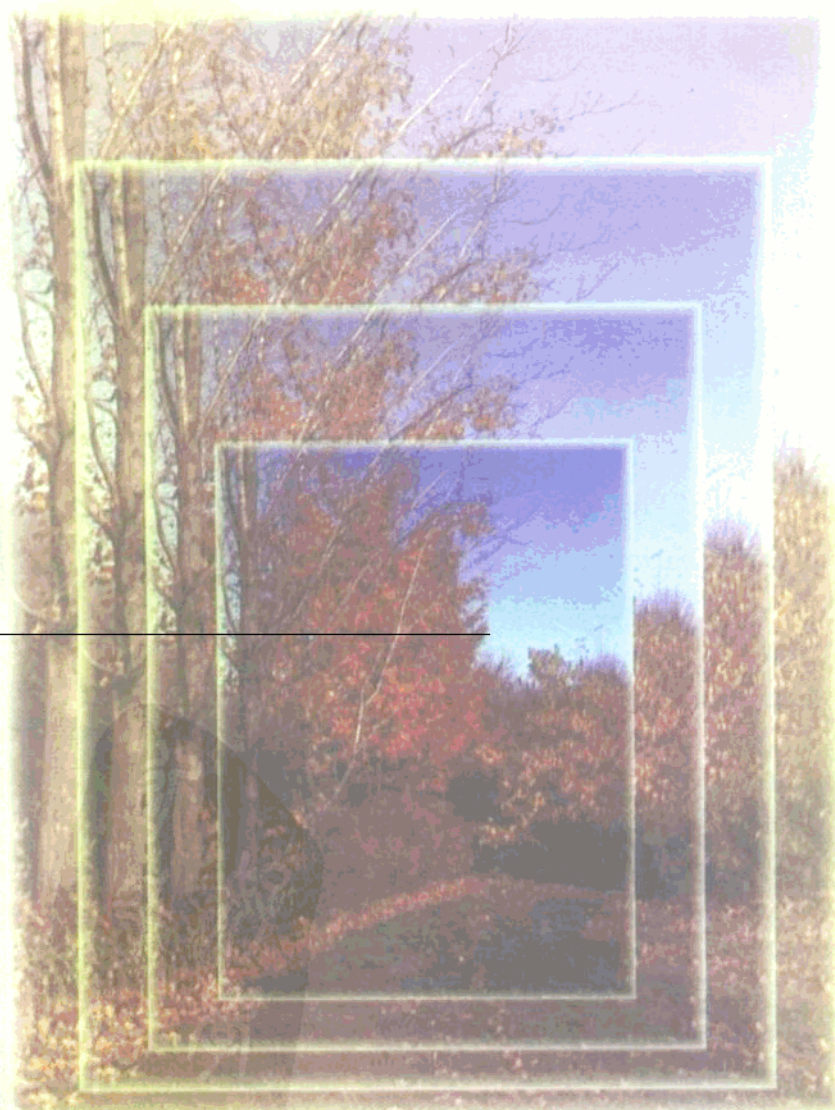


大学英语教学改革丛书

大学英语阅读理解指导

赵庆玉 编写 ◆ 冀成会 审定



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前 言

大学英语的教学目的首先是培养学生具有较强的阅读理解能力。自 1984 年《大学英语教学大纲(理工科)》颁布实施以来,我国的英语教学一直是沿着这个方向而努力的。但是大量的调查表明,现在学生的实际理解能力仍较低。其主要原因,我们认为,是学生的语言基础知识和语言基本功掌握得不够扎实,篇章能力和分析问题的能力比较低。因此培养学生的阅读理解能力不能只从阅读技巧上下工夫,更主要的是要培养学生的语言基础知识和语言的基本功,培养学生的篇章能力和分析能力。基于上述考虑,编写了这本《大学英语阅读理解指导》,旨在培养学生的实际能力。本书共分以下四部分。

第一部分,阅读指导。这部分通过对各种题材和不同体裁文章的结构分析、语言特点、阅读方法和阅读理论等方面的讲述让学生知道如何进行阅读。

第二部分,阅读练习及分析指导。在每篇阅读理解文章之后给出答案,并对答案和文章进行分析。分析是从重点词语、语言点、篇章结构和阅读理解方法等方面进行的。在根据具体情况进行分析时,有的引用原文,有的句子比较难就译成汉语,两种形式都是为了帮助学生更好地理解并加强篇章分析能力。每篇文章中还划出两、三个难句让学生译成汉语,检查学生的实际理解能力。答案与讲解中给出了译文,目的都是为了提高学生的阅读理解能力。

第三部分,阅读理解自测练习。主要目的是为了使学生在学完前两部分之后,检查一下自己阅读理解能力的提高情况。

第四部分,练习答案。

希望本书对提高学生的阅读理解能力有所帮助,并诚恳地希望读者提出宝贵意见。

编 者

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第一部分 阅读指南

培养和提高学生的阅读理解能力是大学英语教学的主要目的之一。阅读是一项比较复杂的过程也是一项比较难掌握的技能。现在理工科学生的英语实际阅读理解能力比较低有各种原因。有的学生词汇量太小、词义掌握得太窄；有的是语法和句型结构掌握得不好，对一些难句理解不了；有的知识面太窄，想象能力比较差；有的缺乏分析能力和综合能力等等。但是学生在阅读英语时存在的一个比较普遍的问题，是学生在阅读英语时不是在读文章，而是在读单词。带着这种心理状态，即先看看有没有生字、有没有长难句。所以就形成逐字逐句读、逐字逐句分析的状况。结果把主要精力放在生词和句子语法结构分析上，阅读速度太慢，而对文章的中心思想不能形成一个完整的概念，抓不住文章的主题，捡了芝麻丢了西瓜。

