



# 中学英语 阅读理解

English (高中卷)

Reading

刘 强 主编 / Basil 审定

九州出版社

《中学英语学习指导》丛书

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## 中学英语阅读理解(高中卷)

刘 强 主 编

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## 专家 题词

学习英语，要有指导。  
指导有方，易见成效。  
编指导书，并不容易；  
改进教学，此其一途。

周谷城题

著名学者、教育家、全国人大常委会副委员长  
周谷城为《中学英语学习指导》题词





阅读理解是NMET的“重头戏”之一。它是全面检测考生接受书面信息和反馈能力的重要标尺。根据新的英语课程标准：高中阶段英语教学侧重培养学生的阅读理解能力。阅读理解测试学生掌握和理解所读材料的能力，即测试考生直接运用英语的能力。阅读理解能力的培养一方面要靠教科书提供的材料，另一方面正确的理论指导和典型的阅读材料也是从根本上提高阅读理解能力的关键。基于此我们经过精心策划，特邀北京、山东和上海等地的富有经验的一线教师编写了这本集方法指导和实战练习于一体的阅读理解辅导书。

本书包括以下几个版块：

### 1. 阅读理解解题方法指导

本部分结合近几年的高考题，从理论上提出解决阅读理解问题的切实可行的方法，讲解有理有据，因而大家能较容易地掌握这些方法。在每篇方法指导文章的后面，我们选择了一些典型例题，供大家及时检测自己对前面所学方法的掌握情况。

### 2. 各种题型的解题方法

本部分针对高考中常见的题型，如细节题、数据推断题、主旨大意题和推理判断题等进行分类讲解，文字浅显易懂，并且讲练结合，能最大程度地提高大家的解题能力。在每种题型的后面，我们还针对所讲解的类型选材编题，给大家以实践机会。

### 3. 各类体裁、题材阅读理解详解100篇

本部分我们结合近几年高考题的体裁、题材、难度、单词量等因素精心选取了一些材料编题。这些材料突出了“新、精、纯”的特点。“新”是指选材新，我们的材料有的来自国外一些大中型报刊，有的是我们直接从网上下载的；“精”是指编题精，我们根据高考的特点，对每段材料编4-5道题，这些问题基本上挖掘出了文章的内容和主旨；“纯”是指语言的纯正、地道。每道题不但给出了答案，而且还提供了解题指导，使学生既有理性认识又有感性认识。





## 编写说明

### 4. 阅读理解综合检测55篇

当大家掌握了方法,能力得到了提高以后,我们在该部分为大家提供了55篇中高难度的阅读理解题,让大家一试身手。相信有了前面的方法指导,解决这些问题时大家一定会得心应手。

本书与其他教辅书的最大不同在于它的科学性、指导性和实用性。在整个编写过程中,我们基本坚持了理论指导、典型例题讲解、检测题2:5:3的原则;文章难易程度基本是:易:中:难=1:5:4。因此本书适合有一定基础的高二、高三学生阅读。

在编写过程中,我们参考了许多国内已经出版的同类书籍,由于太多和繁杂,恕不一一列出,仅在此表示衷心的感谢!本书完稿后,承蒙美国著名英语教学专家 Basil (巴泽尔) 先生审阅了全部英文,在此也深表谢意。

限于编者水平,书中的错误和疏漏之处在所难免,希望广大读者及教育界同仁批评指正,以便修订时加以完善。

编者



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# Chapter 1

## 阅读理解 解题方法指导

### 第一节 阅读理解概述

NMET 中的阅读理解是对英语知识综合运用的考查,它是占全卷篇幅最大、内容最多、计分最高、区分度最明显的一种题型。

#### 一、阅读理解的测试目的

##### 1. 注重能力

它主要用来测试考生的阅读速度、阅读技巧、理解能力和摄取书面信息的能力,即实际运用英语进行有效理解从而达到有效交际的能力。这种高层次的语言能力,要求考生必须结合具体的篇章、具体的语境,考虑具体的场合、时间、空间、对象、情节等各项交际因素予以分析判断。

