

大学英语阅读训练教程

A TRAINING COURSE IN
COLLEGE ENGLISH READING

知识

能力

思路

技巧

方法

孟宪昌 等编

天津大学出版社

大学英语阅读训练教程

(知识 · 能力 · 思路 · 技巧 · 方法)

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天津大学出版社

1992. 9

内 容 提 要

本书主要是为配合大学英语 1~4 级的教学需要,以帮助
学生掌握正确的英语阅读理论、思路、方法和技巧,通过大量
阅读来提高阅读能力为目的而编写的。

全书分 20 个单元,共 150 篇文章。各篇文章均安排有阅
读理解测试题;每个单元都配有难点注释和较难试题的答案
分析;另外,尚有 17 讲阅读指导分别介绍了英语阅读的理论、
方法、试题类型和答题要点等内容。

该书可做大学英语课堂教学泛读用书,也可做课外阅读
教材,还可供其他英语自学者使用。

书前的“使用说明”介绍了如何有效地使用本书的方法。

(津)新登字 012 号

大学英语阅读训练教程

孟宪昌 等编

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天津大学出版社出版

(天津大学内)

河北省昌黎县印刷厂印刷

新华书店天津发行所发行

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开本:850×1168 毫米 1/32 印张:16 字数:655 千字

1992 年 9 月第一版 1994 年 9 月第二次印刷

印数:10001—19000

ISBN 7-5618-0342-7

H·31 定价:14.80 元

编 者 的 话

理工科大学英语教学的主要目的是培养学生具有较强的阅读能力。经验证明要实现这一目标,不仅要搞好精读,而且要搞好泛读。大量阅读难度适当的英文材料可使学过的知识得到复习和巩固,使语言能力得到发展和提高,使阅读技巧日趋娴熟。广泛接触各种英文材料,还可以开扩视野,扩大知识面,学到许多新东西。特别是在缺乏外语环境的条件下,更需要通过大量阅读来增加背景知识,增强语感,加深对英语特点的理解。而在阅读量小,接触英文材料很少的情况下,学习者对所学内容常常理解不深,掌握不牢,且边学边忘。学习效率低又常使学习者兴趣索然,丧失信心。可见,搞好泛读训练对提高阅读能力,学好英语是必不可少的。现行大学英语教学大纲对这一问题给予了充分的重视。在大纲的说明里,明确指出,“泛读量定为精读量的4至5倍,即在一、二级时为4倍,以后几级逐步提高,到五、六级时达到5倍。”

然而,对理工科大学生来说,用于学习外语的时间毕竟有限。通过过多的增加阅读时间来提高阅读能力的办法是不现实的。大量阅读如果能在正确的理论和方法的指导下进行,效果会明显提高,时间也会减少。所以本教程力求通过阅读指导和阅读训练使学生掌握正确的阅读思路、科学的阅读方法和灵活的阅读技巧,增加知识,提高能力。同时,通过介绍答题方法、答题技巧、分析试题和做练习等办法来提高答题能力。

参加本书编选、难点注释、测试题及答案分析的有孟宪昌、付勇、张霞、姜明、谢朝晖、姜洪、胡巧莲、梁莉、李静、张国良、刘希成和裴泽民(以工作量为序)。孟宪昌负责全书的整体设计及全部内容的审定和补充;王晓岚、梁汶洁和胡巧莲分别参加了5—7单元,8—10单元和16—20单元的难点注释和试题分析的整理和补充工作;阅读指导各篇文章分别由孟宪昌(第1—9和15篇)、付勇(第10、12、和13篇)、谢朝晖(第11和16篇)和姜洪(第14和17篇)撰写。

