

大学英语强化训练丛书



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叶朝成 主 编

阅读理解

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Comprehension



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丛书编写说明

我国加入 WTO 以后,如何培养具有国际竞争能力的人才,以适应交往日趋频繁的国际环境?这是大学英语教师所面临的一个崭新课题。大学英语教学应遵循“以人为本”、“以学生为中心”的教学理念,以提高学生外语应用能力为基本目标,贯彻因材施教、突出个性发展的原则,将课堂教学与课外实践有机地结合起来。

《大学英语强化训练丛书》是根据《大学英语教学大纲》、《大学英语四级考试大纲》和《大学英语六级考试大纲》的基本要求,结合我国目前大学英语教与学的实际状况而编写的,其目的旨在帮助学生进一步强化在大学英语学习中所涉及的语言基础知识和基本技能,提高语言的综合运用能力。

参加这套丛书编写的人员都是长期工作在大学英语教学第一线的骨干教师,他们对学生在大学英语学习过程中所存在的听与说、词汇与语法、写作与翻译以及阅读理解等方面的问题都进行了认真的分析和研究,并结合他们的教学改革的实践与体会,提出了许多切实可行的解决办法。事实上,这套丛书就是这些园丁们在大学英语教学的园地里辛勤耕耘而结出的硕果。

本套丛书包括下列五种:

《大学英语强化训练丛书·听力与口语》

《大学英语强化训练丛书·词汇与语法》

《大学英语强化训练丛书·写作与翻译》

《大学英语强化训练丛书·阅读理解》

《大学英语强化训练丛书·综合训练与自测》

本丛书在编写过程中,得到了国家教育部高教司副司长刘凤泰同志和湖北省部分高校英语教师的大力支持和帮助,在此,对他们表示衷心的感谢!

总主编 叶朝成

2003 年 5 月

前 言

就英语学习本身而言,在听、说、读、写几种语言技能中,阅读占第一位,阅读能力对其他语言技能的发展和提高具有很大的促进作用。听力差的学生,不完全是听的技巧欠缺,主要是由于阅读量不够,缺乏背景知识,因而生词量多,对语言规律不熟悉。说的能力差也是由于没有通过阅读大量的语言材料,表达时总觉得没词。阅读和写作的关系更为密切。俗话说“读书破万卷,下笔如有神”。只有通过大量的阅读,掌握更多的表达方式,写起来才能得心应手。因此,阅读能力成为衡量外语水平的重要标志之一。同时,阅读理解又是任何一种英语考试中分数比重最大的一个项目。因此,只有从阅读入手,才能更好地积累语言经验,从而提高英语各方面的应用能力。

本书共分四章,分别向读者介绍了大学英语四、六级等考试中阅读理解的相关题型与特点,并认真研究了阅读文章的体裁、题材、命题的类型与特点,归纳分析了学生阅读能力低下的原因,指出了掌握阅读的一些基本方法,在此基础上向读者介绍阅读、理解、答题的策略和技巧。不仅如此,为了帮助学生完全进入一种实战演练的状态,本书在选用阅读理解文章时,采用了重复练习法,多次从不同的角度对阅读材料进行提问,以此提高学生阅读理解的答题速度和准确率,此乃本书的一大特色。

本书试题全部选自大学英语四、六级全真试题和专家题库,具有很高的可信度。因此,本书能够帮助学生通过大量的练习,提高阅读速度,掌握迅速、准确的答题方法,从而快速地提高学生的英语阅读能力。

由于编者的学识水平的局限,书中难免存在疏漏和不妥之处,欢迎同行专家及读者批评指正,以便再版时修订。

编 者

2003年5月

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第一章 阅读理解概述

众所周知,阅读是掌握语言知识,打好语言基础,获取信息的重要渠道。从语言学习的规律看,大量阅读有助于输入大量的语言信息,才能更好的增强语感,提高语言的应用能力,同时,阅读理解能力也是各类测试的重点和难点。在大学英语四、六级考试中,阅读理解部分,题量大,分值多。在一定程度上,阅读能力的强弱是衡量外语水平的重要标志之一。阅读理解的得分在大学英语四、六级测试中,直接影响着考生成绩的好坏。根据全国四、六级考试中心有关数据统计,如果阅读理解成绩低于 26 分,考生的成绩总是低于 60 分;相反,如果阅读理解成绩能够达到 36 分及以上,考生总是能够以优异成绩通过英语四、六级考试。因此,在英语学习过程中,大量阅读难度适当的英文材料,不仅使学习者的语言能力得到发展和提高,而且可以使他们的阅读技巧日趋娴熟,从而提高英语阅读理解水平,增强语言知识的应用能力。

第一节 题型与特点

大学英语四、六级考试的阅读理解部分共计 20 题,每题 2 分,总计 40 分,要求考生阅读四篇短文,考试时间为 35 分钟。每篇文章的长度四级为 250 词左右,六级为 350 词左右,总阅读量四、六级分别为 1000 词和 1400 词左右。根据文章的内容,要求考生从四个选择项中选出一个最佳答案。请阅读两套全真阅读理解试题:

1996 年 1 月 CET-4 全真试题阅读理解部分

Part II Reading Comprehension(35 minutes)

Directions: *There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them are four choices marked A), B), C) and D) you should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the center.*

Questions 21 to 25 are based on the following passage.

