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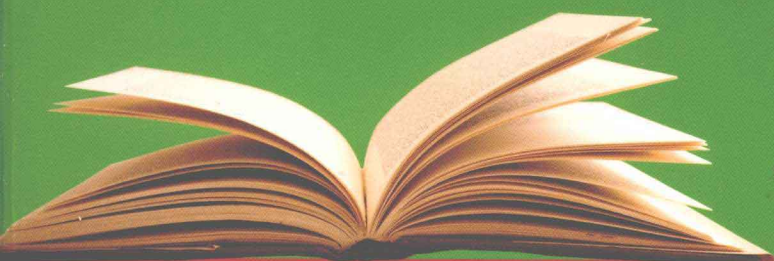
冲刺篇

TOEFL

READING

新托福官方指南
考点详解

LinguaForum 编著



阅读分册

新托福iBT专业研发团队精心打造

循序渐进教授如何应对阅读题型

三套托福iBT阅读全真模拟试题



附赠 CD-ROM



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
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LinguaForum 编写
张珺 王青青 华菲 译

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TOEFL



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HOOKED ON TOEFL READING

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出版说明

英语托福考试经历了我们熟悉的纸笔考、机考，发展成现在的基于网络的网考托福，即 TOEFL iBT。测试内容也由单一地测试听说读写能力（旧托福有单独的口语考试），演变成对听说读写综合使用能力的测试。新托福 iBT 考试的难度明显增加。新托福 iBT 对听说读写的测试具有明显的针对性，由于考试的目的是为了帮助英语国家的高等院校评估申请人是否具备完成学业所需要的英语水平，因此考试的设置也是紧紧围绕这些与学校相关的要求进行。在听力部分，我们听到的是与校园生活相关的对话、课堂讲座；在口语部分，我们看到的是围绕一般话题展开的口语任务，以及模拟课堂听讲的发言和总结任务；在阅读部分我们阅读的是学术性的文章；在写作部分，我们要结合阅读材料就听到的讲座进行总结，并针对某一话题完成一篇独立作文。在新托福 iBT 考试中，我们深刻体会到了综合评估听说读写技能的含义，没有真实英语水平的提高，要想在新托福 iBT 中而取得理想成绩是不可能的。

为了帮助广大考生更好地准备考试，我们从麦格劳-希尔教育出版集团引进了这套新版的《新托福官方指南考点详解》系列丛书。该系列丛书包括两个级别：基础篇和冲刺篇；每个级别含有听力、口语、阅读、写作四个分册。基本满足了当前广大不同英语水平的托福备考人员的需要。该系列丛书出色的作者团队保证了高品质的图书质量。丰富的教学经验和专门的教材研发团队使得该系列图书在新托福 iBT 辅导教材中脱颖而出，凭借其鲜明的编写特色和出色的学习效果赢得了世界范围内考生的喜爱。

基础篇适合具有一般英语水平的考生使用。基础篇学习内容的编排严格遵循语言教学的循序渐进原则，旨在为考生夯实针对新托福 iBT 需要考查的英语听说读写基本技能，为冲刺篇的学习打下坚实的基础。每个分册都包括题型分析、技能训练、全真模拟试题，同时提供练习答案；并根据技能的不同提供适合各个技能的其他学习内容，比如在写作分册提供语法以及格言的学习，在听力和阅读分册的答案部分提供题解，等等。细心的读者在使用过程中一定会体会到这些周全的编排和这种全方位的复习模式带来的学习效率以及真实英语水平的提高。

冲刺篇适合完成了基础篇学习的考生为取得新托福 iBT 高分使用。在巩固基础篇学习内容的前提下，提供考试技巧以及大量接近真实新托福 iBT 考试难度的练习，帮助考生迅速提高考试成绩。值得一提的是，冲刺篇提供诊断性测试，方便考生对自己的英语水平进行摸底，找出薄弱环节，然后进行有针对性的训练。考生按照书中教授的训练方法，假以时日，冲刺新托福 iBT 高分指日可待。

