed in one day.
- (4) Note taking is allowed throughout the entire test, including the Reading section. At the end of the test, all notes are collected and destroyed at the test center.
- (5) Compared with the computer-based test (CBT) and paper-based test (PBT), the TOEFL® iBT has no Structure section. Grammar is tested indirectly on questions and tasks in each section.
- (6) In the Listening section, one lecture may be spoken with a British or Australian accent.
- (7) There are integrated tasks requiring test takers to combine more than one language skill in the Speaking and Writing sections.
- (8) In the Speaking section, test takers wear headphones and speak into a microphone when they respond. The responses are recorded and transmitted to ETS's Online Scoring Network.
- (9) In the Writing section, test takers must type their responses. Handwriting is not possible.
- (10) Test scores will be reported online. Test takers can see their scores online 15 business days after the test and will also receive a copy of their score report by mail.

## B. Information on the Reading Section

The Reading section of the TOEFL® iBT measures test takers' ability to understand university-level academic texts. This section has 3~5 passages, and the length of each passage is about 700 words. Some passages may have underlined words or phrases in shade. Test takers can click on them to see a definition or explanation. Test takers have to answer 12~14 questions per passage. 60~100 minutes are given to complete this section, including the time spent reading the passages and answering the questions.

### 1. Types of Reading Passages

- (1) Exposition – Material that provides an explanation of a topic
- (2) Argumentation – Material that presents a point of view about a topic and provides evidence to support it
- (3) Historical narrative – An account of a past event or of a person's life, narrated or written by someone else

### Basic Comprehension Questions

- (1) Vocabulary (3~5 questions per set)
  - \_ This type of question asks you to identify the meanings of words and phrases in the reading passage.
- (2) Reference (0~2 questions per set)
  - \_ This type of question asks you to identify the referential relationship between the words in the passage.
- (3) Factual Information (3~6 questions per set)
  - \_ This type of question asks you to identify specific information that is explicitly stated in the passage.
- (4) Negative Factual Information (0~2 questions per set)
  - \_ This type of question asks you to check what information is NOT mentioned in the passage.
- (5) Sentence Simplification (0~1 question per set)
  - \_ This type of question asks you to choose the sentence that best paraphrases the essential information in the highlighted sentence.
  - \_ This is a new type of question introduced in the TOEFL® iBT.

### Inference Questions

- (6) Inference Questions (0~2 questions per set)
  - \_ This type of question asks you to identify an idea that is not explicitly stated in the passage.
- (7) Rhetorical Purpose Questions (0~2 questions per set)
  - \_ This type of question asks you why the author uses particular words, phrases, or sentences.
- (8) Insert Text Questions (0~1 question per set)
  - \_ This type of question provides an example sentence and asks you to decide where the best place for that sentence would be in the passage.

### Reading to Learn Questions

- (9) Prose Summary (1 question per set)
  - \_ This type of question asks you to complete a summary chart with major ideas from the passage.
  - \_ This question is worth up to 2 points, and partial credit is given.
  - \_ This type of question does not occur with a Fill in a Table question in a same passage.
  - \_ This is a new type of question introduced in the TOEFL® iBT.

(10) Fill in a Table (1 question per set)

- \_ This type of question asks you to identify and organize the major ideas of the passage into table categories.
- \_ This question is worth up to 3 points for tables with 5 correct answers and 4 points for tables with 7 correct answers. Partial credit is given.
- \_ This type of question does not occur with a Prose Summary question in one passage.
- \_ This is a new type of question introduced in the TOEFL® iBT.

## **2. Question Formats**

There are three question formats in the Reading section:

- (1) Four-choice questions with a single answer in traditional multiple-choice format
- (2) Four-choice questions with a single answer that ask test takers to insert a sentence where it fits best in a passage
- (3) Reading to Learn questions with more than four choices and more than one answer

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How to Master Skills for the

# TOEFL<sup>®</sup> iBT ACTUAL TEST

2

READING  
TEST BOOK

How to Master Skills for the TOEFL® iBT

# Actual Test

# 01

## Reading Section Directions

This section measures your ability to understand academic passages in English.

