

COLLEGE ENGLISH LANGUAGE ABILITY TRAINING  
ORAL AND LISTENING PRACTICE



# English

## 大学英语能力训练(三) 阅读理解训练

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## 前 言

《大学英语教学大纲》指出:大学英语的教学应培养学生较强的阅读能力。学生应能以每分钟 90—120 单词的速度阅读中等难度的文章,理解准确率应达到 70%—80%。大学英语四、六级统考中阅读占总分的 40%。因此,我们认为有必要从普通高校大多数学生入学英语实际水平着手,编写出一本切实提高学生阅读理解能力的阅读技巧与短文训练相结合的泛读教材,以帮助解决学生中普遍存在的疑难问题。该教材即是以此为依据编写出来的。它强调“操练、实用”四字原则,以切实提高学生理解能力为目的。

全书共分四大单元,从篇章的词汇理解与中心思想,查找事实信息过渡到深一步的推理、概括与判断。每单元各小节先简要概述本小节的阅读技巧,再配以大量短文训练。本书的最大特点是阅读技巧与短文训练相结合并以短文训练为重点,以技巧为引导。全书阅读量约 28 万字,基本达到教学大纲对学生泛读量的要求。因而本书既可作为学生泛读教材使用,也可作为学生课外增加阅读量使用。我们的编写目的是要切实提高学生阅读能力而非纯为学生参加国家统考。因此所选短文有长有短,理解题既包括多项选择题,也含正误判断题和填充题。但既然国家统考是检测学生英语水平的手段之一,那么,学完本教材的学生也应能在统考中取得较佳成绩。尽管我们的编写目的是明确的,但由于我们水平有限,目的是否能够达到还有待读者的验证;加之我们时间紧迫,书中不妥甚至错误之处在所难免。恳请读者与同行不吝赐教。

编 者

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## 第一单元 词汇理解

### (一) 利用上下文线索猜词义

在阅读中,学生感到最棘手的问题之一是词汇。许多人感到,他们在阅读时总是不得不停下来查生词。从语言学习的角度来看,或许这是一种有用的方法。但从获取信息的角度讲,这绝不是有效的方法。由于历史的发展与变迁,英语的词汇在不断扩大和丰富。莎士比亚时代记录下来的英语词汇约有十四万个之多,今天的英语词汇全部加起来,估计有一百多万个。英语词汇量如此之大,即使是阅读极其丰富的学者也永远避免不了生词。如果我们遇到生词便查词典,那么我们在阅读中可说是举步维艰。况且任何词典都有局限性。每条定义不过是一个大概的意思。非原文词典尤其如此。读者要建立对一个单词的准确概念,只有通过不同的上下文多次接触才能做到。在用母语阅读时,我们也可能经常碰到陌生的词语,但是不借助词典我们常常也能有效地读下去。同样,在用英语阅读时,只要我们掌握了适当的技巧,也能做到这一点。

阅读中猜测词义的技巧很多,本章主要介绍如何通过上下文猜测词义的技能。所谓上下文,即出现某一单词的句子或段落。用上下文来理解一个单词的词义,需要运用语法知识和借助对作者思想的了解。这里虽然没有什么可供遵循的固定公式,但掌握以下几点是很有帮助的:

1: 用同一句子或段落中其他单词义的意思以及整个句子的意思缩小词义的范围。如:

At our first class meeting, we made Tom our monitor.

《科林斯英语词典》(Collins English Dictionary)给“make”一词列了50条定义,但在这个上下文中,“made”只能作“选举”(elect)解。

2: 运用语法线索和表示句子内部关系的标点符号线索。如:

Super—novas, or temporary “stars”, which flare and then fade, occur perhaps five times in 1,000 years.

对许多读者来说,“super—nova”可能是生词,但是抓住了标点符号这一线索,读者就会知道逗号后面的成份是同位语,对“super—nova”起解释说明作用。这时读者便能明白“super—nova”是指一种稍纵即逝的星。

3: 了解生词的大意即可,毋庸追求确切定义或同义词。如:

Hamsters, guinea pigs and other small laboratory animals are suitable for this experiment.