最后，我们祝愿广大考生在新托福 iBT 考试中取得理想的成绩！

北京语言大学出版社

广大英语学习者及参加各种英语考试的考生们通常有这样的共识：在英语的阅读、听力、口语、写作四部分中，阅读与其他三项相比，学习起来相对较为简单，也较容易取得高分。其实不然。阅读部分需要的是考生具备对细节充分把握的理解能力、对文章引申含义的推理能力以及对文章整体的概括能力等全方位的综合能力。只有将这几个方面充分结合起来，才有可能取得阅读的高分。

自 2006 年起新托福考试 (TOEFL / BT) 实施以来，阅读分项与之前的托福考试相比，选材领域变得更为多样化，题干也变得更为复杂。此外，新题型、新题目层出不穷也是摆在广大考生面前的新的难关。

然而，正所谓“知己知彼，百战百胜”，只要对基本的解题方法有了正确的理解和把握，也就不愁题目的千变万化了。我们认为，掌握不同题型的测试要求及相应的解题方法，并不断加以练习，积累应对实战考试的经验和方法，有助于考生在托福考试中取得理想的成绩。

为此，本研究小组在本书首版的基础上，特推出了全新的修订版教材。新版教材在缩减了练习题分量的同时，增加了高水平、高强度的解题方法的训练的比重，使考生的学习变得更高效、更有针对性。与首版相比，本修订版最大的特点在于强化了题目解析的部分，旨在通过对题型结构的准确分析及深入浅出的解释说明，帮助广大考生在真正意义上提高自身的英语水平。

衷心地祝愿所有选择本教材的考生都能顺利达成自己的学习目标。

LinguaForum Research Center

TOEFL / BT 阅读研发小组

本书附赠的 CD-ROM 中有以下几个问题需要请读者注意：

1. 本书提供三套 Actual Test，其中前两套 Actual Test 在书中和 CD-ROM 中都有出现，而第三套试题只出现于 CD-ROM 中。
2. CD-ROM 中的试题的顺序与书中略有出入，但内容与书中是一致的。
3. 由于技术原因，前两套 Actual Test 中的句子插入题，即对应书中 Actual Test 1 的第 12、24、36 题和 Actual Test 2 的 12、25、38 题，阅读原文当中的插入符号在 CD-ROM 中显示为“δ”而不是“■”，但并不影响功能的实现。由此带来的不便在此特向读者表示歉意并望理解。

Structure

| 本书的结构和特点 |

| Diagnostic Test |

本部分可帮助考生在正式开始备战新托福考试之前先对目前自身的英语实力进行测试,并根据个人的具体情况制定相应的学习计划。本部分包含所有新托福考试阅读部分的题型,有助于考生加深对实战考试题型的理解,并通过测试找出自身的薄弱环节,有针对性地进一步学习和强化。

| Question Types |

只有充分理解和掌握历年新托福考试所出现的所有题型,方可根据不同的题型制定相应的学习策略。本部分将详细说明各种题型所要考查的不同内容,并举出不同题型的典型的提问方式,并提供多角度的解题方案。文章长度一般在 300~400 个单词之间,可以帮助考生进行快速、有效的练习。

| Mini Test |

在包罗万象、覆盖题材极其广泛的新托福阅读考试中,对背景知识的理解程度是考生能否取得高分的关键。本部分按照人文、社会、科学等不同领域对阅读文章进行了明确的划分,帮助考生一目了然地把握不同类型的主题。为方便考生准确理解文章,原文一侧附有相关背景知识的介绍。本部分包含 10 份小测验,通过选取各领域的热门主题和与托福真题长度一致的文章,帮助考生培养应对实战考试的水平和能力。

| Actual Test |

在托福考试前最后的冲刺阶段,为帮助考生检测自己的水平,本书特提供了与实际考试完全一致的模拟试题及 CD-ROM。在冲刺阶段的三份模拟试题中,第一、二份模拟试题同时提供书中原文及 CD-ROM;而第三份模拟试题则仅在 CD-ROM 中提供,有助于考生适应实际考试环境,培养应考的能力。

| Answer Key & Explanations |

本部分分析每篇文章的每个段落的核心内容和大意。另外,本部分还提供了对本书所有题目的详细解答,有利于考生对每篇阅读文章的综合性理解和掌握。

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Answer Key & Explanations 答案与详解