阅读理解过程是一个复杂的过程，涉及多方面的知识和因素，如：词汇量的多少、对本语言的语法和句型结构掌握的熟练程度、对本语言文化背景知识掌握的如何、受教育的背景、分析问题和归纳问题的能力、篇章结构理解力、个人的性格、阅读方法和阅读技巧等方面都有关。

培养和提高英语理解能力首先要培养扎实的语言基础知识和语言基本功，但也必须学会一些好的阅读方法和阅读技巧。当然，阅读方法和阅读技巧是与篇章能力、分析问题和归纳问题的能力是分不开的。本书结合对一些不同题材和不同体裁的具体文章的分析，推出一些阅读中应掌握的阅读方法和阅读技巧，希望能对提高学生的实际英语阅读理解能力有所帮助。

1、阅读的主要目的是为了获取信息、知识，理解作者的意思。因此，阅读时很重要的一点就是不能只理解字面的意思，要从字里行间寻找其含义要把一些事实归纳起来推论出其实质的意思。请看下列例子。

例 1

While the youth stood in the landing-place searching in his pockets for money, the boatman lifted a lantern(提灯), by the aid of which, together with the newly risen moon, he took a very accurate survey of the stranger's figure. He was a young man of barely eighteen years, evidently country bred, and now, as it seemed, on his first visit to town. He was wearing a rough gray coat, which was in good shape, but which had seen many winters before this one.

从这一段的描写中，我们可以联想到几个问题，如船工借助月光和提灯仔细打量这位陌生人，我们马上就会想到，这时候是晚上，这是小的时间概念。最后一句说这件外衣在这之前已经经历了几个冬天，我们马上会想到这是冬天，这是大的时间概念。只有通过归纳联想，我们才能深刻理解文章的中心意思。

例 2

We lived on fish, caught with a home-made net of string (we had no hooks), and any fruit and nuts we could pick up out of the water. As we had no fire, we had to eat everything, including the fish, raw. I had never tasted raw fish before, and I must say I did not much enjoy the experience; perhaps seafish which do not live in the mud are less tasteless.

After eating my raw fish, I lay back and dreamed of such things as fried chicken and rice, and ice-cream. In the never ending, damp heat of the jungle, ice-cream was a particularly frequent dream.

As for water, there was a choice; We could drink the muddy river water, or die of thirst. We drank the water. Men who have just escaped what had appeared to be certain

death lose all worries about such small things as diseases caused by dirty water. In fact, none of us suffered from any illness as a result.

One day we passed another village, but fortunately nobody saw us. We did not wish to risk being taken prisoners a second time; we might not be so lucky as to escape in a stolen boat again.

通过文章中对环境、条件和思想的描写,我们可以看得出文章中的“*We*”不是一般的人,他们的处境很艰难,我们首先想到他们是什么遇难者。并且通过最后一段作者的心理描写,他们不希望冒险第二次被抓进监狱,他们也不会有如此好的幸运再偷一条船,我们马上就清楚他们的身份了。

2、在阅读英语文章时,一定要按照英文去理解,不要按照汉语去理解,更不要把每个单词都译成汉语去理解。实际上,有些单词不必知道其确切的汉语意思,只要知道这些词的大概意思,甚至是属于什么范畴就行了。请看下面的例子。

例

A subject which seems to have been insufficiently studied by doctors and psychologists is the influence of geography and climate on the psychological and physical health of mankind. There seems no doubt that the general character of the landscape, the relative length of day and night, and the climate must all play a big part in determining what kind of people we are.

It is true that a few studies have been made. Where all the inhabitants of a particular area enjoy exceptionally good or bad health, scientists have identified contributory factors such as the presence or absence of substances like iodine, fluoride, calcium, or iron in the water supply, or perhaps types of land that provide breeding places for pests like mosquitoes or rats.

本文的最后一句中几个单词 iodine, fluoride, calcium 等可能有些人不认识,但从阅读理解的角度出发,不必非要知道它们的汉语意思,根据上下文知道它们是化学元素就可以了。这一点从“substances like”就可以知道。

3、阅读理解英语的过程和学习英语的过程是一个相反的方向。学习英语的过程是从单词、句子到段落、篇章的顺序进行的。而理解的过程是倒过来的,是从文章到段落、句子、单词。因此,在阅读时,首先要抓住文章的中心思想,不要把精力集中在抠个别单词和分析句子的语法结构上。在文章中,每一个段落、每一个句子,以至每一个单词都是为文章的中心思想服务的,所有的句子都是围绕中心思想进行发展、描述或对中心思想进行阐述和说明的,对每句话和每个词的理解,都要根据文章的中心思想去进行思考。

一般说来,每段文章都有一个中心思想,在很多情况下段落的中心思想概括在主题句中。主题句可能是一段的第一句,也可能是一段最后一句。有时文章的中心并不是明确地概括在某一个句子中的,需要读者归纳总结。请看下面的例子。

例 1

Plant can be limited in their growth rates by a variety of factors. Mineral nutrients must diffuse through the soil to the roots, and from there they must be carried through the body of the plant. Carbon dioxide must be taken into the leaves. Sufficient light must fall upon the plant to cause a rate of photosynthesis greater than the rate of consumption of energy by the plant.