The Reading section is divided into 2 separately timed parts.

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.

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.

Within each part, you can go to the next questions by clicking **Next**. You may skip questions and go back to them later. 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 answered. From this review screen, you may go directly to any question you have already seen in the Reading section.

You may now begin the Reading section. In this part you will read 1 passage. You will have 20 minutes to read the passage and answer the questions.

Click on **Continue** to go on.

# Part 1 Geography

TOEFL iBT Reading

REVIEW

HELP

BACK

NEXT

1. The word **endurance** in the passage is closest in meaning to

(A) rigidity  
(B) perseverance  
(C) capability  
(D) flexibility

2. According to paragraph 1, one of the main reasons men tried to reach the two poles was to

(A) claim them as territory for their country  
(B) find out the best way to navigate in the areas  
(C) become world famous as a great explorer  
(D) test their power to tolerate difficulties in a contest

3. According to paragraph 2, all of the following are characteristic of the two poles EXCEPT:

(A) Both are covered in sheets of ice.  
(B) Both are difficult to navigate to.  
(C) Both are at 90 degrees latitude.  
(D) Both are sitting on a landmass.

4. The word **core** in the passage is closest in meaning to

(A) center  
(B) sample  
(C) essence  
(D) staple

5. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

Cook was also involved in an earlier controversy over his claims, later proved false, that he had been the first to climb Mount McKinley in Alaska, America's highest mountain.

Where would the sentence best fit?

Click on a square [■] to add the sentence to the passage.

## Polar Exploration

The North and South poles were among the last places on Earth reached by humans in the great age of exploration at the end of the nineteenth and the beginning of the twentieth centuries. The story of their exploration is a tale of ambition, fraud, and great heroics, with men eager to be hailed as the conquerors of the poles forced to the limits of human **endurance**. The main players on this stage were Americans Frederick Cook and Robert Peary, Norwegian Roald Amundsen, and the tragic Robert Scott of Britain. While Cook and Peary took part in expeditions to both regions, they are best known for the controversy surrounding their claim of reaching the North Pole. Both poles had their heroes and villains, and both have their differences and similarities.

The North and South poles are at the geographic **terminus** of Earth's axis, both represented by ninety degrees latitude, north and south. While the South Pole is atop a 3,000-meter ice sheet that covers the landmass of Antarctica, the North Pole is atop a constantly shifting and cracking field of ice covering the Arctic Ocean. Navigation at both poles is difficult, and explorers need to make precise calculations to ensure they are actually at the pole. In the early twentieth century, navigation practices were still in the dark ages compared to today. Navigation and its problems were at the **core** of the controversy, which persists to this day, over who reached the North Pole first.

Frederick Cook claimed to have reached the North Pole on April 21, 1908, with two Inuit men after a trip over the ice from Greenland. He announced his claim almost one year later when his team barely survived the return trip. **A** At the same time, on April 6, 1909, Robert Peary and five other men, four of whom were Inuit, also claimed to have reached the North Pole. **B** Cook's claim was not backed up by accurate navigation



6. According to paragraph 3, Robert Peary's claim to have been the first to reach the North Pole is in question mainly because
- (A) his records of his navigation calculations were lost
  - (B) his team members did not agree with his assertions
  - (C) his team's speed was unprecedented for the Arctic
  - (D) he was not qualified as a navigator in the Arctic
7. In paragraph 4, the author mentions all the advantages that the Norwegians had over the British in order to
- (A) prove that the British were not familiar with Antarctic exploration
  - (B) show why the Norwegians were the first to reach the South Pole
  - (C) claim that the British would have been first if they had been more prepared
  - (D) propose that the Norwegians had an unfair advantage over the British
8. The word **reluctant** in the passage is closest in meaning to
- (A) scared
  - (B) wary
  - (C) unable
  - (D) unwilling
9. According to paragraph 4, Scott's team may have survived if
- (A) it had been able to reach its base camp
  - (B) Amundsen's team had tried to find them
  - (C) they had been fully healthy on the return trip
  - (D) the supply point had been placed properly