Thawing Permafrost

→ A unique geographical feature found throughout the coldest regions of the Northern Hemisphere is permafrost, or soil that remains below zero degrees Celsius for at least 24 months. Anywhere from 20-25% of the land in the Northern Hemisphere is either seasonally or permanently frozen, sometimes without the presence of water, due to the extremely low annual temperatures found throughout this region as well as in some isolated locations, such as mountaintops in the Alps. While permafrost can be more than a thousand meters deep in areas where cold weather is **unremitting**, such as Siberia, it is typically only a few meters thick where warm weather seasonally interrupts the normally cold temperatures. In recent years, scientists have been studying regions with permafrost increasingly for a single reason: the onset of global warming has raised new concerns that the frozen soil in some or all of these areas might thaw. The results of even partial thawing could have many negative consequences for the environment.

Thawing permafrost can drastically alter the local environment. For instance, melting permafrost could create an abundance of water in the soil and over-saturate it, making it difficult for vegetation to thrive in the soil. The vast forests found in the northern hemisphere could transform into wetlands because of this oversaturated soil. **It is also possible that the disappearance of this frozen soil could increase drainage conditions within the ground, leading to an overall decrease in the water content, thus creating more stressful conditions for plant life and converting the forests into dry steppe-like areas with even less vegetation.** In either scenario, the change in habitat would affect the plants and animals that depend on this ecosystem. For instance, the migration patterns of animals like **reindeer, moose, and caribou** would be affected by whatever vegetation and water sources are available in an area. Over time, in an alternative scenario, these areas could be overrun by numerous trees and become forest lands. However, the appearance of such forest lands in areas historically unused to them would create all kinds of problems, like the increased risks of large forest fires, the appearance of tree-killing insects, and the proliferation of pests, parasites, and diseases that could ravage herding animals. In any case, the delicate balance of these ecosystems would be upset, and the results would most likely be destructive.

The thawing of permafrost, whether it seeps further into the ground or is completely drained out, will also affect the groundwater, river runoffs, and other bodies of water. As on land, changes in the ecosystems of these water bodies would be disastrous for species like freshwater trout, causing them either to die or move into other areas, disrupting even more ecosystems. **A** In addition to this, the thawing could release additional large amounts of fresh water into salt water, thereby **altering** the sea's density and in turn seriously affecting oceanic and air currents and even the allocation of heat, which could cause further climate change. **B**

While all of these consequences are very serious, the most disquieting aspect about thawing permafrost is global in nature. **C** Older permafrost contains plant and animal matter which has been preserved by the freezing temperatures. **D** However, when the soil thaws, bacteria, fungi, and other microorganisms will begin to break down this organic material and release large amounts of carbon and methane into the atmosphere. Because these two gases are main greenhouse gases, the sudden, enormous release of them would provide a

blanket that traps heat within the atmosphere, and thus **exacerbate** global warming. Researchers are especially concerned that these emissions will occur in Siberia, where rising temperatures and increased thawing in the past few years have increased **such a risk**.

➔ As with most areas of scientific speculation, scientists continue to debate the risk that increasing global temperatures pose to permafrost deep within the earth. The recent discovery of millennia-old ice deeply lodged within the earth is important because it shows that the ice remained frozen throughout several warming periods in the earth's history, which relieves some concerns about permafrost situated several meters deep in the soil. Nevertheless, most scientists agree that the frozen surface soil is still at risk, and this soil alone contains enough carbon content to have a significant and even noticeable effect on global warming.

1 The word **unremitting** is closest in meaning to

- (A) tolerable
- (B) unpredictable
- (C) constant
- (D) unnoticeable

2 According to paragraph 1, all of the following are true about permafrost EXCEPT:

- (A) It is found mostly in the north.
- (B) It remains frozen for at least two years.
- (C) It doesn't always contain water.
- (D) It is never deeper than a few meters.