这里,我们只要知道 hamsters 和 guinea pigs 是一种可以用来做实验的小动物即可。

4. 跳过生词,抓住主要信息。如:

Bill went quickly past the crockery counter and headed for the toy department.

这个句子描写了 Bill 这个小孩的心情,到商店他所关心是玩具。因此该句要表达的主要信息是“toy department”,而不是“crockery counter”。因此,“crockery”一词就可跳过去。

下面,阅读本章课文,注意用所述方法猜测词义。

### Passage 1 Earthquakes

(1) Every year earthquakes are responsible for a large number of deaths and vast amount of destruction in various parts of the world. (2) Most of these damaging earthquakes occur either in a narrow belt which surrounds the Pacific Ocean or in a line which extends from Burma to the Alps in Europe. (3) Some of the destruction is directly caused by the quake itself. (4) An example of this is the collapse of buildings as a result of vibration. (5) Other damage results from landslides, tsunamis (large ocean waves) or major fires which are initiated by the quake.

There are about a million quakes a year. (7) Fortunately, however, not all of them are destructive. (8) The intensity of an earthquake is measured on the Richter Scale, which goes from upward. (9) The highest magnitude recorded to date is 8.9. (10) Major damage generally occurs from quakes ranging upwards from 6.0. (11) Exceptions to this are those whose epicenters are located far from inhabited areas.

The actual cause of the quake itself is the rupturing or breaking of rocks at or below the earth's surface. (13) This is produced by pressure which scientists believe may be due to a number of reasons, two of which are the expansion and contraction of the earth's crust and continental drift.

(14) In order to minimize the damage and to alleviate some of the suffering resulting from earthquakes, scientists are working on ways to enable accurate prediction. (15) Two of the instruments presently in use to achieve this goal are seismographs and tiltmeters. (16) The former records any shakings of

the earth; by means of calculations seismologist can accurately indicate the exact time, location and size of an earthquake. (17) The latter, as the name suggests, is used to record any changes in tilt of the land.

I. Read the above passage and find out what the following words and expressions refer to. Choose the correct answer.

1. In sentence(4), this refers to \_\_\_\_\_.  
a. quake  
b. the collapse of buildings as a result of vibration  
c. destruction, directly caused by earthquakes.
2. In sentence(5), which refers to \_\_\_\_\_.  
a. the quake  
b. landslides, tsunamis and major fires  
c. major fires
3. In sentence (7), they refers to \_\_\_\_\_.  
a. earthquakes  
b. the approximately one million earthquakes that occur each year  
c. those earthquakes measuring 6.0 and above
4. In sentence (8), which refers to \_\_\_\_\_.  
a. the Richter Scale  
b. above or on the Richter Scale  
c. an earthquake
5. In sentence(11), those refers to \_\_\_\_\_.  
a. exceptions b. earthquakes c. epicenters
6. In sentence (13), the second which refers to \_\_\_\_\_.  
a. reasons  
b. the expansion and contraction of the earth's crust  
c. the expansion and contraction of the earth's crust and continental drift
7. In sentence (15) this goal refers to \_\_\_\_\_.  
a. accurate prediction of earthquakes  
b. seismographs and tiltmeters  
c. to minimize the damage and alleviate some of the suffering resulting from earthquake
8. In sentence (16), the former refers to \_\_\_\_\_.  
a. the earth b. seismographs c. tiltmeters

II. Choose from among the three possibilities listed for each paragraph one which expresses the main idea of the paragraph.

1. Paragraph 1:

- a. earthquakes in general
- b. earthquake zones
- c. earthquakes and destruction

2. Paragraph 2:

- a. the Richter Scale
- b. earthquake epicenter
- c. earthquake statistics

3. Paragraph 3:

- a. the cause of earthquake
- b. the continental drift
- c. the cause of pressure

4. Paragraph 4:

- a. tiltmeters and seismographs
- b. predicting earthquakes
- c. earthquake instruments

III. Read the sentences below. Each contains a nonsense word. Use the context to determine which of the choices is the most likely meaning for the word.