##### 2. 侧重思维

语言是思维的工具,在解答 NMET 阅读理解题时,考生必须完成由“观察→专注→记忆→分析→对比→联想→想象→判断”的思维过程,方能达到目的。也就是说, NMET 阅读理解既注重语言能力的测试,也侧重思维能力的考查。

#### 二、阅读理解的取材原则

##### 1. 框架、标高稳定

作为重点题型的 NMET 阅读理解,近几年通常选用 4~5 篇短文,每篇短文的阅读量一般在 300~500 个单词左右,设 20 道理解题,每道题 2 分,共计 40 分,约占全卷的 26.7%;所选阅读材料都不超越中学生英语语言水平,并对妨碍理解的少量生词作汉语释义,生词量一般控制在 3% 以内。

## 2. 题材尽量广泛

经过严格筛选的短文一般包含现实材料或历史材料;人、事、景之类的感性材料或原理法则之类的理性材料。具体来说,题材包括:日常生活、故事传说、人物轶事、幽默小品、地域风情,以及社会、文化、史地、科技、政治、经济等。

## 3. 体裁力求多样

选择不同的题材,必然选取表达主旨的不同方式的体裁,NMET 阅读短文的体裁常包括记叙文、描写文、说明文、议论文、应用文,以利多角度地检测考生的真实英语水平。

# 三、阅读理解的基础导向

## 1. 知识导向

1) 英语知识要扎实。考生必须充分准备“高考英语科说明”所规定的词汇量,要全面掌握词义,尤其要准确掌握日常生活中使用频度高的词汇的意义,并能灵活领悟它们在新语境中的特定含义,同时要具备扎实的语句、语段、语篇以及文章结构等方面的知识。

2) 知识面要宽。NMET 阅读理解选文涉猎众多领域,因此,要求考生具备社会、文化、史地、科技、政治、经济等方面的知识,还必须具有日常生活的常识以及英语国家的文化背景知识。

## 2. 能力导向

NMET 阅读理解是测试语言运用能力的主要形式,因此,在这方面渐趋高层次的要求。

1) 提高阅读能力。阅读能力是语言能力和阅读技巧的总和。语言能力包括语言知识和语言技能,即把分散学过的语言知识综合地、流畅地运用及处理多种语言形式同时出现的语言材料的能力;阅读技巧包括阅读速度、寻找中心词、归纳段落或全文大意的能力,以及推知文章隐含意义的能力。

2) 提高理解能力。阅读理解题不但要求考生具有理解具体信息的能力,而且还要有理解抽象信息以及“意在言外”的隐含信息的能力;不但要有理解文章内所含知识的能力,而且还要有理解文章以外的相关知识的能力;不但要有表层理解文章字面意义的能力,而且还要有利用逻辑推理去理解文章深层内涵的能力。

## 3. 题类导向

1) 近几年 NMET 阅读理解题的测试点布控全文,综合思考力度加强,进一步要求考生有通篇驾驭和理解的能力;

- 2)推理判断题增多,细节理解题减少;
- 3)用适量的语义猜测题和词义理解题检测考生的能力倾向;
- 4)主题概括和图示理解题仍占相当比例,并显示一定的“爬坡”意向。

## 第二节 阅读理解题对我们中学生的要求

不少同学一做阅读理解题就感到头疼:篇章那么长,生词那么多,怎样才能有效地做阅读理解题呢?做阅读理解题有没有技巧?

阅读理解没有什么窍门,但我们在平时的阅读中也应该遵循一定的规律:首先开始时不要选择那些难度大、篇章长的文章。其次要掌握以下方法:要学会抓主旨大意;能够略去不必要的信息;会掠读、跳读、不必回读;能够根据题干及作者的意图在文章中快速搜寻有关信息……

上述种种方法,应当说没有错误,但学生们实践后往往收效甚微。为什么?因为这些方法没有抓住中学生英语学习的现实和实质。目前中学生的词汇学习量不足 2000 词,学生真正掌握并能运用的词汇量则更少。阅读量至多 20 万词,然而目前高考英语试卷的词汇要求为 3000 ~ 3500 词左右(含派生、转化及合成)。以不足 2000 词的词汇量去读 3500 词为底线的文章,肯定读不深吃不透,在此基础上用什么技巧和思路也只能是一个字——“猜”。自然无准确性可言了。