Paragraph 1 is marked with an arrow [➔].

3 According to paragraph 1, why have scientists begun studying permafrost more?

- (A) It contains various important alternative fuel sources.
- (B) Its change in temperature has environmental repercussions.

(C) There is disagreement about how deep it rests in the earth.

(D) They have recently discovered its presence on mountain peaks.

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

- (A) The thawing of permafrost will turn northern forests into a wasteland inhospitable to plant life.
- (B) One result of permafrost thawing could be the excessive drying of soil, which could reduce local plant life.
- (C) The increasing dryness of soil in northern woods has caused a decrease in vegetation in these areas.
- (D) Permafrost provides a vital source of water for trees in northern forests because it doesn't drain easily.

- 5 Why does the passage discuss **reindeer, moose, and caribou** ?
- (A) To discuss species on the brink of extinction
 - (B) To point to a cause of permafrost depletion
 - (C) To show how frozen soil sustains some edible vegetation
 - (D) To examine some effects of permafrost disappearance

- 6 According to paragraph 3, a greater flow of freshwater into the ocean could
- (A) alter the flow of seawater and air, and heat distribution
 - (B) disrupt the migration patterns of various fish species
 - (C) disturb the fresh water bodies on land
 - (D) reduce the amount of available fresh water in rivers

Paragraph 3 is marked with an arrow [→].

- 7 The word **altering** is closest in meaning to
- (A) accelerating
 - (B) recovering
 - (C) changing
 - (D) increasing

- 8 The word **exacerbate** most likely means
- (A) amend
 - (B) worsen
 - (C) create
 - (D) impede

- 9 The phrase **such a risk** refers to
- (A) the reduction in permafrost
 - (B) the increase in local temperatures
 - (C) the release of greenhouse gases
 - (D) the death of microorganisms

- 10 Based on the information in paragraph 5, what can be inferred about deep permafrost?
- (A) It is less likely to melt than permafrost on the surface.
 - (B) It has more carbon gases than shallow permafrost does.
 - (C) It routinely thaws during global warming periods.
 - (D) Siberia has the deepest permafrost.

Paragraph 5 is marked with an arrow [→].

11

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

Scientists have observed a similar phenomenon as melting glaciers create an imbalance between fresh water and sea water within certain regions of the North Atlantic Ocean.

Where would the sentence best fit?

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

12

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. ***This question is worth 2 points.***

The possibility of permafrost thawing poses several local and global risks.

-
-
-

Answer Choices

- | | |
|--|--|
| (A) Global warming is causing the thawing of crucial frozen soil and the rapid melting of glaciers in the north. | (B) The increasing temperatures and gas emissions in Siberian permafrost have especially alarmed scientists. |
| (C) The massive release of freshwater from frozen soil could alter water bodies on the land and sea. | (D) The absence of permafrost in some cold areas always leads to a lack of moisture and thus plant life. |
| (E) If thawed, organic content frozen in soil may further contribute to atmospheric heating. | (F) Ecosystems could be drastically transformed in various ways if permafrost is destabilized. |

Question Types

1. Reference & Vocabulary
2. Sentence Simplification
3. Factual Information & Negative Fact
- Review Test 1 (Types 1-3)

4. Inference
5. Rhetorical Purpose
6. Sentence Insertion
- Review Test 2 (Types 1-6)

7. Prose Summary
8. Schematic Table
- Review Test 3 (Types 1-8)

H • O • O • K • E • D • O • N • T • O • E • F • L • R • E • A • D • I • N • G

PART

I

Overview

● Reference

Reference words are used to indicate a person, an object, a place, or an idea that has already been named in a passage. The most frequently used reference words are pronouns like *it*, *they*, and *those*. The words these pronouns represent are called referents, or antecedents. Reference questions test your ability to reference a word with its antecedent. There are 0 - 2 reference questions for each passage. This question is worth 1 point.