本段的第一句就是主题句。其他句子都是说明影响植物生长速度的各种因素。只要抓住了本句的中心思想,段落中的一些生词(如果是的话)如: nutrients, diffuse, photosynthesis 等

的词义也很容易猜出来,文章的意思也就容易理解了。

例 2

It is curious how often sympathy for the old and infirm takes a form which actually humiliates them. Their friends, or mere acquaintances, wishing to show good will, pay them, sometimes leaning forward to rearrange their neckwear, pulling at their shawl, touching their hair or patting their faces—things they would never presume to do, unasked, to one of their contemporaries.

An equally humiliating habit of many people who are quite unconscious of being rude is to talk about old people in front of them, as if they were not there, discussing their health, or making playful remarks on the lines of "Well, nurse, has she been a good girl today?"

It is now universally accepted that children should be encouraged to do as much as they can for themselves in order to develop their brains and muscles, but so few people today seem to have time to allow the elderly the same means of keeping their minds and muscles active. With what they believe to be unselfish kindness they perform innumerable services for them that they would be much better left to do, even with a struggle, for themselves.

Convenient flats, well-run homes, "motherly" visitors, or organized entertainments cannot make up for the fundamental need which must be satisfied—the need to (retain) to the end of life—human dignity and the respect of one's fellows. 保持保留

这篇文章从一开始,作者提出一些现象和事实及一些人的做法,没有明确地提出作者自己的意见,也就没有明确地点明主题思想。文章的最后,作者分析了这些现象,并明确地提出自己的看法。人们必须要满足的、最基本的需要是人的尊严,受人尊敬,这就是本文的主题思想。

例 3

Metro Electric Company
Box 73
Noth Branch, Iowa

Dear Customer:

We have been pleased to provide you with service for some time now. It has been our policy to allow a significant grace (宽限) period for unpaid debts and payments. Owing to inflationary setbacks (挫折) in our projected real income we have been forced to modify this policy. You fall into the category of customers who are immediately affected by this policy change. This is to notify (通知) you that unless the unpaid balance of your bill is sent to us by June 15, your electric service will be terminated. We regret that we are forced to take these measures and hope you will be able to comply (照办). If you have already mailed your payment, please disregard this notice.

Sincerely,
S. A. Adams
Service Manager

这篇短文从形式上一眼就可以看出是一封信,所以就不能从文章中找出一句话来概括全文的中心意思。但是写信的目的很简单,即你所欠的钱如果在6月15日前不能付清,就停止供电。这一中心思想从字里行间可以看得出来。

在找中心思想时,学生们有时会犯错误。主要有两个方面:一是找出的中心思想只是作者所表达的中心思想的一部分、不全面;二是找出的中心思想太宽、太一般,不确切。请看下面的例子。

例 4

The risk of premature(过早的) death from all causes is much greater among cigarette smokers than among nonsmokers. This alone should be a good reason to quit smoking. The risk of death from bronchitis(气管炎) is 6 times greater among smokers. The risk of premature death from lung cancer is 10 times greater among smokers. It is clear that smoking affects not only your day-to-day health but your life span as well.

在这篇文章中很多学生会把最后一句话当做主题句。最后一句话只是说明抽烟影响人的健康和寿命,这是一个事实,显然不能成为作者写这篇文章的最终目的。因此最后一句不能成为主题句。主题句或中心思想必须能准确地描述和概括整篇文章的宗旨,既不能宽,也不能窄,更不能断章取意。这篇文章主要是通过一些事实说明抽烟的害处,劝人戒烟。

4、在阅读议论文时,一定要注意搞清楚哪些是作者的观点,哪些是别人的观点。哪些观点是作者肯定的,哪些是不肯定的,哪些事情是明确的,哪些事情是不明确的。请看下面的例子。

例 1

I hear many parents complaining that their teen-age children are rebelling. I wish it were so. At your age you ought to be growing away from your parents. You should be learning to stand on your own two feet. But take a good look at the present rebellion. It seems that teen-agers are all taking the same way of showing that they disagree with their parents. Instead of striking out boldly on their own, most of them are clutching at one another's hands for reassurance.

They claim they want to dress as they please. But they all wear the same clothes. They set off in new directions in music. But somehow they all end up huddled round listening to the same record. Their reason for thinking or acting in thus-and-such a way is that the crowd is doing it. They have come out of their cocoon(蚕茧)—into a larger cocoon.

It has become harder and harder for a teenager to stand up against the popularity wave and to go his or her own way. Industry has firmly carved out a teenage market. These days every teenager can learn from the advertisements what a teenager should have and be. And many of today's parents have come to award high marks for the popularity of their children. All this adds up to a great barrier for the teenager who wants to find his or her own path.

