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高级英语阅读训练

大学英语四、六级应试

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浙江科学技术出版社

(浙) 新登字第 3 号

责任编辑: 周布谷

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浙江新华印刷厂印刷

浙江省新华书店发行

开本: 787×1092 1/32 印张: 11.125 字数 252,000

1992 年 10 月第一版

1992 年 10 月第一次印刷

ISBN 7-5341-0473-4 / G.113

定 价: 5.45 元

前 言

目前我国学习英语的人数日益增加，英语水平也逐渐提高，为此我们根据国家教委批准的两本《大学英语教学大纲》选编了这本既可用作平时阅读、又可用作提高应试能力的《高级英语阅读训练》。

本书所选的 56 篇文章多出自近期国外出版的教材、读物和测试题，其中有的已在浙江大学试用过几次。本书根据需要对原文作了不同程度的修改和删节，每篇字数一般控制在 400~600 个，并有多选题供测试练习用。本书特点之一是：在词汇方面超出两本大纲，即 5~6 级和 6 级以上的难词（用符号标出）均在每篇文章之后加注符合文中句子意思的中文词义和音标、词性，对有的习语作简明的注释；专有名词及两本大纲词汇表中已列的词汇的派生词一般不再标注，如果前面文章已加注的难词，再出现时也多不标注。这样做的目的在于使读者提高阅读水平的同时又能对 4 级以上的难词“一目了然”，有助于迅速扩大词汇量。

本书的另一特点是：书中多数文章为科普、科技读物，配以少量校园生活、名人轶事、史地常识及英美等国的风情习俗之类的文章，因此本书不仅内容丰富，可读性强，而且比较符合大学英语四、六级统考及 EPT、TOEFL 等考试的要求。

书中文章的编排次序主要依据其难度而定，即从四级向六级逐渐过渡；书末附有练习答案及四份大学英语四级和六级的试卷和标准答案，以检查学完本书后的效果，因此本书亦可作为大学英语四至六级阅读理解题型的辅助教材及出国考试培训班、强化班的教学用书。

本书的文章和练习由李正中选编、删改，汤德纲和郑南强协助标注，最后由李正中统稿。在编写过程中汤德纲副教授提出一些具体意见和建议，为本书得以付梓做了许多工作；浙江大学外语系负责大学英语教学的副主任陈天文副教授和武汉水利电力学院外语系卢贤选副教授审阅全稿；此外，本书还附有“全国高校大学英语考试中心”提供“大学英语四、六级考试设计组”决定可以公开的全国统考试卷，谨在此一并致以衷心的感谢。

由于水平有限、时间仓促，本书的缺点错误恐在所难免，诚望广大读者和专家不吝指正。

编 者

1991年12月

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阅读技巧简介

学英语，与做任何其他事一样，达到一般水平并不太难，但想攀上“高峰”，很多人往往有“难于上青天”之叹。其中一难便是阅读。欲闯这一关，一要选材适当，二须注意阅读技巧；因此，本书在提供阅读材料之前，简介几种阅读技巧，供读者参考。

一、学会“浏览”，避免“过精”

许多读者习惯于逐词逐句的精读，阅读时过于注重语法分析以及不熟悉的词和短语的词义。这种精读法在初学阶段固然必不可少，但到了中、高级阶段则大可不必了。因为这样势必影响阅读速度，限制了阅读量。我们知道，语言犹如无边无际的海洋，全力去钻研“沧海之一粟”，显然是无法了解大海之全貌的。英语学习也是如此，原先陌生的词语和结构，通过不断学习就会自然而然地储存、扎根于你的记忆的大海之中的。因此要提高阅读效率必须“一目十行”地大量阅读。

二、明确目标，有的放矢

“一目十行”并不是对一篇文章平均地使用注意力，因为这样的阅读往往读完后仍是茫然不知所云。看文章应先扫视一下标题、副标题、段落标题或第一小节，弄清它是记叙文还是描述文，是说明文还是议论文。估计通过阅读可能会获取到那些信息，或了解到作者的论点，有那些论据，然后在阅读中有目的地集中注意力于关键词、关键句，而对那些无关紧要的词句则可“一扫而过”，乃至“一跃而过”，以期在短时间内获取最大的实效。

三、调节速度，力求理解

上面强调了“多”与“快”，但这仅是手段，阅读的目的是正确理解。阅读速度要因人而异，逐步训练提高。快而不悟，读之徒然。阅读速度要以基本理解文章中的主要意思为前提。平时在阅读中要养成计时阅读的习惯，以了解自己的阅读速度及其提高的情况。当然文章的不同体裁和难度等因素也会影响到阅读的速度。总之要逐步学会善于调节阅读速度。

