



新托福系列丛书

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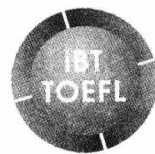
新托福 考试 综合指南

iBT TOEFL
A Practical Guide

(美) Howard·Lynn·Jessop (审)

主编 侯新民 姜登祯

世界图书出版公司



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A Practical Guide to
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(美) Howard · Lynn · Jessop (审)

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前 言

托福考试(TOEFL)由美国教育考试服务中心(ETS)开发,用于测试母语为非英语的考生在校园环境中理解和使用英语的能力。托福考试是一种标准化英语水平测试。目前全球各地约有 4500 多所大专院校和相关机构要求学生入学时提供托福考试成绩。托福成绩也是获取奖学金的重要条件之一。对于准备出国深造的人,托福成绩将是获得签证的重要依据。

托福在中国已有二十多年的历史,从 2005 年开始,托福考试作了一系列重大改革。改革后的托福测试,在时间、题型、考试方式及计分方法等方面都有相应变化。为了帮助参加托福考试的考生尽快熟悉新的托福考试,掌握必要的应试技巧,提高应试能力,我们特编写了此套新托福考试系列丛书。这套丛书由《新托福考试综合指南》、《新托福听力突破》、《新托福阅读突破》、《新托福写作突破》、《新托福口语突破》、《新托福全真模拟测试题集》六册构成。

这套丛书的特点有以下几个方面:

1. 循序渐进,由易到难

本套丛书,除《新托福全真模拟测试题集》外,每册均有托福试题简介(包括试题形式、内容、要求等)、基本功训练、专项训练及讲解、应试技巧及模拟测试等部分组成。语言简明扼要,深入浅出、内容由易到难,循序渐进。考生可以逐步了解考试全貌,并逐步提高应试能力。

2. 内容丰富,覆盖面广

本套丛书,包括了托福考试的方方面面,既有听、说、读、写,又有全真模拟测试题集。考生可先进行单项训练,再进行专项训练,最后进行综合模拟测试训练,以期达到扎实的语言基本功和较高的语言运用能力。

3. 有的放矢,实用性强

本套丛书主要针对托福考试的四个部分,即听、说、读、写的内容、任务、要求进行细致的讲解,所提供的应试策略方向明确,易于操作,实用性强。

本套丛书选用的资料涉猎英国、美国、加拿大及澳大利亚等国家的社会、文化、历史等方面。资料来自英语国家的多种媒体,如广播、报纸、杂志等。

本套教材不但有助于在短期内提高托福考生的应试能力,同时也可以作为英语专业学生的专项训练丛书。

参加本套丛书编写的人员都是长期从事英语出国考试研究与教学工作的一线骨干教师,他们对托福应试培训有着丰富的经验。

由于我们的时间和水平有限,在编写上难免有疏漏和不足之处,恳请广大读者和同行提出宝贵意见,以便日后对本套书作出修订,使之更加完善。

编 者

2007 年 11 月 20 日

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Chapter One

A Brief Introduction to the iBT TOEFL

新托福考试简介

Part 1

An Overview

概 要

The Test of English as a Foreign Language (TOEFL) is an examination used to evaluate a nonnative English speaker's proficiency in the English language. Many North American colleges and universities, as well as a large number of institutions, agencies, and programs, ask for official TOEFL score reports. TOEFL score is also an important criterion when considering whether a foreign student is eligible to apply for scholarships. Meanwhile, US embassy in China will refer to your TOEFL score when he or she makes the decision whether to satisfy your visa application. Therefore, TOEFL is the first step that you must take if you wish to study in the United States of America.

托福是专门针对非英语国家英语学习者英文掌握程度的一项测试，很多北美的大学以及大多数机构、组织都会要求查看官方托福成绩。托福成绩也是判断一个外国学生是否有资格申请奖学金的重要标准。同时，美国驻中国大使馆在是否同意您的签证申请时，托福成绩也会被考虑在内。由此看来，如果您想在美国学习，托福考试是关键的第一步。