But the barrier is worth climbing over. The path is worth following. You may want to listen to classical music instead of going to a party. You may want to collect rocks when everyone else is collecting records. You may have some thoughts that you don't care to share at once with your classmates. Well, go to it. Find yourself. Be yourself. Popularity will come — with the people who respect you for who are. That's the only kind of popularity that really counts.

在这篇文章的第一句话中,作者举了别人的观点,第二句 I wish it were so 才是作者的观点。这句话有两点含义:一、作者认为很多父母抱怨十来岁的孩子造反不符合事实。二、作者希望小孩真有反潮流的精神。下面作者都是围绕这两点发表议论的,作者指出哪些行动不是真正的反潮流,这是用来说明第一点的;什么才是真正的个性、什么是有声望,这是说明第二点的。只要按照作者这两个观点去思考,文章就比较容易理解了。

例 2

Geologists have been studying volcanoes for a long time. Though they have learned a great deal, they still have not discovered the causes of volcanic action. They know that the inside of the earth is very hot, but they are not sure exactly what cause the great heat. Some geologists have thought that the heat is caused by the great pressure of the earth's outer layers. Or the heat may be left from the time when the earth was formed. During the last sixty

years scientists have learned about radium, uranium, thorium, and other radioactive elements. These give out heat all the time as they change into other elements. Many scientists now believe that much of the heat inside the earth is produced by radio-active elements.

Whatever the cause of the heat may be, we do know that the earth gets hotter the farther down we dig. In deep mines and oil wells the temperature rises about 1°F for each 50 feet. At this rate the temperature 40 miles below the earth's surface would be over $4,000^{\circ}\text{F}$. This is much hotter than necessary to melt rock. However, the pressure of the rock above keeps most materials from melting at their usual melting points. Geologists believe that the rock deep in the earth may be plastic, or putty-like. In other words, the rock yields slowly to pressure but is not liquid. But if some change in the earth's crust releases the pressure, the rock melts. Then the hot, liquid rock can move up toward the surface.

When the melted rock works its way close to the earth's crust, a volcano may be formed. The melted rock often contains steam and other gases under great pressure. If the rock above gives way, the pressure is released. Then the sudden expansion of the gases causes explosions. These blow the melted rock into pieces of different sizes and shoot them high in the air. Here they cool and harden into volcanic ash and cinders. Some of this material falls around the hole made in the earth's surface. The melted rock may keep on rising and pour out as lava. In this way, volcanic ash, cinders, and lava build up the cone-shaped mountains that we call volcanoes.

文章的第二句和第三句 Thought they have learned a great deal, they still have not discovered the causes of volcanic action. They know that the inside of the earth is very hot, but they are not sure exactly what causes the great heat 已清楚地说明地质学家对哪些问题是清楚的,对哪些问题还不明确。抓住这一点对下面的理解就清楚了。下面作者列举了一些地质学家和科学家对地球内部产生巨大热量的原因不清楚的事实,接着,下面一段作者又具体说明了地质学家对哪些问题是清楚的。总之,只要按照作者的思想去理解,文章的内容就比较清楚了。

5. 说明文主要是对某些事物的具体形状、结构、性质、作用、发生、发展、结果进行描述和说明。因此,往往使用一些概念和定义。所以对于说明文,必须要搞清,并记住其中的定义和确切含义,才能比较容易地理解文章中的各种关系。请看下面的例子。

例

Another common type of reasoning is the search for causes and results. We want to know whether cigarettes really do cause lung cancer, what causes malnutrition, the decay of cities, or the decay of teeth. We are equally interested in effects; what is the effect of sulphur or lead in the atmosphere, of oil spills and raw sewage in rivers and the sea, of staying up late on the night before an examination?

Causal reasoning may go from cause to effect or from effect to cause. Either way, we reason from what we know to what we want to find out. Sometimes we reason from an effect to a cause and then on to another effect. Thus, if we reason that because the lights have gone out, the refrigerator won't work, we first relate the effect (lights out) to the cause (power off) and then relate the cause to another effect (refrigerator not working). This kind of reasoning is called, for short, effect to effect. It is quite common to reason through an extensive chain of causal relations. When the lights go out we might reason in the following causal chain: lights out—power off—refrigerator not working—temperature will rise—milk will sour. In other words, we diagnose a succession of effects from the power failure, each becoming the cause of the next.

Causes are classified as necessary, sufficient, or contributory. A necessary cause is one which must be present for the effect to occur, as combustion is necessary to drive a gasoline engine. A sufficient cause; a dead battery is enough to keep a car from starting, but faulty spark plugs or an empty gas tank will have the same effect. A contributory cause is one which helps to produce an effect but cannot do so by itself, as running through a red light may help cause an accident, though other factors—pedestrians or other cars in the intersection—must also be present.

In establishing or refuting a causal relation it is usually necessary to show the process by which the alleged cause produces the effect. Such an explanation is called a causal process.

这篇文章中有很多概念和定义,特别是必要条件、充分条件、辅助条件。这些概念和定义的确切含义必须要理解得十分清楚,否则就会对文章的理解造成混乱,也就造成做理解题的错误。如本文后面有一道理解题:

Your refrigerator is not working and you have found that the electric power has been cut off. The power failure is a _____.

