

READING

# 新托福阅读 金牌教程

## TOEFL® iBT

(100-120分)



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## TOEFL® iBT

(100-120分) 李传伟 编著

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# 丛书序

## 读者——前行的力量

在这个世界上，每天都有千千万万的人为了梦想而不断追寻，每天都有千千万万的学生用他们最睿智的目光获取知识。正是因为他们，这世界才如此五彩斑斓，正是因为他们，师者才有了不断前行的力量。

改变世界，是伟人做的事情；推动时代，是弄潮儿的追求；惟有脚踏实地、传道授业才是一位老师能做、也应该做好的事业！《新托福金牌教程（基础版）》的出版和发行，帮助广大学子解决了托福学习的困难，有效地帮助备考托福的学生打好基础、循序渐进。然而打好基础已经完全不能满足同学们对知识的追求和渴望，他们的目标是要飞得更高，只有在高处，才能够眺望到更美丽、更独特的风景！

## 品质——追求的方向

如今的时代不是一个缺乏优秀的时代，而是一个不断超越、不断追求完美的时代。2006年新托福网考在中国的推行，无疑对传统英语教学环境下的中国学生提出了新的挑战，中国考生的托福平均成绩长期在76-78分之间徘徊（满分为120分）。托福的改革，对中国学生来说既是一次考验，又是一次提升自己的机会。如果中国学生能够在新托福的考试中取胜，不仅能够大幅提高自己的英语水平，到了国外后也能够轻松地进入学习状态。

要想在新托福考试中取得优异成绩，同时又要保证英语能力的提升，一套科学严谨的教材是必不可少的。《新托福金牌教程（100-120分）》的推出就是为了帮助备考托福的同学们跨上一个新高度。本套教程的编写人员大都有国外名校学习经验，他们对新托福考试了然于胸，而且长期从事一线教学，熟知中国学生新托福备考的重点和难点。正是因为有了这样一个“知己知彼”研发团队的保驾护航，才能够真正让同学们在冲刺新托福高分中“百战不殆”。

让每一个学生都能够得到一套好书，为每一个梦想的实现添加一个砝码，以最好的品质回馈读者、学员，这应该成为每一位师者努力的方向。

## 科学——选择的终点

《新托福金牌教程（100-120分）》系列书包括：《新托福听力金牌教程（100-120分）》、《新托福口语金牌教程（100-120分）》、《新托福阅读金牌教程（100-120分）》、《新托福写作金牌教程（100-120分）》四本，涵盖听、说、读、写4个方面，体系完整。

本套教程遵循理念基本一致、内容各具特色的原则，每本书的内容基本上都为“考试题型解析+模拟演练”结构。教程首先对听、说、读、写各项测试的常考题型逐一进行解析，解析时避免了冗长的理论说明，而是以典型例题为载体，在例题讲解的过程中教会考生解题方法。

只有通过大量有效的练习，好的方法才能转化为自己的解题能力，因此，每本书中还提供了多套综合模拟练习题及参考答案。有的练习题还选用了近年托福考试的真题，从而为考生提供了丰富的练习材料，使考生在实战演练中提升解题技能，达到考前强化训练的最佳效果。

本套教程是《新托福金牌教程（基础版）》的延续和提升。“题型解析”简明扼要，切中要点；“模拟演练”题量丰富，难度上高于基础版，充分体现了其考前强化训练的特色。每本书在内容和方法上又有其自身特色，帮助同学们从各个不同的角度领悟各项英语技能。

### 坚持——让梦想抵岸

我们都有梦想，我们都在追逐梦想的道路上。挑战的难度更高，就会遇到更多意想不到的阻碍和困难。但是既然你已经选择了不平凡，选择了接受挑战，那就应该义无反顾。在遇到困难与坎坷时，除了坚持到底，别无他法。人生就是一次又一次突围。从《新托福金牌教程（基础版）》到《新托福金牌教程（100-120分）》，从新托福高分到成功赴国外名校留学，坚持不懈的追求才能成就你人生的不断超越！

愿本套教程助你在新托福备考中更上一层楼，赢得新托福高分，成功抵达梦想的彼岸！

新航道国际教育集团总裁兼校长

2011年4月



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# 第章

## 托福阅读 基础训练





## Passage 1

The medieval artists didn't know about perspective; they didn't want to make their people look like real, individual people in a real, individual scene. They wanted to show the truth, the **eternal** quality of their religious stories. So these artists didn't need to know about perspective.

5 In the European Renaissance period, artists wanted to show the importance of the individual person and his or her possessions and surroundings. A flat medieval style couldn't show this level of reality and the artists needed a new technique. It was the Italian artist Brunelleschi who discovered the technique of perspective drawing. At first the artists of the Renaissance only had single-point perspective. Later they realized that  
10 they could have two-pointed perspective and still later multi-point perspective.