TOEFL test has undergone a series of changes. Before 1988, TOEFL test centered on knowledge and language sub-skills. For example, the test measured how students knew facts about the language, their vocabulary as well as their grammar knowledge. The test then belonged to discrete-point test for each item tested something very specific such as an idiom in a vocabulary test. The test did not show how well students could use the language in actual exchanging ideas and information. In the year of 1998, ETS (Educational Testing Service) introduced a new kind of TOEFL test. That is computer-based test (CBT). This test contained items which were designed to directly elicit the students abilities and skills in using the language. It is a pity that CBT was not introduced in mainland China. Instead we used the old TOEFL test format, that is paper and pencil-based test (PBT). In September 2005, the TOEFL Internet-based test (iBT) came into being. It was first used in the US and Canada. Then in August 2006, it was introduced to China. The iBT TOEFL test is a totally new version of the TOEFL test. It is an internet-based test delivered in secure testing centers around the world. The new TOEFL test has the following characteristics:

托福考试在这些年来已经有了一系列变化。1988年前,托福考试偏重考查知识和语言上的技巧。也就是说,考试会考查学生的语言能力,词汇量以及语法知识的掌握。此后,托福考试变成每一个部分的分离性较强的考试,就像词汇部分的一道习语题一样具体。事实上,那时的托福考试并不能很清楚地体现一个学生的实际英语表达能力。到了1998年,ETS推出一种新的托福考试体系,那就是机考(CBT)。这种考试所包括的部分都是为能够了解学生对语言的掌握能力和技巧所特别设计的。当然,CBT没能在中国大陆推广的确是一个遗憾。所以,那时我们仍然延续以前的托福考试形式,即为笔试。2005年9月份,基于互联网的托福考试成为现实,在美国和加拿大首先试考。这种互联网考试对于托福考试来说是一个全新的视点。它由安全测试中心负责传送给全世界。这种新型托福考试有以下特点:

1. It can measure students' ability to communicate successfully in an academic setting. The new test will better measure what colleges and universities need to know: a prospective student's ability to use English in an academic setting. The new Speaking section evaluates a person's ability to use spoken English, and the new integrated Writing evaluates a person's ability to combine and communicate about information from more than one source.

这种考试能从学术环境的角度上成功的考查学生的沟通能力。这种新型托福考试会更好的帮助大学了解他们真正需要知道的:一个学生在学术环境中出色运用英语的能力。全新的口语部分能全面的考查学生的口语运用能力,还有综合写作部分着重测试学生综合以及沟通信息的能力。

2. It reflects how language is really used. The new integrated tasks that combine more than one skill are designed to reflect how people really use language. By preparing for the new TOEFL test, you will be building the skills you need to use language in an academic setting and communicate with confidence.

这种考试对语言究竟是怎样运用的做了好的诠释。全新综合的题目要求多方面的技能,它是为反映人们究竟是怎样应用语言而精心设计的。在新托福的备考过程中,您将会逐渐掌握在学术环境中使用语言的技巧,并且在实际沟通时满怀信心。

3. It can keep up with the best practices in language learning and teaching. In the past, language learning focused on learning about the language(especially grammar), and students would receive high scores on tests without having the ability to communicate. Now teachers and students understand the importance of learning to use English to communicate, and activities that focus on communication and integrating skills are very popular in many English language programs.

这种考试它能够随时与语言学习和教学上最好的实践齐头并进。在过去,语言学习的重心在于对语言的学习(尤其是语法学习),学生完全可以在没有任何沟通能力的情况下得到很高的分数。如今,老师和学生们都开始认识到如何使用英语沟通的重要性,随之而来是在很多英语语言节目中,强调以沟通和综合能力为主的活动也越来越流行。

The new TOEFL test consists of four sections: Reading, Listening, Speaking, and Writing. All sections are taken on the same day, and the entire test is about four hours long. The test is not computer-adaptive. Each test taker receives the same range of questions. Instructions for answering questions are given within each section. There is no computer tutorial.

The following chart shows the range of questions and the timing for each section. The time limit for each section varies according to the number of questions.

新托福考试共包括四部分:阅读、听力、口语和写作。每个部分都在同一天完成,考试所需的时间大约为四个小时。这种考试不是计算机适应性考试。每位考生被问到的问题都属于同一范围。关

于问题回答的说明会在每部分给出。没有教考生如何使用计算机考试。

下表所表明问题的范围以及各部分考试的时间。每部分时间限制会根据问题的数量而定。

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		5 minutes
Speaking	6 tasks; 2 independent and 4 integrated	20 minutes
Writing	1 integrated task 1 independent task	20 minutes 30 minutes

分项技能	内容	时间
阅读	3 – 5 篇文章, 每篇 12 – 14 道题	60 – 100 分钟
听力	4 – 6 个讲座, 每个讲座 6 道题 2 – 3 个对话, 每个对话 5 道题	60 – 90 分钟
休息		5 分钟
口语	6 道题; 2 道独立题和 4 道综合题	20 分钟
写作	1 篇综合论文题 1 篇独立写作题	20 分钟 30 分钟

The iBT TOEFL Score Scale

Listening	0 – 30
Reading	0 – 30
Speaking	0 – 30
Writing	0 – 30
Total Score	0 – 120

Note: The total score is the sum of the four skill scores.