- A. necessary cause
- B. sufficient cause
- C. contributory cause
- D. none of them

在做这道阅读理解题时,很多学生选A,也有一些人认为A和B都对。造成选错的原因就是对文章中的定义和概念理解不确切。文章中第三段说得很清楚,必要条件就是必须具备这一条件,才能引起某一效果的产生;充分条件就是只要有这一条件就能引起某种效果的产生(A necessary cause is one which must be present for the effect to occur... A sufficient cause is one on which can produce an effect unaided)显然,两者的作用以及概念是不同的。中国有句成语:“万事俱备,只欠东风”,东风只是必要条件。因此,要对说明文达到正确的理解,就必须首先对文章中的概念和定义有确切的理解。

6、有些议论文在写作方法上会采用两种手段:一是论点比较抽象难懂,而举例比较简单易懂。二是论点简单易懂,而举例却比较抽象或者语言专业性较强,不容易理解。阅读时,如果遇到前一种情况,就通过作者所给的例子去总结、理解论点的意义;如果遇到后一种情况,就按照论点的意义去理解文章中的实例和细节。请看下列例子。

例 1

But the young scientist should learn to realize and remember how much of real value science has found in this wide, confused wilderness and how often scientific discoveries turned out to be rediscoveries of what had existed in this wilderness long ago. Electroplating was practised in Babylon, the magnetic needle of Gilet's experiments was used by the Chinese hundreds of years before him, wise old men and wise old women used fungi to cure wounds many centuries before penicillin, men working at steel furnaces or blowing bulbs from molten glass knew that the radiation from the furnace could heal burns, long before the healing properties of infra-red radiation were discovered. Science was not created out of pure thought and starlight—much of it is nothing but systematised experience of humanity.

文章的第一句对某些学生来说,特别对那些没有学过科学发展史的学生来说,可能有点抽象,不能一下子看明白,但是通过下面的例子以及最后一句简单的总结——科学不是出自于冥思苦想和头脑中的闪光——大部分科学不是别的什么东西,只是将人类的经验加以总结,使之系统化,再回过头来读第一句就容易理解了。

例 2

Another frequent reason for failure in the communication of directions is that explanations are more technical than necessary. Thus a plumber once wrote to a research bureau pointing out that he had used hydrochloric acid to clean out sewer pipes and inquired, "Was there any possible harm?" The first reply was as follows. "The effectiveness of hydrochloric acid is indisputable, but the corrosive residue is incompatible with metallic permanence." The plumber then thanked them for the information approving his procedure. The dismayed research bureau tried again, saying, "We cannot assume responsibility for the production of toxic and noxious residue with hydrochloric acid and suggest you use an alternative procedure." Once more the plumber thanked them for their approval. Finally, the bureau, worried about the New York sewers, called in a third scientist who wrote: "Don't use hydrochloric acid. It eats hell out of the pipes."

本文第一句的说明,文字比较浅显易懂,但所举例子中的语言却不通俗而且太专业化,一般人不仅不容易懂,而且会造成误解。不过,文章最后一句,第三个科学家写的话“不要使用盐酸,它会腐蚀管子。”而上面的两次答复就是第一句指出的“使用没有必要的专业术语”,使这位管道工看不明白并错误理解。阅读时,按照文章最后一句话和第一句话的思路去理解例子中的语言,就能悟出其意思来。

7、阅读理解另一个很重要的技巧就是根据上下文猜字。一个孤立的词是不能表达什么意思的,一个词的确切意思必须由具体的文章和句子所表达的思想来确定。文章中的每一个字,每一个句子都是为文章的中心思想服务的。反过来每一个词,每一个句子的意思都要由文章的中心思想来限定。所以根据上下文猜字就是根据文章、段落、句子的中心思想去理解词的意思。请看下面的例子。

例

When a person uses her peripheral vision, she uses her ability to see to the left and right and above and below the point where her eyes fix. A driver uses her peripheral vision when she drives. She sees not only directly ahead of her car, but she is aware of cars behind her and on both sides. She sees "Out of the corners of her eyes." Similarly, a reader who uses her peripheral vision can read faster by seeing.

本文中的 peripheral 对很多阅读者来说可能是个生词,但是在阅读这篇短文时只要稍微动一下脑子就能猜出这个词的意思。peripheral 这个词在这篇短文中出现过三次,即,一个人用 peripheral 目光时,可以看到什么地方;一个汽车司机用 peripheral 目光可以看见什么;当人们读书看报时,用 peripheral 目光可以取得什么效果。三种情况联在一起完全可以猜出这个词的确切意思。实际上,读完第一句就可以猜出这个词的意思。

以上所讲的阅读技巧和阅读方法,主要是把阅读做为获取信息的手段而言的。当然,还有其他的阅读技巧和方法,但最主要的是在阅读时一定要先抓住文章的中心思想,对文章中句子和单词的理解都要根据文章的主题思想去理解;对文章意思的理解要按照作者的思想去理解;不要按照阅读者自己的想法去理解,按照英语的习惯去理解,不要按照汉语的习惯理解,这样就能使阅读理解变得容易些。从培养阅读理解能力角度讲,还必须努力学习 and 掌握语言的基本知识,扩大学生其它方面的知识,培养篇章能力,分析问题的能力和归纳问题的能力。

第二部分 阅读练习及分析指导

Passage 1

A little girl was given so many picture books on her seventh birthday that her father thought his daughter should give one or two of her new books to a little neighbor boy named Robert.