四、舍“词”求“语”，加快理解

有些人习惯于逐词阅读，这是不可取的，因为英语单词往往一词多义，孤立地看单词并不能确定句中某个词的词性和词义。例如在 *The room isn't large enough, but we'll make it do* 一句中，如果孤立地理解就不可能得出 *make do* 是“凑合”的解释。因为在阅读中，语意往往要通过短语这个最小的语意单位才能确切地表达出来的。所以，如果你想提高你的英语阅读水平、到达正确、高效的阅读进阶，就必须培养舍“词”求“语”的习惯。

五、少查词典，多猜词义

英语词汇是极为丰富的。根据 *The Encyclopedia Americana* (1971 年版) 的估计，英语词汇是超过了 100 万。美国最具权威的 *Webster's Dictionary* (第二版) 收词量为 600, 000 个。我国“七五”规划的重点项目《英汉大词典》收词 20 万条，而且其中许多词是一词多义。因此我们在阅读中难免会碰到生词或“旧”词“新”义。有些人一碰到生词就查词典，似乎不查一下心里就不踏实。这样做必然会影响阅读速度。其实完全可以凭籍已学的构词知识、阅读技巧等手段进行“猜”词。以下简称几种常用的手段：

1. 直接判断

“直接判断”是从上下文中直接找出该词的词义解释。如下例中斜体字部分是对划线单词的释义：

From its name, one might guess that meteorology is the study of meteors, but instead it is *the study of weather*.

根据斜体字我们不查词典也可直接判断出 meteo-ology 作“气象学”解。

2. 间接判断

“间接判断”是从上下文可以找到某一单词的相反意义，从而逆向判断出该词词义。

如下例句中斜体字部分显然与划线单词反义：

He seems to be *easy to satisfy* but actually he is insatiable.
可是 insatiable 意为 difficult to satisfy.

3. 逻辑推理

“逻辑推理”是根据上下文的因果关系推测词义。如：

Because of the impending storm, I hurried home so as not to be caught in the rain.

根据说话人匆忙回家的情况，不难推测划线的词意为 about to come.

4. 实例判断

“实例判断”是从上下文中找出补充说明或具体描述某一事件的词语，推断词义。如：

I augment my income by teaching two nights a week at an evening school.

从“夜校教书”中可以推断 my income 得到了 increase.

5. 常识判断

“常识判断”是根据人们一般共知的常识推断出词义。如：

The earth might look a perfect sphere, but careful

measurements show that it is not.

可以判断划线的词意为: ball

6. 常理判断

“常理判断”是从上下文出发, 根据人之常情常理作出判断。如:

After the dinner party he drove home, but the alcohol he had drunk mus't have affected him badly, for his driving was erratic.

可以推测划线的词意为: irregular in movement.

采用上述方法既省时又省力, 达到迅速提高阅读效率的目的。在实践中只要善于摸索, 不断总结经验, 定能发现还有更多的“猜”词妙法。总之, 能不查词典就尽量不查。有人提出: “把词典扔到废纸篓里去!”此语确有点言之过火, 可是对克服一味依赖词典的心理不乏其积极的意义。

六、培养习惯, 清除障碍

要提高阅读效率, 就得培养良好的阅读习惯, 而在克服不良的阅读习惯的过程中, 良好的习惯也随之自然养成。常见阻碍提高阅读效率的阅读习惯有:

1. 朗读与默读

有些人看书时喜欢轻声朗读或在心里逐字默读。实际上, 这样的阅读方法首先是限制了阅读速度, 同时又是干扰了理解的思维活动, 还妨碍将注意力集中在关键词语上。除非为了练习语音或背诵, 切忌朗读或默读。

2. 指读

也有人习惯在阅读时用手指在所阅读的行间移动, 这会影响视野, 同时还会有与朗读、默读相同的弊端。

3. 目光返移

要注意在阅读时保持目光前移，尽量避免不必要地返回到已读过的词语和句子上，以保证阅读的速度。

综上所述，阅读并不是机械、呆板的过程。要注意方法，也就是说，要有效地阅读就必须掌握阅读的技巧。如能在阅读本书提供的阅读训练材料时，有意识地运用上面提到的阅读技巧，逐步养成正确的阅读习惯，那末，在读完本书后，你的英语阅读理解水平一定会有明显的提高，从而有助于你闯过阅读关，攀上新高峰。

1. Earthquake Prediction

Earthquakes may rightly be ranked as one of the most devastating forces known to man: since records began to be written down, it has been estimated that earthquake-related fatalities have numbered in the millions and that earthquake-related destruction has been beyond calculation. The greater part of such damage and loss of life has been due to collapse of buildings and the effects of rockslides, floods, fire, disease, *tsunamis* (gigantic sea waves), and other phenomena resulting from earthquakes, rather than from the quakes themselves.