作为一名英语学习者,要想突破阅读关,高中阶段要做的事是解决“三量”,即词汇量——3500 词;阅读量——35 万词,也就是要读 1000 篇 300 余词的短文;阅读质量——能本着信达雅的原则用中文说出文意。以上述三量为基础才可以谈技巧,否则就是空谈。

### 一、词汇量

词汇量的 3500 词包括常见词及词组和日常会话中的单词、词组,最常见的涉及文化、科普、政治、经济,甚至军事的词。同时还要会认、会用派生词,包括加前缀和后缀的词。比如近年高考中就出现过的 *inexpensive*, *unthinkable*, *computerize*。要真正做到会认、会用,就必须多读文章,细读文章,在大量认读中逐步加深对前、后缀的印象,逐步积累生词。平日学习新词时,要善于运用不同方法加强记忆,扩大词汇量。比如可以采用摘葡萄法、归纳法、联想法等。摘葡萄法就是把相互联系的词串到一起,比如当我们学习 *shoulder* 时,应联想到 *arm*, *elbow*, *wrist*,

fist, hand, palm, finger, thumb, index finger, middle finger, ring finger, little finger, 甚至 toe。归纳法则可把那些形相近意相远的词联系到一起, 如 medal, model, metal, mental; violet(紫罗兰), violent, violate(凶暴)。联想法是指在学习过程中发现一个词联想到与它相关的词, 比如当我们见到 physical labor 时, 就可联想到“脑力劳动”, 从而查找到 mental labor。

## 二、阅读量

阅读量是指 300 余词的短文, 至少要读 1000 篇。考虑到中学生的现状, 读小说有一定困难, 读短文是个好办法。可选取阅读理解书目上的文章。如果每天至少能读三篇, 高中三年积累起来就很可观了。如果到高三的第二学期才动手, 也不算晚, 那必须把阅读量加大到每天五篇, 这样才能见成效。

## 三、阅读质量

阅读质量含五步。

第一步: 读文章做理解题。

第二步: 出声朗读其中的一段, 而且必须注意语音、语调、重读、弱读、连读、失去爆破和清辅音浊化等。目前, 中学生一上高中后发声朗读训练的机会越来越少, 实施上面七项要求自己的机会则几乎没有, 高考中的听力自然得分不高。因为听力中的对话与朗读是依照前边提到的七大要点录制的。

第三步: 用笔划一划你认为应当记住的词、词组、短语和较好的句子。认真划, 划得越多则说明读者的心越细, 随着时间的推移, 若划的越来越少了, 说明水平也提高了。

第四步: 注意一下边边角角的知识, 因为它有助于你对文章的理解, 有助于写作短文。比如 2001 年高考 E 篇文章的第七段中有:

Even when a man is said to be a best friend, the two share little about their innermost feelings. Whereas a woman's closest female friend might be the first to tell her to leave a failing marriage.

根据句意我们知道, whereas = however 或 but, 这种关联词在文章中常常起到承上启下的作用。

高中毕业生在高考的短文写作中常出现这样一种情况, 单看每个句子不存在问题, 但就是上下连贯不到一起。这其中的重要毛病是不会使用像 whereas 这样的词及相关短语。而这些技能的养成不是靠教师课堂上讲的, 也不是靠日常口头说才会的, 主要依靠平时阅读中细心

理解,出声朗读,写作中使用。

第五步:在前面已谈到,读过一篇文章后若能用中文讲明白,说明你懂了,若讲不明白,则说明质量没过关。以 2000 年 E 篇的第一段为例:

Excused from recycling (回收利用) because you live in a high rise with a rubbish chute(垃圾道)? You won't be for long!