6. Now, taking books, or anything else, from a little girl is like taking candy from a baby, but the father of the little girl had his own way and Robert got two of her books. "After all, that leaves you with nine," said the father, who thought he was a philosopher and a child psychologist(心理学家), and couldn't shut his big stupid mouth on the subject.

7. A few weeks later, the father went to his library to look up "father" in the Oxford English Dictionary, to feast his eyes on(一饱眼福) the phrase of fatherhood through the centuries, but he couldn't find volume F-G, and then he discovered that three others were missing, too - A-B, L-M, V-Z. He began to search his household, and learned what had happened to the four missing volumes.

"A man came to the door this morning," said his little daughter, "and he didn't know how to get from here to Torrington, or from Torrington to Winsted, and he was a nice man, much nicer than Robert, and so I gave him four of your books. After all, there are thirteen volumes in the Oxford English Dictionary, and that leaves you with nine."

I. Reading Comprehension

1. How does the writer feel about taking picture books from a little girl?

A. This sort of thing is quite common.

B. It makes no difference to a child.

☒ C. It's nothing to be surprised at.

☐ D. It may hurt the girl's feelings.

2. In the second paragraph "the father of the little girl had his own way" means "_____".

A. the father went out to work.

☒ B. the father made his own decision.

C. the father left his daughter alone.

☒ D. the father did what he wanted.

3. Which of the following sentences may best reflect the girl's attitude toward her father?

A. "A man came to the door this morning."

B. "He was a nice man, much nicer than Robert."

☒ C. "After all, that leaves you with nine."

D. "I gave him four of your books."

4. What does the writer think of the father?

A. He was very strict with his daughter.

B. He was too proud to listen to his daughter.

☒ C. As a child psychologist, he didn't understand his daughter's psychology very well.

- D. As a father, he showed little care for his daughter.
5. This short story tells us that _____.
A. failure is the mother of success.
B. what you do not wish done to yourself, do not do to others.
C. we should put others first and ourselves last.
D. everything is hard in the beginning.

I. Translation

Put the sentences numbered with (6) and 7 into Chinese.

答案与讲解

1. D 这篇文章是一篇记叙文,但有深刻的含意。自认为是哲学家和儿童心理学家的“父亲”实际上并不懂得儿童的心理。文章的第二段说:现在从一个小姑娘手中拿走书或其它任何东西就象从婴儿手中拿走糖果一样。我们知道婴儿都喜欢吃糖果甚至视糖果如命,因此从婴儿手中拿走糖果是很难的,婴儿会哭叫,感到受到伤害。美国有一句俗话形容某人是一个贪鄙小人时说:He'd take candy from a baby.
2. D 文章的第二段说:but the father of the little girl had his own way and Robert got two of her books. 这句话的意思是:尽管从小手中拿走书是很困难的,但是小女孩的父亲还是一意孤行,罗伯特得到了小姑娘的两本书。have one's own way 意思是“为所欲为,一意孤行”。
3. C 文章的第二段中写道。当小女孩的父亲将两本书送给罗伯特后,对小孩子说“你毕竟还有九本(After all, that leaves you with nine)”。小女孩拿了父亲的四本书后,对她父亲说了同样的话,这叫做以牙还牙。这句话表明了小女孩对她父亲的态度。
4. C 文章的第二段中写道:小女孩的父亲自认为是哲学家和儿童心理学家。对这样一个问题不能闭口不言,所以就对小女孩说“你毕竟还有九本”。他以为这样说小女孩就会很高兴。但他没有想到小女孩竟然以牙还牙,拿走他四本书送给了别人。这说明小女孩的父亲对小女孩的心理并不了解。
5. B 中国有一句俗话,叫做“己所不欲,勿施于人”。从整篇文章中我们知道小女孩的父亲将两本书送给了罗伯特,小女孩很不高兴,于是就报复她父亲,将她父亲的四本书送给了别人。父亲知道这件事后就去找小女孩,显然父亲也不愿意将他的书送给别人,在这一点上他和他女儿的想法是一样的。

在读这篇文章时要注意第四段和第三段之间的内在联系。整个第四段都是小女孩对她父亲说的话。这显然是父亲为了那四本书去质问小女孩的。

6. 现在从一个小姑娘手中拿走书或其它任何东西就象从婴儿手中拿走糖果一样(困难)。但是小女孩的父亲一意孤行,硬把她的两本书送给了罗伯特。

本句中的“and Robert got two of her books”不要直译为“罗伯特得到了她的两本书”应译为“(小女孩的父亲)把她的两本书送给了罗伯特。”这样更通顺更合乎逻辑。

7. 几周之后,那位父亲到他的图书馆中要查一下牛津字典中“父亲”这个词,想彻底欣赏一下几百年来人们对父权的赞美,但他找不到F—G卷,然后他发现其它三卷A—B, L—M, V—Z也不见了。

to feast one's eyes (up) on 意思是“以……大饱眼福”。

Passage 2

The term "Virus" is derived from the Latin word for poison, or slime(粘质物). It was originally applied to the noxious stench(臭气) emanating(散发) from swamps that was thought to cause a variety of diseases in the centuries before microbes(细菌) were discovered and specifically linked to illness. 7. But it was not until almost the end of the nineteenth century that a true virus was proven to be the cause of a disease.