The great majority of all earthquakes occur in two specific geographic areas. One such area encompasses the Pacific Ocean and its contiguous land masses. The other extends from the East Indies to the Atlas Mountains, including the Himalayas, Iran, Turkey, and the Alpine regions. It is in these two great belts or zones that ninety percent of all earthquakes take place; they may, however, happen anywhere at any time.

This element of the unknown has for centuries added greatly to the dread and horror surrounding earthquakes, but in recent times there have been indications that earthquake prediction may be possible. By analyzing changes in animal behavior, patterns of movements in the earth's crust, variations in the force of gravity and the earth's magnetic field, and the frequency with which minor earth tremors are observed,

scientists have shown increasing success in anticipating when and where earthquakes will strike. As a result, a worldwide earthquake warning network is already in operation and has helped to prepare for (and thus lessen) the vast destruction that might otherwise have been totally unexpected.

It is doubtful that man will ever be able to control earthquakes and eliminate their destructiveness altogether, but as how and why earthquakes happen become better understood, man will become more and more able to deal with their potential devastation before it occurs.

Exercise

1. Based on what you have just read, which of the following is / are true?

I .Earthquakes are highly feared, but actually relatively harmless.

II .There is absolutely no way to predict when or where earthquakes might occur.

III .man is now able to predict when earthquakes will happen but not where.

IV .Man is now able to predict where earthquakes will happen but not when.

A. I and III

B. only II

C. II and IV

D. none of the above

2. To what does this element of the unknown refer?
- A. the two great earthquake zones
 - ☒ B. the fact that earthquakes can happen at any time or place
 - C. the percentage of earthquakes
 - D. the exact cause of earthquakes
3. Which of the following have been used to anticipate earthquake activity?
- I .changes in animal behavior
 - II .differenes in the earth's magnetic field and force of gravity
 - III .how often minor earth tremors have been observed
 - IV .patterns in the movement of the earth's crust
- A. none of the above
 - ☒ B. all of the above
 - C. I, II, and IV
 - D. II, III, and IV
4. Which of the following describes the author's purpose in writing the above passage?
- A. to amuse and entertain
 - B. to question and criticize
 - C. to explain and inform
 - ☒ D. none of the above
5. Which of the following describes the author's attitude toward the possibility of earthquake prediction?
- A. It will never be possible to predict earthquakes.
 - B. Earthquakes can already be predicted with great accu-

racy.

C. There is really no need to try to predict earthquake occurrences.

D/ Earthquake prediction is becoming more and more possible.

Words and Expressions

prediction / pri 'dikʃən / n.

预告, 预言

devastating * / 'devəsteitiŋ / a.

破坏性的

devastation * / 'devəs 'teɪʃn / n.

破坏

fatality / fə'tæliti / n.

灾难, 死亡 (事故)

beyond calculation.

无法计算

rockslide / 'rɒkslaɪd / n.

岩石崩落

tsunami * / tsu'na: mi / n.

海震, 海啸

gigantic / dʒaɪg'æntɪk / a.

巨大的

quake / kweɪk / n.

地震, 震动

geographic / dʒiə'græfɪk / a.

地理的

encompass * / in 'kæmpəs / v.

围绕, 包括

contiguous * / kən'tɪɡjuəs / a.

邻近的

land mass

大片陆地

tremor * / 'tremə / n.

震动

destructiveness / dis'træktɪvnɪs / n.

破坏性

2. Lacrosse

Lacrosse, a sport once played by the North American Indians both for pleasure and as preparation for battle, continues to be played today and has recently been gaining in popularity as a team sport in the U.S. and Canada. Although lacrosse in its original form was a wild and violent free-for-all with few rules and no set time limits, the modern-day version has been much modified. An indoor version even exists.

The objective of lacrosse is, as in all games, to score points. This is done when the players of one team move a ball from the center of the playing field to the opposing team's goal. In doing so, players must not touch the ball with their hands; it is moved by passing it or by means of playing sticks called *crosses*. The crosses are something like short poles with a net pocket (called a "throat") at one end; a player carries the ball in the throat of his crosse as he runs down the field.

A lacrosse team consists of 10 players: 3 attack players, 3 middle field players, 3 defense players, and a goalkeeper. All except the goalkeeper play opposite players on the other team. A lacrosse field is divided by a center line and each team must keep at least 4 men in the defensive half of the field and at least 3 men in the attack half.

A lacrosse game begins by having the 2 centers face each other in the middle of the field; the referee then places the ball between their crosses and at the sound of his whistle they each