Space is a dangerous place, not only because of meteors (流星) but also because of rays from the sun and other stars. The atmosphere again acts as our protective blanket on earth. Light gets through, and this is essential for plants to make the food which we eat. Heat, too, makes our environment endurable. Various kinds of rays come through the air from outer space, but enormous quantities of radiation from the sun are screened off. As soon as men leave the atmosphere they are exposed to this radiation but their spacesuits or the walls of their spacecraft, if they are inside, do prevent a lot of radiation damage.

Radiation is the greatest known danger to explorers in space. The unit of radiation is called "rem". Scientists have reason to think that a man can put up with far more radiation than 0.1 rem without being damaged; the figure of 60 rems has been agreed on. The trouble is that it is extremely difficult to be sure about radiation damage—a person may feel perfectly well, but the

cells of his or her sex organs may be damaged, and this will not be discovered until the birth of deformed (畸形的) children or even grandchildren. Missions of the Apollo flights have had to cross belts of high radiation and, during the outward and return journeys, the Apollo crew accumulated a large amount of rems. So far, no dangerous amounts of radiation have been reported, but the Apollo missions have been quite short. We simply do not know yet how men are going to get on when they spend weeks and months outside the protection of the atmosphere, working in a space laboratory. Drugs might help to decrease the damage done by radiation, but no really effective ones have been found so far.

21. According to the first paragraph, the atmosphere is essential to man in that _____.
A) it protects him against the harmful rays from space
B) it provides sufficient light for plant growth
C) it supplies the heat necessary for human survival
D) it screens off the falling meteors
22. We know from the passage that _____.
A) exposure to even tiny amounts of radiation is fatal
B) the effect of exposure to radiation is slow in coming
C) radiation is avoidable in space exploration
D) astronauts in spacesuits needn't worry about radiation damage
23. The harm radiation has done to the Apollo crew members _____.
A) is insignificant
B) seems overestimated

- C) is enormous
- D) remains unknown

24. It can be inferred from the passage that _____.

- A) the Apollo mission was very successful
- B) protection from space radiation is no easy job
- C) astronauts will have deformed children or grandchildren
- D) radiation is not a threat to well-protected space explorers

25. The best title for this passage would be _____.

- A) The Atmosphere and Our Environment
- B) Research on Radiation
- C) Effects of Space Radiation
- D) Importance of Protection Against Radiation

Questions 25 to 30 are based on the following passage.

Taste is such a subjective matter that we don't usually conduct preference tests for food. The most you can say about anyone's preference is that it's one person's opinion. But because the two big cola (可乐饮料) companies—Coca-Cola and Pepsi Cola are marketed so aggressively, we've wondered how big a role taste preference actually plays in brand loyalty. We set up a taste test that challenged people who identified themselves as either Coca-Cola or Pepsi fans: Find your brand in a blind tasting.

We invited staff volunteers who had a strong liking for either Coca-Cola Classic(传统型) or Pepsi, Diet (低糖的) Coke, or Diet Pepsi. These were people who thought they'd have no trouble telling their brand from the other brand.

We eventually located 19 regular cola drinkers and 27 diet cola drinkers. Then we fed them four unidentified samples of cola

one at a time, regular colas for the one group, diet versions for the other. We asked them to tell us whether each sample was Cola or Pepsi; then we analyzed the records statistically to compare the participants' choices with what mere guess-work could have accomplished.

Getting all four samples right was tough test, but not too tough, we thought, for people who believed they could recognize their brand. In the end, only 7 out of 19 regular cola drinks correctly identified all four samples correctly.

While both groups did better than chance would predict, nearly half the participants in each group made the wrong choice two or more times. Two people got all four samples wrong. Overall, half the participants did about as well on the last round of tasting as on the first, so fatigue, or taste burnout, was not a factor. Our preference test results suggest that only a few Pepsi participants and Coke fans may really be able to tell their favorite brand by taste and price.