新托福分数分布

听力	0 – 30
阅读	0 – 30
口语	0 – 30
写作	0 – 30
总分	0 – 120

注: 总分由 4 部分成绩相加得出。

Part 2

A Brief Introduction to the Listening 听力考试简介

The listening section measures your ability to understand spoken English from North America and

other English-speaking parts of the world. In academic environments students need to listen to lectures and conversations. Listening materials in the new test include academic lectures and long conversations in which the speech sounds very natural. You can take notes on any listening material throughout the entire test. The following is a diagram containing the necessary information about the listening section in the new TOEFL test.

听力考试部分主要考察考生理解在北美以及世界上其他地方用英语交流的能力。在学术环境中,学生们需要去听讲座和一些对话。在新托福中的听力材料包括一些语速自然的学术讲座和长段对话。你可以在整个测试中做笔记。下表提供一些对新托福听力部分的必要信息。

Listing Material	Number of Questions	Timing
4 - 6 lectures, 3 - 5 minutes long each, about 500 - 800 words	6 questions per lecture	60 - 90 minutes
2 - 3 conversations, about 3 minutes long, about 12 - 25 exchanges	5 questions per conversation	

听力材料	题数	时间
4 - 6 个讲座, 每个 3 - 5 分钟, 500 - 800 字左右, 2 - 3 个长对话, 每个 3 分钟左右, 12 - 15 交替	每个讲座 6 个问题 每个对话 5 个问题	60 - 90 分钟

The lectures in the new test reflect the kind of listening and speaking that goes on in the classroom. In some of the lectures, the professor does all or almost all the talking, with an occasional question or comment by a student. In other lectures, the professor may engage the students in discussion by asking questions and getting the students to speak. The pictures that accompany the lecture help you know whether one or several people will be speaking.

A picture where the professor is the only speaker




A picture where the professor and the student will speak



在新题型中的讲座是对教室里听力和口语的一个重现。在一些讲座中,教授的讲话基本上占大多数时间再加上学生的偶尔提问或者发表看法。在其他讲座中,教授可能会以问问题的形式来要求学生们参与到讨论中来。图片中你会了解是否有1个或很多学生会参与其中。

The conversations on the new test may take place during an office hour with a professor or teaching assistant, or they may be with the person in charge of student housing, a librarian, a bookstore employee, a departmental secretary, or the like. Pictures on the computer screen help you imagine the setting and the roles of the speakers.

在新题型中的对话或许会选取发生在办公时间里不同人身上的事情。比如一位教授或者教师助理,负责学生住宿的人,图书管理员,书店员工或者部门经理,如此等等,类似的情况。在显示屏上的照片会对你了解场景以及场景中的人物起到帮助。



Things to be noted

1. Conversations and lectures are longer than those on previous versions of the TOEFL test, and the language sounds more natural.
2. One lecture may be spoken with a British or Australian accent.
3. One new multiple-choice question type measures understanding of a speaker's attitude, degree of certainty, or purpose. These questions require you to listen for voice tones and other cues and determine how speakers feel about the topic being discussed.

|| 提醒 ||

1. 新题型中的对话和讲座会比以前题型中的要长,语言听起来也会更加自然流畅。
2. 其中一个讲座可能会带有英国或澳大利亚口音。
3. 一种新的多项选择题测试您对谈话人的态度、肯定程度或者谈话目的的理解。这类问题要求您听懂语调以及言外之意的暗示,并由此判断出谈话人对讨论话题的感觉。

Part 3

A Brief Introduction to the Reading
阅读考试简介

There are 3–5 passages in the reading section. Each passage is followed by 12–14 questions. The length of each passage is about 700 words. You have 60–100 minutes to finish this section. First, you must read through or scroll to the end of each passage before receiving questions on the passage. Once the questions appear, the passage is located on the right side of the computer screen, and the questions are on the left.