The nature of viruses made them impossible to detect for many years, even after bacteria had been discovered and studied. 8. Not only are viruses too small to be seen with a light microscope, they also cannot be detected through their biological activity, except as it occurs in conjunction with other organisms. In fact, viruses show no traces of biological activity by themselves. Unlike bacteria, they are not living agents in the strictest sense. Viruses are very simple pieces of organic material composed(only) of nucleic acid, either DNA or RNA, enclosed in a coat of protein made up of simple structural units. (Some viruses also contain carbohydrates and lipids.) They are parasites, requiring human, animal, or plant cells to live. The virus replicates by attaching to a cell and injecting its nucleic acid; once inside the cell, the DNA or RNA that contains the virus' genetic information takes over the cell's biological machinery, and the cell begins to manufacture viral protein rather than its own.

I. Reading Comprehension

1. Which of the following is the best title for the passage?

- ☒ A. New Developments in Viral Research
- ☐ B. Exploring the Causes of Disease
- ☐ C. DNA: Nature's Building Block
- ☒ D. Understanding Viruses

2. Before microbes were discovered it was believed that some diseases were caused by ____.

- ☐ A. germ-carrying insects
- ☐ B. certain strains of bacteria
- ☒ C. Foul odors released from swamps
- ☒ D. slimy creatures living near swamps

3. The word "proven" in line 5 is closest in meaning to which of the following?

- ☒ A. Shown
- ☐ B. Feared *害怕*
- ☐ C. Imagined *设想*
- ☒ D. Considered *认为*

4. The word "nature" in line 6 is closest in meaning to which of the following?

- ☐ A. Self-sufficiency
- ☒ B. Shapes
- ☒ C. Characteristics *character*
- ☐ D. Speed

5. The author implies that bacteria were investigated earlier than viruses because _____.
 A. bacteria are easier to detect
 B. bacteria are harder to eradicate
 C. viruses are extremely poisonous
 D. viruses are found only in hot climates
6. All of the following may be components of a virus EXCEPT _____.
 A. RNA
 B. plant cells
 C. carbohydrates
 D. a coat of protein

I. Translation

Please put the sentences numbered with 7 and 8 into Chinese.

答案与讲解

1. D 本文是讲“病毒”一词的来历,它是从拉丁词派生出来的,代表有毒物质或粘质物。很长时间以来人们一直认为病毒一词是引起多种疾病的根源,几乎直到十九世纪末才被真正地证明病毒是某一种疾病的病因,然后文章又讲到病毒的特点及其致病的途径。整篇文章主要是讲对病毒的认识。
2. C 文章的第一段讲明了病毒是由拉丁词派生出来的,是有毒物质或粘质物,它最初是指那些从沼泽地散发出来的有毒的臭气。在细菌被发现并明确地把它同疾病相联系之前的几个世纪里,这种有毒的臭气被认为是引起多种疾病的病因。
- 理解题中的 it was believed 和文章中的 that was thought 同义;选择项 C. Foul odors released from swamps 和文章中的 in the noxious stench emanating from swamps 是同义的。
3. A “proven” 这个词所在的句子是 But it was not until almost the end of the nineteenth century that a true virus was proven to be the cause of a disease. 这句话的意思是:几乎到了十九世纪末,一种确实的病毒被证实是一种病的病因。句中的“proven”是“证实、证明、表明”的意思。选择项中只有 show 一词和它的意思相近。
4. C 文章第二段的第一句话是:病毒的特性(The nature of viruses)使得它们许许多多年来无法被检测,甚至在细菌被发现和研究之后仍然如此。这里 nature 的意思是特性、特征、特点等。选择项中只有 characteristics 的意思和它相同。
5. A 文章第二段提到:病毒的特性使得它们长期以来无法被检测,甚至在细菌被发现和研究以后仍是如此。不仅是病毒太小用光学显微镜都看不到,而且也不能通过他们的生物活动来检测,除非它们伴随其他生物体合并出现。事实上,病毒本身并不显示生物活动的痕迹。它们和细菌不同,……。从文章的这些论述来看,不言而喻,细菌是容易被检测到的。
6. B 文章的第二段讲述了病毒和细菌不同之处。从最不严格的意义上讲,病毒是有生命的行为体。病毒是非常简单的有机物质——只有核酸组成的,或是脱氧核糖核酸,或是核糖核酸,被一层简单结构组成的蛋白质外层包着(有些病毒还含有碳水化合物和类脂化合物)。它们是寄生物,需要依附于人类、动物或植物的细胞而生存。因此,我们可以看出病毒中不含有植物细胞的成份。
7. 但是几乎到了十九世纪末,病毒被证实确实是一种疾病的病因。

It was not until almost the end of the nineteenth century that a true virus was proven to

be the cause of a disease. 句子的前半部是否定的,后半部是肯定的,应该译成“直到……时候才……”。另外, it was...that 这是一种常见的强调句式。

8、不仅仅是因为病毒太小用光学显微镜看不到,而且也不能通过生物活动来检测到,除非它们伴随着其他生物体一起出现。

too+形容词+动词不定式(to V),意思是“太……以至于不能……”。

in conjunction with 意思是“与……共同,与……协力”。

Passage 3

6. Dancer Martha Graham trained her body to move in different ways and in different contexts from any before attempted. "Life today is nervous, sharp, and zigzag," she said. "It often stops in midair. That is what I aim for in my dances." She insists she never started out to be a rebel. 7. It was only that the emotions she had to express could not be projected (生动地表演) through any of the traditional forms.