26. According to the passage the preference test was conducted in order to _____.
A) find out the role taste preference plays in a person's drinking
B) reveal which cola is more to the liking of the drinkers
C) show that a person's opinion about taste is mere guess-work
D) compare the ability of the participants in choosing their drinks
27. The statistics recorded in the preference tests show _____.
A) Coca-Cola and Pepsi are people's two most favor-

ite drinks

- B) there is not much difference in taste between Coca-Cola and Pepsi
 - C) few people had trouble telling Co-Cola from Pepsi
 - D) people's tastes differ from one another
28. It implies in the first paragraph that ____.
- A) the purpose of taste tests is to promote the sale of colas
 - B) the improvement of quality is the chief concern of the two cola companies
 - C) the competition between the two colas is very strong
 - D) blind tasting is necessary for identifying fans
29. The word "burnout" (Para. 5) here refers to the state of ____.
- A) being seriously burnt in the skin
 - B) being unable to burn for lack of fuel
 - C) being badly damaged by fire
 - D) being unable to function because of excessive use
30. The author's purpose in writing this passage is to ____.
- A) show that taste preference is highly subjective
 - B) argue that taste testing is an important marketing strategy
 - C) emphasize that taste and price are closely related to each other
 - D) recommend that blind tasting be introduced in the quality control of colas

Questions 31 to 35 are based on the following passage.

The concept of “environment” is certainly difficult and may even be misunderstood; but we have no handy substitute. It seems simple enough to distinguish between the organism and the surrounding environment and to separate forces acting on an organism into those that are internal and biological and those that are external and environmental. But in actual practice this system breaks down in many ways, because the organism and the environment are constantly interacting so that the environment is modified by the organism, and vice versa (反之亦然)。

In the case of man, the difficulties with the environmental concept are even more complicated because we have to deal with man as an animal and with man as a bearer of culture. If we look at man as an animal and try to analyze the environmental forces that are acting on the organism, we find that we have to deal with things like climate, soil, plants and such-like factors common to all biological situations; but we also find, always, important environmental influences that we can only class as “cultural”, which modify the physical and biological factors. But man, as we know him, is always a bearer (持有者) of culture; and if we study human culture, we find that it, in turn, is modified by the environmental factors of climate and geography. We thus easily get into great difficulties from the necessity of viewing culture, at one moment, as a part of the man and, at another moment, as a part of the environment.

31. Which of the following words can best describe the popular understanding of “environment” as the author sees it?

A) Elaborate

B) Prejudiced

C) Faultless

D) Oversimplified

32. According to the author the concept of "environment" is difficult to explain because _____.

A) it doesn't distinguish between the organism and the environment

B) it involves both internal and external forces

C) the organism and the environment influence each other

D) the relationship between the organism and the environment is unclear

33. In analyzing the environmental forces acting on man the author suggests that _____.

A) biological factors are less important to the organism than cultural factors to man.

B) man and other animals are modified equally by the environmental forces

C) man is modified by the cultural environment as well as by the natural environment

D) physical and biological factors exert more influence on other organisms than on man

34. As for culture, the author points out that _____.

A) it develops side by side with environmental factors

B) it is also affected by environmental factors

C) it is generally accepted to be part of the environment

D) it is a product of man's biological instincts

35. In this passage, the author is primarily concerned with _____.

A) the interpretation of the term "environment"

B) the discussion on organisms and biological environment

- C) the comparison between internal and external factors influencing man
- D) the evaluation of man's influence on culture

Questions 36 to 40 are based on the following passage.

The speaker, a teacher from a community college, addressed a sympathetic audience. Heads nodded in agreement when he said, "High school English teachers are not doing their jobs." He described the inadequacies of his students, all high school graduates who can use language only at a grade 9 level. I was unable to determine from his answers to my questions how this grade 9 level had been established.

My topic is not standards nor its decline(降低). What the speaker was really saying is that he is no longer young; he has been teaching for sixteen years, and is able to think and speak like a mature adult.

My point is that the frequent complaint of one generation about the one immediately following it is inevitable. It is also human nature to look for the reasons for our dissatisfaction. Before English became a school subject in the late nineteenth century, it was difficult to find the target of the blame for language deficiencies(缺陷). But since then, English teachers have been under constant attack.

The complainers think they have hit upon an original idea. As their own command of the language improves, they notice that young people do not have this same ability. Unaware that their own ability has developed through the years, they assume the new generation of young people must be hopeless in this respect.

To the eyes and ears of sensitive adults the language of the young always seems inadequate.

Since this concern about the decline and fall of the English language is not perceived as a generational phenomenon but rather as something new and peculiar to today's young people, it naturally follows that today's English teachers cannot be doing their jobs. Otherwise, young people would not commit offenses against the language.

36. The speaker the author mentioned in the passage believed that _____.

- A) the language of the younger generation is usually inferior to that of the older generation
- B) the students had a poor command of English because they didn't work hard enough
- C) he was an excellent language teacher because he had been teaching English for sixteen years
- D) English teachers should be held responsible for the students' poor command of English

37. In the author's opinion, the speaker _____.

- A) gave a correct judgment of the English level of the students
- B) had exaggerated the language problems of the students
- C) was right in saying that English teachers were not doing their jobs
- D) could think and speak intelligently

38. The author's attitude towards the speaker's remarks is _____.