You do not need any special background knowledge to answer the questions in the Reading section correctly; all the information needed to answer the questions is contained in the passages. A definition may be provided for difficult words or phrases in the passage. If you click on the word, a definition will appear in the lower left part of the screen. This is how the reading passage and a question look on the computer screen:

阅读考试部分由3–5篇文章组成,每篇文章会有12–14个问题,每篇文章约在700词左右,时间为60–100分钟。首先,在拿到问题之前您必须通读或跳读每篇文章。若问题出现,文章会在显示屏的右侧上出现,而问题会出现在左侧。

您不需要特别的背景知识便可以正确回答阅读部分所提出的问题,所有关于问题需要的信息都会包含在文章之中。在文章中还有可能出现对生僻词或难的短语的定义。如果你点一下那个词,在显示屏的左下方将会出现该词的定义。以下图片是阅读中的文章和问题在显示屏上展示:

The screenshot displays the TOEFL Reading interface. At the top, it says "TOEFL Reading" and "Question 3 of 12". There are navigation buttons: Review, Volume, Help?, Back, and Next. A timer shows "ELAPSED TIME 00:18:54".

Question: In paragraph 1, the author explains the concept of energy expenditure by

- ☐ identifying types of organisms that became extinct
- ☐ comparing the scientific concept to a familiar human experience
- ☐ arguing that most organisms conserve rather than expend energy
- ☐ describing the processes of growth, reproduction, and metabolism

Paragraph 1 is marked with an arrow [→].

Passage Title: 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.

Part 4

A Brief Introduction to the Writing

写作考试简介

There are two different writing tasks in the TOEFL iBT Writing section:

1. An integrated task in which you read a short passage for 3 minutes (about 230 to 300 words), you listen to a short lecture that directly addresses the points made in the reading (2 minutes), and you write a summary of what the speaker said about the reading passage.
2. An independent writing task in which you are asked to give an opinion about a general topic or a topic of interest to students. You are asked to support your opinion with specific reasons and examples. This task is very similar to the essay on the TOEFL CBT and the paper-and-pencil Test of Written English (TWE).

Compared with the old test, the new one has been expanded. To be more specific, the new test requires test takers to type a response to material they have heard and read, and to compose an essay in support of an opinion. Trained and certified human scorers rate the responses to the Writing tasks via ETS's Online Scoring Network.

在托福 iBT 写作中有两个不同的部分:

1. 一道题为综合写作题。首先用 3 分钟阅读一篇短的文章 (230 - 300 词左右), 然后在听完一段短的讲座之后立即记下刚才阅读的要点 (2 分钟), 最后写一篇关于谈话人对阅读文章看法的总结。
2. 另一道题题为独立写作题。它要求您对一个总的话题发表意见看法或是一个关于学生们兴趣爱好的话题, 您必须为您所支持的观点提出具体的原因和事例。这道题类似于以前托福 CBT 和 PBT 的写作部分。

同旧托福过去的试题相比, 新托福的试题有了更好的拓展。更具体地说, 新型的试题要求考生对他们所听到或读到的材料做出回答, 而且要为支持的观点写一篇文章。经过培训并取得证书的人工评判员会通过 ETS 的评分网络对写作部分的分数做出评判。

Part 5

A Brief Introduction to the Speaking

口语考试简介

The speaking section is about 20 minutes long, including questions and answers. It includes six tasks. The first two tasks are independent speaking tasks that focus on topics familiar to the test taker. The remaining four tasks are independent tasks, and you must combine more than one skill when responding. You first listen to and read some brief material. You can take notes and use those notes when responding to the speaking tasks. Then a question is asked that requires you to relate the information from the reading

and the listening material.

For all speaking tasks you use a headset with a microphone. You speak into the microphone to record your responses. Responses are digitally recorded and sent to ETS's Online Scoring Network. The following is a chart with detailed information on Speaking test:

口语测试部分的时间在 20 分钟左右,包括所有的问题以及答案,共有 6 道题。前 2 道题应是考生们熟悉的独立题。其余的 4 道题为独立题,它要求你在回答时综合多方面技巧。首先你会听到并且读一些简短的材料,你可以做一些笔记用来回答问题,之后将会提出一个关于你所听到和读到材料的问题。

口语部分使用耳麦,要求对着麦克风说出答案后并把它们录下来。答案均为数字式录音并且传输给 ETS 评分网络。以下表格是关于口语部分的详细信息:

Tasks	Number of Tasks	Timing of Each Response
Independent—answer short questions on general topics about your opinions	2	Preparation time: 15 seconds Speaking time: 45 seconds
Read/Listen/Speak-answer questions about information you have read and listened to	2	Preparing time: 30 seconds Speaking time: 60 seconds
Listen/Speak-answer questions about a discussion and a short lecture you have listened to	2	Preparing time: 30 seconds Speaking time 60 seconds

题目	题数	时间
独立题——对一些话题作简要回答	2	准备时间:15 秒 回答时间:45 秒
读/听/说——对读到和听到的信息作出回答	2	准备时间:30 秒 回答时间:60 秒
听/说——对一个讨论和短讲座作出回答	2	准备时间:30 秒 回答时间:60 秒

Chapter Two

Basic Skills Needed for iBT TOEFL

新托福考试必备基础技巧

Because the TOEFL iBT is designed to assess the actual skills you will need to be successful in your studies, the very best way to develop the skills being measured on the TOEFL iBT test is to study in an English program that focuses on communication using all four skills, especially speaking and integrated skills (e. g. , listening/reading speaking, listening/reading/writing).

However, if you have no opportunities to attend an English program, another way is to build up your basic skills in listening, reading, writing, and speaking through systematic self-study and practice. In this chapter, you will be provided with sufficient examples to help you lay a solid foundation for your English so that your performance can be improved step by step.

因为托福 iBT 考试是专门用来评估今后在学习中必备技巧的一项测试, 所以为准备托福 iBT 考试而要提高这些技巧的最好办法就是在重点为培养交际四项技巧的英语学习班进行学习, 特别是侧重提高口语和综合能力的地方(例如听/读说结合, 听、读、写结合)。然而, 如果你无法参加此类学习, 那就要通过系统的自学和练习来提高听、说、读、写四方面的基本功。本章将会提供一些有效的实例来为您今后英语水平的逐步提高打下坚实的基础。

Part 1

Basic Skills Needed for Reading

阅读基础必备

According to the Bulletin of the new TOEFL test, in the reading section, candidates will have to demonstrate their abilities to read textbooks, learned articles and other sources of information relevant to academic education. Candidates will be expected to show that they can use the following reading skills:

1. skimming
2. scanning
3. getting the gist
4. distinguishing the main ideas from supporting details
5. distinguishing fact from opinion
6. distinguishing statement from example
7. deducing implicit ideas and information

8. deducing the use of unfamiliar words from context
9. understanding relations within the sentences
10. understanding relations across sentences and paragraphs
11. understanding the communicative function of sentences and paragraphs

依照根据新托福考试简章中的阅读部分,考生须充分展现其阅读课本,专业文章以及其他跟学科教育有关的信息的技能。希望考生们对以下技巧熟悉并掌握:

1. 泛读
2. 浏览
3. 抓住要点
4. 区分中心意思和细节
5. 区分事实和观点
6. 区分陈述和事例
7. 判断隐含意思和信息
8. 根据上下文判断生词意思
9. 理解各句间的关系
10. 理解句子与段落间的关系
11. 理解句子与段落的交际功能

The best way to improve your reading skills is to read frequently and to read many different types of texts in various subject areas (science, social sciences, arts, business, etc) . The internet is one of the best resources for this, but any books, magazines, or journals are helpful as well. It is best to progress to reading texts that are more academic in style, the kind that would be found in university courses.

In addition, you might try these activities:

1. Scan the passage to find and highlight key facts (dates, numbers, terms) and information.
2. Increase vocabulary knowledge, perhaps by using flashcards.
3. Rather than carefully reading each word and each sentence, practice skimming a passage quickly to get a general impression of the main idea.
4. Choose some unfamiliar words in the passage and guess the meaning from the context (surrounding sentences).
5. Select all the pronouns (he, him, they, them, etc.) and identify which nouns each one refers to in the passage.
6. Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

In the following, you will come across a variety of reading passages. Each passage is followed by some multiple-choice questions. These questions cover a wide range of reading skills that are involved in the test. The purpose of offering such exercises is to help you familiarize yourself with the basic skills required in the reading section of the new TOEFL test.