● Vocabulary

Vocabulary questions test your ability to identify the meaning of a word or phrase as it is used in the passage. There are 3 - 5 vocabulary questions for each passage. This question is worth 1 point.

| Recognizing Question Types |

Reference Questions

- The word X in the passage refers to ...

Vocabulary Questions

- The word X in the passage is closest in meaning to ...
- In stating X, the author means that ...

Approaching the Question

● Reference

- ① Carefully read the sentence that contains the pronoun and check the surrounding text for the referent. The referent will not always be the choice closest to the reference word, and may appear before or after the pronoun. The correct referent will be the only logical replacement for the pronoun.
- ② Occasionally, you will be asked to find the referent of a pro-form, such as *this problem*, *this possibility*, or *such a process*. Like a pronoun, a pro-form can be a substitute for a noun or noun phrase, but it may also represent actions, events, and situations.

● Vocabulary

- ① Remember that the vocabulary question asks for the meaning of a word as it is used in a particular context. Even if you know the dictionary definition of the word in the question, be sure to check the context to avoid a careless mistake.
- ② If the word in the question is unfamiliar, examine its context for helpful hints. For example, studying nearby appositive or adjective phrases will provide important clues to the meaning of the word.

Sample Questions

- 1 However impressive all these discoveries may be, one important element remains a mystery: social organization. There is evidence that chimpanzees lead a highly subtle and complex social life, but the details are still vague. **This** is due to the fact that it is impossible to follow their social activities in great detail in the jungle. Presently, there is only one place in the whole world where such a comprehensive study of chimpanzees is possible.

The word **This** in the paragraph refers to

- (A) the subtle and complicated nature of chimpanzees' social life
- (B) the uncertainty surrounding chimpanzees' social life
- (C) the impressive discoveries about chimpanzees' social life
- (D) detailed study of chimpanzees' social life

- 2 Although the Sumerians and the Egyptians took steps needed to turn their simple ideography into a full alphabet, writing still needed to develop. Having a different sign for every single word would require knowing thousands of different signs, and abstract ideas and grammar would be especially difficult to express. A way of overcoming this problem is to turn to sound devices. For example, by using the **character** for a bee and the character for the leaf of a tree, one can combine them, "bee" plus "leaf", to form "belief". This kind of writing is called "word-syllabic".

The word **character** in the paragraph is closest in meaning to

- (A) place
- (B) feature
- (C) letter
- (D) culture

Pattern Drill

Body Art

- 1 The word **barred** in paragraph 1 is closest in meaning to
(A) kept secret
(B) made better
(C) excluded
(D) applied
- 2 The word **pigment** in paragraph 2 is closest in meaning to
(A) dye
(B) color
(C) metal
(D) oil
- 3 The word **They** in paragraph 3 refers to
(A) specialists
(B) tribes
(C) functions
(D) misfortunes

Most people don't consider tattoos or other forms of body art to be very artistic at all. In this day and age, it is often considered low-class. However, given the complex role of tattoos and body paintings in tribal societies, there seems to be ample reason for these practices not to be **barred** from the ranks of high art.

The most common technique of tattooing among native North American Indians involved pricking the skin with sharp points. Sometimes it was done using a special comb-like implement. Designs were usually first sketched with charcoal paste, then rubbed into the breaks in the skin. In northern and northwestern North America, threads covered with soot were drawn through punctures made by needles to apply the **pigment** beneath the skin. In face painting, mostly mineral pigments (but sometimes charcoal for black, or pollen for yellow) were mixed with water and/or grease before they were applied to the skin with fingers, paint brushes, or wooden paint sticks. Painting was generally done by the wearer himself, with occasional help from others, using a bowl of water to serve as a mirror. Tattooing, on the other hand, was done by others, who tended to be specialists.

The functions of body art were extremely varied, even within a single tribe. **They** ranged from pure beautification of the wearer to expression of mood, prevention of disease, protection against misfortunes, and the recording of a ceremonial event; to the identification of an individual's status or membership in a social group.