本书在编写过程中,得到天津大学外语系和该系公外教研室的大力支持;苏建华对本书的编写提出了宝贵建议。全书完稿之后

由姜丁铭教授悉心审校并提出了宝贵建议。在此一并表示衷心的感谢。

本书编写时间仓促,错误和疏漏一定不少,恳请读者和同行批评指正。

编者, 1991. 6

使 用 说 明

1. 本教程是供大学一、二年级学生进行英语阅读训练之用,可作为课堂泛读教学用书,亦可作为学生课外阅读用书。同时,也是具有相应水平的英语自学者提高阅读能力的有力助手。

2. 每篇文章之后的 Reading Check 供检查和记录阅读速度和阅读质量之用,由读者按下列公式填写:

$$\text{reading speed} = \frac{\text{total number of words}}{\text{reading time}}$$

例如,本书 Passage 1 共 163 个词,一级阅读速度要求是 40 wpm。假定某读者用 4 分钟读完,那么其阅读速度为 $\frac{163}{4} = 40.75$ wpm。

这就是说该读者的速度略高于 40wpm(大纲要求)。Comprehension Score 一项按答题的正误之比填写,例如上述文章共有 5 个阅读理解题,如果答对 3 个,答错 2 个,则写成 3:2。这表明该读者的阅读理解的正确率为 60%,低于教学大纲要求,应适当降低速度,加强理解。关于教学大纲对大学英语各级阅读速度的要求,见本书第五单元阅读指导的表二。

3. 本书每篇文章之后,都有阅读理解测试题。如能认真完成并较好地掌握“阅读指导”和“试题分析”中介绍的答题思路、方法和技巧,那么你的做题能力肯定会有明显提高。另一方面,做题有对、有错是正常现象。但在阅读训练中,那些做错了的题对你更为重要,因为题答错了,必有原因,如能认真找到症结所在,做到“吃一堑,长一智”,那么你的阅读能力会提高得更快。

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Unit One

1. A Driving Test

I was being tested for a driving licence for the third time. I had been asked to drive in heavy traffic and had done so successfully. After having been instructed to drive out of town, I began to acquire confidence. Sure that I had passed. I was almost beginning to enjoy my test. The examiner must have been pleased with my performance,⁽¹⁾ for he smiled and said, "Just one more thing, Mr. Eames. Let us suppose that a child suddenly crosses the road in front of you,⁽²⁾ as soon as I tap on⁽³⁾ the window. I want the car to be stopped immediately." I continued driving and after some time, the examiner tapped loudly. Though the sound could be heard clearly, it took me a long time to react. I suddenly pressed the brake pedal hard and we were thrown forward. The examiner looked at me sadly. "Mr. Eames," he said, in a mournful voice, "you've just killed that child." (163 words)

Reading Check

Reading Speed: _____ wpm

Comprehension Score: _____ : _____

Comprehension Questions

- 1) When the driver was asked to drive out of town he began to feel confident because _____.
A. he was being tested for the third time
B. he was driving away from the heavy traffic
✓ C. he had done wonderfully well in driving through the heavy traffic
- 2) He was beginning to enjoy his test because _____.

- A. he was now in the open country
 - ~~B.~~ he was sure that he had passed
 - C. He had a feeling that the examiner was agreeable
- 3) The examiner smiled at him, so he thought that the examiner _____.
- ~~A.~~ was satisfied with what he had done so far
 - B. was going to be more pleasant with him
 - C. was feeling used
- 4) When the examiner tapped loudly on the window, the driver _____.
- A. pressed the brake pedal hard immediately
 - ~~B.~~ failed to stop the car at the signal
 - C. heard the tapping only a long time later
- 5) So we can well imagine that in the end the driver _____.
- A. must have been arrested for having killed a child
 - ~~B.~~ must have failed in the test
 - C. must have damaged his car badly

2. Three Wishes

A man and his wife were very poor. They kept hoping for new clothes and good food. The man enjoyed eating, and he especially liked pancakes. One night an old woman came to their house and told them she would let them have three wishes. They could wish for anything they wanted.

The man had just finished eating a little bread for his dinner, and was still hungry. He said, "I wish I had a big pancake!"⁽¹⁾

Suddenly a pancake appeared on his plate.