With two-point perspective they could turn an object (like a building) at an angle to the picture and draw two sides of it. The technique of perspective which seems so natural to us now is an invented technique, a part of the "**grammar** of painting". Like all bits of grammar there are exceptions about perspective. For example, only vertical  
15 and horizontal surfaces seem to meet on eye level. Sloping roof tops don't meet on eye level.

For 500 years, artists in Europe made use of perspective drawing in their pictures. Nevertheless, there are a range of priorities that artists in displaying individual styles. Crivelli wanted to show depth in his picture and he used a simple single-point perspective.  
20 Cezanne always talked about space and volume. Van Gogh, like some of the other painters of the Impressionist period, was interested in Japanese prints. And Japanese artists until this century were always very strong designers of "flat" pictures. Picasso certainly made pictures which have volume and depth. However, he wanted to keep our eyes on the surface and to remind us that his paintings are paintings and not **illusions**.

25 It is technically easy to give an illusion of depth. However, a strong two dimensional design is just as important as a feeling of depth, and perhaps more important.

### 1. The passage mainly discusses

- A. the difference between medieval and Renaissance art.
- B. how the technique of perspective influenced the modern art.
- C. the discovery of the technique of perspective.
- D. the contribution of Renaissance artists.

2. The word **eternal** in line 3 is closest in meaning to
  - A. timeless.
  - B. infinite.
  - C. frequent.
  - D. constant.
3. According to the passage, what is the main concern of medieval artists?
  - A. The individual person and his/her possessions and surroundings.
  - B. Real people, real scenes.
  - C. Eternal truth of the earth.
  - D. Themes of religious stories.
4. The discovery of perspective was the result of
  - A. Renaissance artists' attempt to prove that the medieval artists could show levels of reality.
  - B. the need to turn an object at an angle and draw more than one side of it.
  - C. the subject being shifted from religious stories to individual person and surroundings.
  - D. natural evolution of human senses.
5. The word **it** in line 12 refers to
  - A. the picture.
  - B. perspective.
  - C. angle.
  - D. the object.
6. The word **grammar** in line 13 is closest in meaning to
  - A. construction.
  - B. grammatical rules.
  - C. rules and regulations.
  - D. tones and volume.
7. The author gives the example in lines 14–16 to
  - A. explain how perspective works in painting.
  - B. support two-pointed perspective.
  - C. illustrate that there are exceptions about perspective.
  - D. point out that the technique of perspective seems natural but is an invented technique.
8. The following artists' priorities in style shift away from perspective EXCEPT
  - A. Crivelli.
  - B. Cezanne.
  - C. Japanese artists.
  - D. Brunelleschi.
9. The word **illusions** in line 24 is closest in meaning to
  - A. deceptions.
  - B. photographs.
  - C. decorations.
  - D. illustrations.
10. It can be inferred from the passage that Renaissance artists
  - A. embraced the medieval style of eternal truth.
  - B. needed to develop a new approach towards painting to show a new level of reality.
  - C. were inspired by vertical and horizontal surfaces in inventing the technique of perspective.
  - D. saw two dimensional design more important than a feeling of depth.



## Passage 2

There are two main hypotheses when it comes to explaining the **emergence** of modern humans. The “Out of Africa” theory holds that homo sapiens burst onto the scene as a new species around 150,000 to 200,000 years ago in Africa and subsequently replaced archaic humans such as the Neanderthals. The other model, known as multi-

5 regional evolution or regional continuity, posits far more ancient and diverse roots for our kind. **Proponents** of this view believe that homo sapiens arose in Africa some 2 million years ago and evolved as a single species spread across the Old World, with populations in different regions linked through genetic and cultural exchange.

Of these two models, “Out of Africa”, which was originally developed based

10 on fossil evidence, and supported by much genetic research, has been favored by the majority of evolution scholars. The vast majority of these genetic studies have focused on DNA from living populations, and although some small progress has been made in recovering DNA from Neanderthal that appears to support multi-regionalism, the chance of recovering nuclear DNA from early human fossils is quite **slim** at present.

15 Fossils thus remain very much a part of the human origins debate.

Another means of gathering theoretical evidence is through bones. Examinations of early modern human skulls from Central Europe and Australia dated to between 20,000 and 30,000 years old have suggested that both groups apparently exhibit traits seen in **their** Middle Eastern and African predecessors. But the early modern specimens

20 from Central Europe also display Neanderthal traits, and the early modern Australians showed affinities to archaic Homo from Indonesia. Meanwhile, the debate among paleo-anthropologists continues, as supporters of the two hypotheses challenge the evidence and conclusions of each other.

### 1. The passage primarily discusses

- A. evidence that supports the “Out of Africa” theory.
- B. two hypotheses and some evidence on the human origins debate.
- C. the difficulties in obtaining agreement among theorists on the human origins debate.
- D. that fossils remain very much a part of the human origins debate.