最好的提高阅读技巧的方法就是经常性的阅读大量不同类别、涉及领域面广的文章(如科学,社会科学,艺术,商业等)。互联网是最好的资源之一,同样的,像书籍,杂志,刊物也有很大帮助。最好在选择文章的过程中多读大学课程中那些学术风格较强的文章。

另外,还可以尝试:

1. 浏览全文找出最重要的事实(如:日期,数字,术语)以及关键信息。
2. 可以用小卡片的方法扩大词汇量。
3. 与其选择一词一句的读,不如锻炼泛读每篇文章,了解它们的大意的能力。
4. 选择一些较难的词然后猜测它们在文章中的意思(通过上下文)。
5. 选出所有的人称代词(他,他们,等等)并且弄清每一个在文章中都指的什么。
6. 练习通过全文来作出推理判断,根据文章的隐含内容下结论。

在接下来的部分,准备了很多不同类型的文章供你阅读,每篇文章后都会相应的有一些多项选择题。这些问题都比较全面的涉及到阅读中所应具备的技巧。提供以下练习的最终目的就是为了让你更好的熟悉在新托福阅读题部分所应掌握的技巧。



Passage 1

It is said that the mass media are the greatest organs for enlightenment that the world has yet seen; that in Britain, for instance, several million people see each issue of the current affairs program, Panorama. It is true that never in human history were so many people so often and so much exposed to so many intimations about societies, forms of life, attitudes other than those which obtain in their own local societies. This kind of exposure may well be a point of departure for acquiring certain important intellectual and imaginative qualities, width of judgment, a sense of the variety of possible attitudes. Yet in itself such exposure does not bring intellectual or imaginative development. It is no more than the masses of a stone which lies around in a quarry and which may, conceivably, go to the making of a cathedral. The mass media cannot braid the cathedral, and their way of showing the stones does not always prompt others to build. For the stones are presented within a self-contained and self-sufficient world in which, it is implied, simply to look at them, to observe—fleeting—individually interesting points of difference between them, is sufficient in itself.

Life is indeed full of problems on which we have to—or feel we should try to—make decisions, as citizens or as private individuals. But neither the real difficulty, of these decisions, nor their true and disturbing challenge to each individual, can often be communicated through the mass media. The disinclination to suggest real choice, individual decision, which is to be found in the mass media is simply the product of a commercial desire to keep the customers happy. It is within the grain of mass communications. The organs of the establishment, however well-intentioned they may be and whatever their form (the State, the Church, voluntary societies, political parties), have a vested interest in ensuring that the public boat is not violently rocked, and will so affect those who work within the mass media that they will be led insensibly towards forms of production which, though the skin to where such enquiries might really hurt. They will tend to move, when exposing problems, well within the accepted cliché-cliché not to make a disturbing application of them to features of contemporary agitation of problems for the sake of the interest of that agitation in itself; they will therefore, again, assist a form of acceptance of the status quo. There are exceptions to this tendency, but they are uncharacteristic.

The result can be found in a hundred radio and television programs as plainly as in the normal

treatment of public issues in the popular press. Different levels of background in the readers or viewers may be assumed, but what usually takes place is a substitute for the process of arriving at judgment. Programs such as this are noteworthy less for the “stimulation” they offer than for the fact that stimulation (repeated at regular intervals) may become a substitute for, and so a hindrance to, judgments carefully arrived at and tested in the mind and on the pulses. Mass communications, then, do not ignore intellectual matters; they tend to castrate them, to allow them to sit on the side of the fireplace, sleek and useless, a family plaything.

1. According to the passage, the mass media present us with AC
 - A. insufficient diversity of information.
 - B. too restricted a view of life.
 - C. a wide range of facts and opinions.
 - D. a critical assessment of our society.
2. The word “disinclination” (line 3, para. 2) implies that _____
 - A. mass media are not capable of giving real choice and individual decision.
 - B. mass media do not feel like giving real choice and individual decision.
 - C. mass media do not manage to give real choice and individual decision.
 - D. people do not expect to get real choice and decision from mass media.
3. The author uses the comparison with building a cathedral to show that _____
 - A. worthwhile results do not depend on raw material only.
 - B. the mediaeval world had different beliefs.
 - C. great works of art require good foundations.
 - D. close attention to detail is important.
4. Radio, TV and the press are criticized here for _____
 - A. widening the gap between classes.
 - B. assuming that every one's tastes are the same.
 - C. failing to reach any definite conclusions.
 - D. setting too intellectual a standard.
5. What is the author's final judgment on how mass communications deal with intellectual matters?
 - A. They regard them as unimportant.
 - B. They see them as a domestic pastime.
 - C. They consider them to be of only domestic interest.
 - D. They rob them of their dramatic impact.



Passage 2

For the past six years, crime rates have been falling all over America. In some big cities, the fall has