上面两句中注出两处中文,有一处课本中学过。由于考生不知句意,结果在这两句基础上的第 68 题的答对率出奇得低,高分段同学的错误率比低分段的同学还高。这说明了认识的词并不意味着懂句意,更说明了“掠读”、“跳读”、“猜”的偏颇。如能按第三步的方式划一划,查一查,平日有积累,还愁不能正确理解该句:“难道因为你住高层建筑,又有垃圾道就可以不进行分拣和回收了吗?不用多久就应这样做。”再比如高三课本(上)的第 128 页中有这样一段:

On hearing this, Marlin got angry and shouted, “You want me to take the place of a monkey? Take its place yourself! You look more like a monkey than I do.”

原意是:“马林刚一听到这里,就气愤地吼道,你想让我扮猴子吗?你去扮好了,你长得才像猴子呢!”然而不少学生,甚至一部分教师都错解为:“你长得比我更像猴子!”这样一来就闹出定位错误的笑话了。从这个例子中我们也能看出这样一个现实,读懂了句子,未必理解得准确到位。换言之,表层意思与深层含义是不一样的。要想达到翻译上的信、达、雅,不大量阅读,不按照上述五步法加强训练,解答阅读理解题的水平很难提高。

综上所述,提高解阅读理解题的水平决非一蹴而就,而应经过长时间的大量阅读。由于不少英语单词和词组是一词多义,因此要在阅读中逐步加深印象,拓宽词汇量,这样才能突破阅读关。

根据上述解释的方法阅读下面的短文,为短文后面的题目分别选出一个最佳答案:

### (1)

#### Homecoming Day

In American schools there is something called Homecoming Day. Many high schools and colleges with a football have a homecoming game. This can be the most important thing of the year except graduation or commencement (颁授学位典礼) day. Students plan Homecoming Day for many weeks before the day.

Several days before Homecoming, students start to decorate (装饰) the school. There are signs (标志) to wish luck to the team, and many other signs to welcome all the students. Many people still come to Homecoming twenty or thirty years after they leave school.

During the day people like to look for teachers that they remember from long ago. Often they see old friends and they talk together about those happy years in school.

Everyone soon comes to watch the football game. When the game is half over, the band (乐队) comes onto the field and plays school songs. Another important moment is when the Homecoming Queen or King appears. All the students vote a most popular student Homecoming Queen or King. It is a great honor to be chosen.

Homecoming is a happy day, but it is not perfect unless the football team wins the game. Even if the team loses, the students still enjoy Homecoming. Some stay at the school to dance, and others go to a party. For everyone it is a day worth remembering.

- C 1. The most important thing of the year in high schools and colleges is \_\_\_\_\_ in America.
- A. Homecoming                      B. the football game  
C. graduation                      D. to go to a party
- D 2. When do students begin to arrange (安排) everything for Homecoming?
- A. The day before Homecoming.    B. Many weeks before the day.  
C. At the beginning of term.        D. Several days before Homecoming.
- D 3. Which of the following is NOT done on Homecoming Day?
- A. To see old friends.              B. To call on teachers they remember.  
C. To watch the football game.    D. To see their parents.
- B 4. The underlined word "vote" in the passage means \_\_\_\_\_.  
A. call                      B. make or choose              C. give                      D. show
- A 5. Who can probably become Homecoming Queen or King?
- A. The student who is liked most by others.  
B. The guest who is most popular with the students.  
C. The student who is liked most by teachers.  
D. The player who plays best in the football game.

## (2)

In 1985, scientists reported a change in the atmosphere —— a hole, or thinning of ozone (臭氧) in the atmosphere, over Antarctica. Scientists were not sure what was causing it.

Most scientists believe that man-made chemicals are destroying the ozone. But finding the major cause has not helped solve the problem. In fact, experts say the problem seems to be spreading. Scientists also have found signs of ozone loss in other parts of the atmosphere.

Ozone is found both in the air we breathe and in the upper atmosphere. Near the earth, ozone in the air is a danger to life. It is a waste product. But ozone found 10 kilometers to 50 kilometers up in the atmosphere protects life on earth. Ozone forms in the atmosphere through the action of solar (the sun's) radiation. Once formed, the ozone blocks harmful radiation from reaching the earth. Scientists say a reduce in ozone and an increase in the harmful radiation will cause many more cases of skin cancer and will harm crops, animals and fish.