"You fool!" his wife cried. "You could have wished⁽²⁾ for a house full of wonderful food, but you wished for a pancake. I wish that pancake were on the end of your nose!"

Immediately the pancake stuck to the end of his nose.

"Oh!" the wife cried. "I wish none of this had ever happened!"

Immediately the pancake was gone, and the man was saying "I'm still hungry. Now I wish I had some pancake!"

But of course nothing happened. (168 words)

Reading Check

Reading Speed: _____ wpm

Comprehension Score: _____ : _____

Comprehension Questions

- 1) Which of the following lessons could be learned from this story?
 - A. Wives are often wiser than their husbands.
 - B. It is wrong to waste food.
 - C. Wise people work instead of wishing.
 - D. Foolish people waste their opportunities.
- 2) The pancake was gone _____.
 - A. because the wife wished it to be gone
 - B. because his wife thought it was no good
 - C. because the man wanted something better
 - D. because man and wife blamed each other
- 3) The three wishes were _____.
 - A. realized
 - B. not realized
 - C. half realized
 - D. hardly realized
- 4) The old woman _____.
 - A. was a relative of the man and his wife
 - B. knew the family very well
 - C. did not know the family
 - D. was a friend of the man and his wife
- 5) The man _____.
 - A. had his pancake at last
 - B. lost his pancake at last
 - C. didn't finish eating his pancake
 - D. only ate a little of the pancake

3. A University Town

When we say that Cambridge is a university town we do not mean that it is a town with a university in it. A university town is one where there is no clear separation between the university buildings and the rest of the city. The university is not just one part of the town; it is all over the town. The heart of Cambridge has its shops, restaurants, market place and so on, but most of it is university—college, libraries, clubs and other places for university staff and students.

The town was there first. Cambridge became a centre of learning in the thirteenth century. Many students were too poor to afford lodgings⁽¹⁾. Colleges were opened so that students could live cheaply. This was the beginning of the present-day college system.

Today there are nearly thirty colleges. Very few students can now live in college for the whole of their course; ⁽²⁾ the numbers are too great. Many of them live in lodgings at first and move into college for their final year. But every student is a member of his college from the beginning. He must eat a number of meals in the college hall each week.

Students are not allowed to keep cars in Cambridge, so nearly all of them use bicycles. Don't try to drive through Cambridge during the five minutes between lectures, as you will find crowds of people on bicycles hurrying in all directions. If you are in Cambridge at five minutes to the hour⁽³⁾ any morning of the term, you'll know that you are in a university town. Stop in some safe place, and wait. (273 words)

Reading Check

Reading Speed: _____ wpm

Comprehension Score: _____ : _____

Comprehension Questions

1) Cambridge can be described as a university town because

- _____.
- A. the size of Cambridge is just as big as the town
 - B. the university buildings fit in well with the rest of the town
 - ☒ C. the separating line between the university and the town is not obvious
 - D. the university is located in the town
- 2) In the first paragraph 'but most of it is university' (Line 6), 'it' refers to _____.
- A. the rest of the city
 - ☒ B. the town
 - C. the university
 - D. the heart of Cambridge
- 3) Which of the following can best give the main idea of the second paragraph?
- ☒ A. Cambridge has a long history.
 - B. The town was built before the university.
 - ☒ C. Many students lacked money, so colleges were set up then.
 - D. It was cheaper for students to live in college than in lodgings.
- 4) It is possible for the college students to _____.
- A. live in college from the beginning
 - B. keep both bikes and cars in college
 - C. have all the meals outside the college each week
 - ☒ D. live in college for their final year of the course
- 5) People found it hard to drive through Cambridge at five minutes to the hour in the morning because of _____.
- A. the large numbers of cars in the streets
 - B. safety checks for the cars at this time
 - C. streams of bikes going in all directions
 - D. the speed limit of the car