1. An average prongid begins to talk after about a year, and has a good command of the language by age five.  
a. person    b. child    c. dolphin
2. The 1975 earthquake in Guatemala caused a lot of nambickist. There were many deaths, and numerous buildings were destroyed.  
a. unhappiness    b. problems    c. damage
3. Smoking has been shown to be extremely kroon to the health.  
a. dangerous    b. sick    c. expensive
4. In January and February, the gradsfig months of the year, people try to stay indoors as much as possible.  
a. coldest    b. driest    c. nicest
5. The summer months are the gradsfig of the year. With them comes the risk of flooding.  
a. wettest    b. hottest    c. nicest

6. Large—scale vaccination programs have helped reduce the trasdtrisco much that cases are becoming quite rare.  
a. death    b. disease    c. disaster
7. The rapid increase in yugfristy has brought jobs and foreign currency to the island but also several unsightly hotels the widespread abandonment of traditional occupations.  
a. employment    b. literacy    c. tourism
8. Unlike its plant—eating relative, the polar bear is tygradic.  
a. canivorous    b. herbivorous    c. white
9. The young cubs yerdarg close to their mother during the first six months.  
a. eat    b. learn    c. stay
10. Improved medical care, better dietary practices and economic change have led to a troiper in the infant mortality rate.  
a. rise    b. fall    c. deterioration

### Passage 2 The Green Banana

Although it might have happened anywhere, my encounter with the green banana started on a steep mountain road in the interior of Brazil. My ancient jeep was straining up through spectacular countryside when the radiator began to leak, ten miles from the nearest mechanic. The over—heated engine forced me to stop at the next village, which consisted of a small store and a scattering of houses. People gathered to look. Three fine streams of hot water spouted from holes in the jacket of the radiator "That's easy to fix," a man said. He sent a boy running for some green bananas. He patted me on the shoulder, assuring me everything would work out "Green bananas", he smiled. Everyone agreed.

We exchanged pleasantries while I mulled over the ramifications of the green banana. Asking questions would betray my ignorance, so I remarked on the beauty of the terrain. Huge rock formations, like Sugar Loaf in Rio, rose up all around us. "Do you see that tall one right over there?" asked my benefactor, pointing to a particular tall, slender pinnacle of dark rock. "That rock marks the center of the world."

I looked to see if he were teasing me, but his face was serious. He in turn inspected me, carefully to be sure I grasped the significance of his statement

The occasion demanded some show of recognition on my part. "The center of the world?" I repeated trying to convey interest if not complete acceptance. He nodded. "The absolute center. Everyone around here knows it."

At that moment the boy returned with my green bananas. The man sliced one in half and pressed the cut end against the radiator jacket. The banana melted into a glue against the hot metal, plugging the leaks instantly. Everyone laughed at my astonishment. They refilled my radiator and gave me extra bananas to take along. An hour later, after one more application of green banana, my radiator and I reached our destination. The local mechanic smiled. "Who taught you about the green banana?" I named the village. "Did they show you the rock marking the center of the world?" he asked. I assured him they had. "My grandfather came from there," he said. "The exact center. Everyone around here has always known about it."

As a product of American higher education, I had never paid the slightest attention to the green banana, except to regard it as a fruit whose time had not yet come. Suddenly on that mountain road, its time and my need had converged. But as I reflected on it further, I realized that the green banana had been there all along. Its time reached back to the very origins of the banana. The people in that village had known about it for years. My own time had come in relation to it. This chance encounter showed me the special genius of those people, and the special potential of the green banana. I had been wondering for some time about those episodes of clarity which educators like to call "learning moments," and knew I had just experienced two of them at once.

The importance of the rock marking the center of the world filtered through. I had initially doubted their claim, knowing for a fact that the center was located somewhere in New England. After all, my grandfather had come from there. But gradually I realized they had a valid belief, a universal concept, and I agreed with them. We tend to define the center as that special place where we are known where we know others, where things mean much to us, and where we ourselves have both identity and meaning: family, school, town, and local region.

The lesson which gradually filtered through was the simple concept that every place has special meanings for the people in it, every place represents the center of the world. The number of such centers is incalculable, and no

one student or traveler can experience all of them, but once a conscious breakthrough to a second center is made, a life-long perspective and collection can begin.

The cultures of the world are full of unexpected green bananas with special value and meaning. They have been there for ages, ripening slowly, perhaps waiting patiently for people to come along to encounter them. In fact, a green banana is waiting for all of us who leave our own centers of the world in order to experience other places.