### 2. The word **emergence** in line 1 is closest in meaning to

- A. complexity.
- B. development.
- C. appearance.
- D. decline.

3. The word **proponents** in line 6 is closest in meaning to
  - A. experts.
  - B. advocates.
  - C. inspectors.
  - D. historians.
4. All of the following are true EXCEPT
  - A. three methods of gathering evidence are mentioned in the passage.
  - B. the multi-regional model goes back further in history.
  - C. the “Out of Africa” model has had more support from scholars.
  - D. DNA studies offer one of the best ways in future to provide clear evidence.
5. The word **slim** in line 14 is closest in meaning to
  - A. small.
  - B. narrow.
  - C. thin.
  - D. difficult.
6. Which of the following is NOT true?
  - A. The vast majority of genetic studies have focused on living populations.
  - B. Early modern human skulls all support the same conclusions.
  - C. Both hypotheses focus on Africa as a location for the new species.
  - D. Early modern Australian skulls have similarities to those from Indonesia.
7. In line 19, the word **their** refers to
  - A. Middle Easterners and Africans.
  - B. skulls.
  - C. central Europeans and Australians.
  - D. traits.
8. Which of the following is NOT true about the two hypotheses?
  - A. Both hypotheses regard Neanderthals to be the predecessors of modern humans.
  - B. Genetic studies have supported both hypotheses.
  - C. Both hypotheses cite Africa as an originating location.
  - D. One hypothesis dates the emergence of homo sapiens much earlier than the other.
9. It can be inferred from the passage that
  - A. there is likely to be an end to the debate in the near future.
  - B. the debate will attract historians to take part in.
  - C. the debate is likely to be less important in future.
  - D. there is little likelihood that the debate will die down.
10. According to the passage, the multi-regional evolution model posits far more diverse roots for our kind because
  - A. evidence from examinations of early modern human skulls has come from a number of different parts of the world.
  - B. DNA from Neanderthal appears to support multi-regionalism.
  - C. populations in different regions became related through genetic and cultural exchange.
  - D. this has been supported by fossil evidence.



## Passage 3

Although management principles have been implemented since ancient times, most management scholars trace the beginning of modern management thought back to the early 1900s, beginning with the pioneering work of Frederick Taylor (1856–1915). Taylor was the first person to study work scientifically. He is most famous for introducing techniques of time and motion study, differential piece rate systems, and for systematically specializing the work of operating employees and managers. Along with other pioneers such as Frank and Lillian Gilbreth, Taylor set the stage, labeling his philosophy and methods “scientific management”. At that time, his philosophy, which was concerned with productivity, but which was often misinterpreted as promoting worker interests at the expense of management, was in marked contrast to the prevailing industrial norms of worker exploitation.

The time and motion study concepts were popularized by Frank and Lillian Gilbreth. The Gilbreths had 12 children. By analyzing his children’s dishwashing and bedmaking chores, this pioneer efficiency expert, Frank Gilbreth, hit on principles whereby workers could eliminate waste motion. He was memorialized by two of his children in their 1949 book called “Cheaper by the Dozen”.

The Gilbreth methods included using stop watches to time worker movements and special tools (cameras and special clocks) to monitor and study worker performance, and also involved identification of “therbligs” (Gilbreth spelled backwards) – basic motions used in production jobs. Many of these motions and accompanying times have been used to determine how long it should take a skilled worker to perform a given job. In this way an industrial engineer can get a handle on the approximate time it should take to produce a product or provide a service. However, use of work analysis in this way is unlikely to lead to useful results unless all five work dimensions are considered: physical, psychological, social, cultural, and power.

### 1. What is the passage primarily about?

- A. The limitations of pioneering studies in understanding human behavior.
- B. How time and motion studies were first developed.
- C. The first applications of a scientific approach to understanding human behavior.
- D. The beginnings of modern management theory.

### 2. The word which in line 8 refers to

- A. scientific management.
- B. philosophy.

- 7



## Passage 4

Philosophy in the second half of the 19th century was based more on biology and history than on mathematics and physics. Revolutionary thought drifted away from metaphysics and epistemology and shifted more towards ideologies in science, politics, and sociology. Pragmatism became the most vigorous school of thought in  
5 American philosophy during this time, and it continued the empiricist tradition of grounding knowledge on experience and stressing the inductive procedures of experimental science. The three most important pragmatists of this period were the American philosophers Charles Peirce (1839–1914), considered to be the first of the American pragmatists, William James (1842–1910), the first great American psychologist, and  
10 John Dewey (1859–1952), who further developed the pragmatic principles of Peirce and James into a comprehensive system of thought that he called “experimental naturalism”, or “instrumentalism”.