This was in 1925. All forms of art were undergoing a revolution. The theories of psychology were being used to extend the boundaries of poetry, music, and painting.

Martha Graham's debut (初次登台) dance concert in her new idiom occurred on April 18, 1926. Connoisseurs (鉴定家, 行家, 权威) of dance, gathered at the Forty-eighth Street Theater in New York, witnessed Martha Graham's first foray (侵略, 摧残) into this new realm of dance. 8. They saw, through such dance sequences as "Three Gobi Maidens," and "A Study in Lacquer (真漆)," desires and conflicts expressed through bodily movements. These critics agreed that something entirely new, a departure from all previous forms, had been witnessed.

In the early thirties, she founded the Martha Graham School of Contemporary Dance. Her classes were used as a laboratory for her stage works, and her stage works in turn were a means for attracting new pupils to her school—a sort of self-winding process, with herself as the key to the development.

Martha Graham and the school she has founded are virtually synonymous with the modern dance. She had not only produced a technique of the dance, choreographed (设计舞蹈动作) and taught it, but her disciples (门徒, 弟子) have gone out to fill the modern dance world.

I. Reading comprehension

1. What does the passage mainly discuss?

- ☒ A. Martha Graham's development of modern dance.
- ☐ B. The revolution of art forms in the 1920's.
- ☐ C. A dancer's view of life.
- ☐ D. The Martha Graham School of Contemporary Dance.

2. It can be inferred from the passage that, in the beginning of her career, Martha Graham's mode of dance was ____.

- ☐ A. readily accepted
- ☒ B. considered rebellious *叛逆者*
- ☐ C. virtually ignored
- ☐ D. accepted only in New York

3. It can be inferred from the passage that Martha Graham's style of dance differed from traditional dance in the ____.

- ☒ A. type of movements *动作*
- ☐ B. speed of the performance
- ☐ C. variety of themes

D. ages of the performers

4. In paragraph 4, the author uses the phrase "a sort of self-winding process" to illustrate

A. the new steps Graham developed for dance

B. the relationship between Graham's performances and her school

C. the discipline demanded in Graham's school

D. the physical endurance of Graham's dancers

5. According to the passage, what is the present status of Martha Graham's work?

A. It is historically interesting, but is no longer popular.

B. It has evolved into something completely different.

C. It is carried on by her students.

D. It causes heated debated.

I. Translation

Please put the sentences numbered with 6, 7 and 8 into Chinese.

答案与讲解

1. A 本文主要是讲舞蹈家玛萨·格莱汉姆对现代舞蹈发展的贡献及她的一些艺术生涯。⁶她训练自己身体的动作不同于先前的要求和范围。她所表达的思想感情是不能通过以前的任何传统形式而生动地表现出来的。1926年4月18日,她第一次登台表演了她的具有新风格的舞蹈音乐会。评论家承认她所表演的全都是新的,与众不同的,是同过去所有舞蹈风格相决裂的。30年代初她创办了舞蹈学校,她的信徒们从学校毕业后充实了现代舞蹈。
2. B 文章的第一段说,她坚持认为她从未企图成为一名反叛者(rebel)。只是她所表达的感情不能通过以前的任何传统形式而生动地表演出来的,这就意味着人们开始认为她是一个反叛者。
3. A 文章的第一段讲道玛萨·格莱汉姆以与先前不同的方式训练自己,因此表达出来的感情也与传统的不大一样。从这些叙述中,我们可以推论出她的舞蹈风格与传统的舞蹈风格不同,其不同之处主要是在于她的动作形式上。
4. B 文章中有这样一句: a sort of self-winding process, with herself as the key to the development, 其意思是: 这是一种完全自我发展的过程, 她自己是发展的关键。本文还写道, 在30年代初她创办一所舞蹈学校——玛萨·格莱汉姆当代舞蹈学校。她设计的课程被当做她舞台作品的实验室, 而她的舞台作品反过来又成为吸引新学生进入她的学校的一种手段。这就是一种自我发展的过程, 她本人便是发展过程的关键。"self-winding process"是指她的表演和她的学校发展的关系。
5. C 文章的最后一段说, 玛萨·格莱汉姆以及她所创立的舞蹈学校实际上是现代舞蹈的同义词。她不仅创造了舞蹈技能, 并且还设计舞蹈动作和传授这动作, 而且她的学生走向社会又充实了现代舞蹈界。这就是说, 她的舞蹈艺术被继承下来了。
6. 舞蹈家玛萨·格莱汉姆在训练她身体部位的动作(在方向和范围)上都不同于以往训练过的任何动作。

different...from, 是“不同于……”的意思, 此意思还可用 different...than 来表示。