I. Read the following sentences from the passage and answer questions about them with "yes" or "no".

1. Line 3: the radiator began to leak ten miles from the nearest mechanic.  
1. (Is the stranger afraid he will have car trouble?) \_\_\_\_\_.
2. Line 9: "Green bananas," he smiled. Everyone agreed. 2. (Do the villagers know something he doesn't?) \_\_\_\_\_.
3. Line 12: Asking questions would betray my ignorance I remarked on the beauty of the terrain. 3. (Does the stranger feel awkward?) \_\_\_\_\_.
4. Line 17: I looked to see if he were teasing me, but his face was serious. 4. (Is the stranger suspicious?) \_\_\_\_\_.
5. Line 19: The occasion demanded some show of recognition on my part. 5. (Is the stranger trying to be polite?) \_\_\_\_\_.
6. Line 24: Everyone laughed at my astonishment. 6. (Were the villagers happy they could teach the stranger something?) \_\_\_\_\_.
7. Line 26: An hour later, after one more application of green banana, my radiator and I reached our destination. 7. (Was the green banana a successful solution?) \_\_\_\_\_.
8. Line 28: "Who taught you about—the green banana?" 8. (Is the mechanic surprised that a stranger knows a local custom?) \_\_\_\_\_.

II. Find the following words in the selection and select the best meaning for each of the word as used in the selection.

1. Line 1: my encounter with the green banana.  
a. visit    b. meeting    c. place.
2. Line 3: the radiator began to leak.  
a. had mechanical trouble    b. was out of gasoline    c. was very old
3. Line 8: he patted me on the shoulder.  
a. danger    b. friendship    c. anger.

4. Line 12: betray my ignorance.
  - a. to reveal      b. to believe      c. to agree.
5. Line 13: the beauty of the terrain.
  - a. the village people      b. the old car
  - c. the geographical area
6. Line 14: asked my benefactor.
  - a. sells something      b. helps one in trouble      c. repairs cars
7. Line 15: a tall, slender pinnacle of dark rock.
  - a. a high, pointed shape      b. a large size      c. a heavy piece
8. Line 20: trying to convey interest if not complete acceptance.
  - a. to show      b. to deny      c. to write down
9. Line 23: The banana melted into a glue against the hot metal .plugging the leaks.
  - a. the mechanical trouble was not taken care of
  - b. the car was temporarily fixed .
  - c. the technique was primitive and useless.
10. Line 43:---took a while to filter through.
  - a. he understood the meaning after a bit .
  - b. he studied the problem quickly.
  - c. he disagreed with the statement completely.

### Passage 3 Birth of an Island

Many thousands of years ago , far off in the middle of a big ocean.miles from the nearest land, a crack opened in an undersca volcano .With a rumble and a roar ,an explosion of red hot lava and burning ashes burst forth .Huge black clouds swirled to the sky .The water boiled and white steam mixed with the fiery cloud.

The hot lava piled higher and higher and spread wider and wider.In this way, slowly, an island rose up in the sea.

The hot lava cooled and stiffened into shining black rock. Hot sun beat down on the rock. Cool rains fell. Now hot, now cold, the rock split and gradually broke to pieces. In the course of time, a fine crumbly soil covered the island .Where the rock met the sea, waves dashed against it .tore away pieces, and ground them to sand.

Nothing lived on the naked soil. Not as yet. But slowly, through the

years, the island became covered with green plants. And slowly, animals began to move over its beaches and hills. How did they get there?

This story will be about a tropical island surrounded by warm seas. But the way the plants and animals come to this little bit of earth in the sea is the story of how plants and animals have spread from one island to another all over the world.

Around the island the wind roared, the ocean crashed, and the birds flapped their wings. The wind, the sea, and the birds were at work bringing life to the new island.

From the land nearest the new island, the wind picked up seeds light as dust, seeds with delicate airy parachutes or silky hairs that kept them drifting through the air. And from land near and far the wind brought little spiders and other insects so light they could sail on the air currents. But the wind was also loaded with invisible clouds of living things too tiny to see. Millions of the world's smallest plants—the bacteria—floated in the air. Some of these fell on the island and multiplied. Countless dustlike cells called spores were carried by the wind. These too fell on the island and sprouted, like seeds. Some grew into algae—the simplest of cells. Others grew into molds. Some were the spores of ferns.