Pragmatism was generally critical of traditional western philosophy, especially the notion that there are absolute truths and absolute values. In contrast, Josiah Royce  
15 (1855–1916), was a leading American exponent of idealism **at this time**, who believed in an absolute truth and held that human thought and the external world were unified. Pragmatism called for ideas and theories to be tested in practice, assessing whether they produced desirable or undesirable results. Although pragmatism was popular for a time in Europe, most agree that it epitomized the American faith in know-how and  
20 practicality, and the equally American distrust of **abstract** theories and ideologies. Pragmatism is best understood in its historical and cultural context. It arose during a period of rapid scientific advancement, industrialization, and material progress; a time when the theory of evolution suggested to many thinkers that humanity and society are in a **perpetual** state of progress. This period also saw a decline in traditional religious beliefs  
25 and values. As a result, it became necessary to rethink **fundamental** ideas about values, religion, science, community, and individuality. Pragmatists regarded all theories and institutions as tentative hypotheses and solutions. According to their critics, the pragmatist’s refusal to affirm any absolutes carried negative implications for society, challenging the foundations of society’s institutions.

**1. What is this passage primarily about?**

- A. The evolution of philosophy in the second half of the 19th century.
- B. The three most important American pragmatists of the late 19th century.
- C. The differences between pragmatism and traditional western philosophy.



#### D. American pragmatism.

**2. Which of the following is true?**

- A. Idealism was an important part of the pragmatic approach.
- B. "Pragmatism" was also known as "traditional western philosophy".
- C. Pragmatism continued the empiricist tradition.
- D. Pragmatism is best understood independently of its historical and cultural context.

**3. Which of the following is true according to the passage?**

- A. Absolute truths and values are notions in western traditional philosophy.  
B. John Dewey was the first great American psychologist.  
C. The empiricist tradition is part of traditional western philosophy.  
D. Revolutionary thought was not pragmatic.

**4. The phrase at this time in line 15 refers to**

- A. the time when traditional western philosophy was dominant in America.  
B. the time when pragmatism was popular in Europe.  
C. 1855–1916.  
D. the second half of the 19th century.

**5. According to the passage, pragmatism was more popular in America than Europe because**

- A. Americans had greater acceptance of the theory of evolution.
- B. it exemplified the American faith in know-how and practicality.
- C. Europe had a more traditional society based on a much longer history.
- D. industrialization and material progress was occurring at a faster pace in America at that time.

6. The word **abstract** in line 20 is closest in meaning to

- A. unclear.  
C. new.
- B. not concrete.  
D. old.

7. The word **perpetual** in line 24 is closest in meaning to

- A. challenging.  
C. declining.
- B. continuous.  
D. secular.

8. The word **fundamental** in line 25 is closest in meaning to

- A. new.  
C. essential.
- B. personal.  
D. threatening.

**9. All of the following are true EXCEPT**

- A. revolutionary thought shifted more towards ideologies in science, politics and sociology.  
B. pragmatists regarded all theories and institutions as tentative hypotheses and solutions.  
C. Josiah Royce was not a pragmatist.  
D. pragmatism was based on the theory of evolution.

## 10. Which of the following can be inferred from the passage?

- A. Josiah Royce considered Charles Peirce to be challenging the foundations of society's institutions.
- B. Charles Peirce considered Josiah Royce to be too influenced by the theory of evolution.
- C. John Dewey would not have developed his system of thought called "experimental naturalism" or "instrumentalism" without the pioneering work of Charles Peirce and William James.
- D. Josiah Royce was a revolutionary thinker.



## Passage 5

Alexis de Tocqueville, the French political scientist, historian, philosopher and politician, is most famous for a four-volume book he wrote called "Democracy in America". He came to America in 1831 to study the American form of democracy and what it might mean to the rest of the world. After a visit of only nine months, he wrote a remarkable book which is regarded as a classic. De Tocqueville had unusual powers of observation. He described not only the democratic system of government and how it operated, but also its effect on how Americans think, feel, and act. Many scholars believe he had a deeper understanding of traditional American beliefs and values than anyone else who has written about the United States. What is so remarkable is that many of these traits which he observed nearly 200 years ago, are still visible and meaningful today. His observations are also important because the timing of his visit, the 1830s, was before America was industrialized. This was the era of the small farmer, the small businessman, and the settling of the western frontier. It was the period of history when the traditional values of the new country were newly established. In just a generation, some 40 years since the adoption of the U.S. Constitution, the new form of government had already produced a society of people with unique values. He was, however, a neutral observer and saw both the good and bad sides of these qualities.

The first part of "Democracy in America" was written in 1831-32 and published in 1835. A highly positive and optimistic account of American government and society, the book was very well received. He attempted to get a glimpse of the essence of American society, all the while promoting his own philosophy: the equaling of the classes and the inevitable depth of aristocratic privilege. The rest of the book he labored on for four years, and in 1840 the second part was published. This was substantially