Scientists began to study the condition of ozone in the atmosphere in March 1988. The report said temperatures in the hole are getting colder. It is about eight degrees colder 15 kilometers above earth than it was in 1979. Scientists think the first loss of ozone reduce the amount of solar energy the atmosphere can take in. This cools the atmosphere, increases ice cloud production and leads to more ozone loss.

Another report said that scientists found signs the ozone problem has spread. The study shows that the loss of ozone over the areas with larger population in North America and Europe was at least three times greater than scientists had thought. The ozone levels reduced much more seriously during winter months than in warmer months. This is not surprising, because the amount of ozone in the atmosphere changes with the temperature.

Why has the ozone problem developed? No one knows for sure. An international effort is being made to stop the loss of ozone in the atmosphere. But many experts fear the effort will not produce results fast enough to prevent harm to life on earth.

1. This text is mainly about \_\_\_\_\_.

- A. change in the atmosphere      B. solar radiation

C. the ozone problem

D. the ozone form

2. According to the text, which of the following statements is true?

A. Ozone in the atmosphere is a danger to life.

B. Since ozone in the air is very harmful to life, the less ozone in the atmosphere the better.

C. Ozone is only a kind of man-made chemical product.

D. The ozone in the atmosphere can stop harmful radiation from getting to the earth.

3. The loss of ozone may be caused by the following conditions except for \_\_\_\_.

A. the amount of solar energy

B. the colder temperature

C. the larger population

D. man-made chemicals

4. From the text, we've learnt that \_\_\_\_.

A. the scientists have found exactly what was causing the loss of ozone

B. the temperature in 1979 are much colder

C. ozone holds on solar energy and helps atmosphere take it in

D. efforts have been made to stop the loss of ozone successfully

5. The writer provides us with such a passage in order to \_\_\_\_.

A. surprise us

B. call the public's attention to the ozone problem

C. help us to understand the world

D. satisfy us with scientific reports

## (3)

People in the United States honor their parents with two special days: Mother's Day, on the second Sunday in May, and Father's Day, on the third Sunday in June. These days are set aside to show love and respect for parents. They raise their children and educate them to be responsible citizens. They give love and care. These two days offer an opportunity to think about the changing roles of mothers and fathers. More mothers now work outside the home. More fathers must help with child-care.

These two special days are celebrated in many different ways. On Mother's Day people wear carnations. A red one symbolizes a living mother. A white one shows that the mother is dead. Many people attend religious (宗教) services to honor parents. It is also a day when people whose parents are



dead visit the cemetery. On these days families get together at home, as well as in restaurants. They often have outdoor barbecues for Father's Day. These are days of fun and good feelings and memories.

Another tradition is to give cards and gifts. Children make them in school. Many people make their own presents. These are valued more than the ones bought in stores. It is not the value of the gift that is important, but it is "the thought that counts." Greeting card stores, florists (花商), candy makers, bakeries, telephone companies, and other stores do a lot of business during these holidays.

1. What do you know from the passage?
  - A. Mother's Day and Father's Day are both in May.
  - B. Fewer women worked outside the home in the past.
  - C. Not all the children respect their parents.
  - D. Fathers are not as important as mothers at home.
2. Which do you think is right about "carnation"?
  - A. It only has two kinds of color.
  - B. It refers the special clothes people wear on Mother's Day or Father's Day.
  - C. It's a kind of flower showing love and best wishes.
  - D. People can wear carnations only on the second Sunday in May.
3. What do you think "florists" do?
  - A. They sell flowers.
  - B. They make bread or pastry.
  - C. They offer enough room for having family parties.
  - D. They sell special clothes for Mother's Day and Father's Day.

(4)

If you are ever lucky to be invited to a formal dinner party in Paris, remember that the French have their own way of doing things, and that even your finest manners may not be "correct" by French custom. For example, if you think showing up promptly at the time given on the invitation, armed with gifts of wine and roses, complimenting your hostess on her cooking, laughing heartily at the host's jokes and then leaping up to help the hostess will make you the perfect guest, think again.

Here Madame Nora Chabal, the marketing director of the Ritz Hotel in