records, which he said were lost. **C** His two companions stated that they had never left sight of land and had wandered for weeks, seemingly lost, meaning Cook deliberately committed fraud. **D** Robert Peary's claim is much stronger but is also questionable since no one else in his party could navigate and their journey from their last camp to the pole was made at an amazing pace compared to other such journeys in the Arctic ice fields. Most experts now agree that Peary thought he had reached the North Pole but was perhaps five miles from it.

However, there is no doubt who reached the South Pole first. In 1911, a Norwegian expedition led by Amundsen and a British expedition led by Scott set out for the South Pole. While both teams spent time building advanced supply points, Amundsen's team had the advantage of choosing a base camp sixty miles closer than the British. His group also used dog sled teams and skis while the British used horses and brute manpower to move supplies and were **reluctant** to learn how to use skis. Ultimately, Amundsen's team reached the pole first on December 14, 1911, with Scott's team arriving a month later only to find a note left by Amundsen. **Amundsen's team safely returned to its base camp, but Scott's team, weakened by injuries and illness, stalled just eleven miles from a supply point and could not continue.** By the end of March 1912, they were all dead. It was later asserted that faulty navigation had placed the supply point thirty miles north of where **it** should have been.

Scott became the tragic figure of the age of exploration, and his story overshadowed the accomplishment of the Norwegian team. Amundsen himself died in the Arctic region, leading a flight searching for some lost explorers in 1928. Peary went on to international acclaim for his achievements, but a shadow of doubt has always been associated with his North

10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.

- (A) While Amundsen's team got back to its base camp, Scott's team could not move forward because it failed to find a supply point.
- (B) Scott's team was too weak to find its supplies and continue its expedition while Amundsen's team made it back to its base camp.
- (C) While Amundsen's team returned safely, Scott's team got weak and failed because the supplies it needed were in the wrong place.
- (D) Amundsen's base camp was closer than Scott's supplies, so Amundsen's team returned safely while Scott's did not.

11. The word **it** in the passage refers to

- (A) base camp
- (B) Scott's team
- (C) faulty navigation
- (D) supply point

12. It can be inferred from paragraph 5 that Amundsen's claims to have reached the South Pole first were confirmed by

- (A) his navigation records
- (B) his team members
- (C) Scott's team
- (D) Cook and Peary

Pole exploration, and Cook's name will forever be affixed to his fraudulent claims. One only needs to point to navigation as the key to both explorations, and, in this regard, Amundsen was the master of the others. He took great pains to make sure his progress was accurate and recorded everything. Undoubtedly, he had learned from the mistakes of Peary and Cook and knew his claim had to be airtight to be accepted.

#### Glossary

terminus: the end of something

13. **Directions:** Complete the table below to summarize the information about the exploration of the North Pole, South Pole, or both of them as discussed in the passage. Match the appropriate statements to the place with which they are associated. *This question is worth 4 points.*

Drag your answer choices to the spaces where they belong.

To remove an answer choice, click on it. To review the passage, click on **View Text**.

North Pole

Select 3

- 
- 
- 

South Pole

Select 2

- 
- 

Both Poles

Select 2

- 
- 

#### Answer Choices

- |  |  |
|--|--|
| (A) A controversy exists over who reached this area first.                                   | (F) Ships could carry the teams very close to their objective.   |
| (B) One of the great tragedies of exploration occurred here.                                 | (G) The conditions were horrendous and challenged the intelligence and endurance of the explorers.         |
| (C) Navigation was the key to reaching the explorers' goal.                                  | (H) The use of better transportation and navigation enabled one team to reach this place before the other. |
| (D) While one man's claim is most likely fraudulent, the other's was an error of navigation. | (I) Its shifting masses of ice made the journey very difficult.  |
| (E) The teams would not have survived without the help of the local people.                  |  |