Although the wind brought so many living things to the island, only the plants could grow there at first. Only they, in sunlight, could manufacture food from the minerals of the soil, water, and the carbon dioxide of the air. While many animals landed on the island, they could find no food. A spider spun its web in vain, because there were no insects it could catch in its silky threads. Insects couldn't stay until there were plants for them to eat. So the plants had to be the pioneer life on this island.

I. Select the answer which is the most accurate according to the information given in the selection.

1. How does a new island get its first soil?
  - a. It is made from its own rock
  - b. It is brought by the wind
  - c. It is brought by the birds
2. At first what brings most of the life to the new island?
  - a. Ocean currents    b. Fish and animals    c. The wind and birds
3. According to the story plants grow from seeds and .

a. soil    b. spores    c. eggs

4. In what order do the following things from or come to the island?
  - a. Soil, plants, animals.
  - b. Plants, animals, soil.
  - c. Animal, soil, plants.
5. Why do you think that plants are the first thing that can live and grow on a new island?
  - a. Only they can live off the soil, water, and air.
  - b. They are the first to get there and know how to survive.
  - c. They keep all the food to themselves.
6. What do you think happens to most of the animals that land on a new island and find no food?
  - a. They make food the way plants do.
  - b. They lie.
  - c. They hibernate like bears.
7. Which sentence best describes the growth of life on a new island?
  - a. Anything can come to a new island and find food right away.
  - b. Everything that is going to live on the island is there when the island is formed.
  - c. Life forms on a new island in stages.
8. From what you know of the story, what is the author trying to show you?
  - a. How volcanoes form islands.
  - b. How soil is formed.
  - c. How life grows and spreads throughout the world.

II. Read the sentences shown with each word and select the best meaning for the word used in the selection.

1. With a rumble and roar, an explosion of red hot lava and burning ashes burst forth...The water boiled and white steam mixed with the fi-ery cloud.
  - a. smoking
  - b. flaming
  - c. steaming.
2. The hot lova cooled and stiffened into shining black rock.
  - a. melted rock that comes from a volcano.
  - b. clouds of steam that come from a volcano.
  - c. the ashes that come from burned material.

3. Where the rock met the sea, waves dashed against it ,tore away pieces, and ground them to sand.

To dash means \_\_\_\_\_.

- a. to hit roughly.
  - b. to do something quickly.
  - c. to run up gently.
4. But the way the plants and animals come to his little bit of earth in the sea is the story of how plants and animals have spread from one island to another all over the world.

To spread means \_\_\_\_\_.

- a. to scatter around
  - b. to cover with a thin layer
  - c. to push farther apart
5. ...the wind picked up seeds light as dust ,seeds with delicate airy parachutes or silky hairs that kept them drifting through the air.
- a. pleasing to the taste.
  - b. heavy and thick
  - c. thin and easily torn
6. ...the wind brought little spiders and other insects so light they could sail on the air currents.
- a. the speed at which air flows
  - b. flows of air
  - c. pockets of air that do not flow
7. ...spores were carried by the wind, these too fell on the island and sprouted, like seeds.

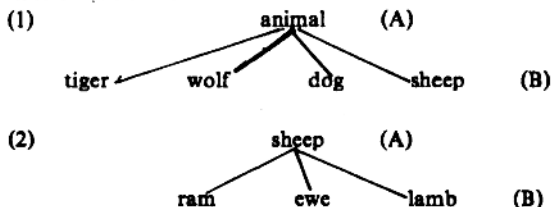
To sprout means \_\_\_\_\_.

- a. bounced along the ground
  - b. blew away
  - c. began to grow.
8. A spider spun its web in vain, because there were no insects it could catch in its silky threads.
- a. with too much pride
  - b. without success
  - c. with much success.

## (二) 利用语义关系猜测词义

利用语义关系猜测词义一般有以下几种方法:

1.利用上义词(superordinate)和下义词(subordinates)之间的关系猜测词义。请看下列两个图表:



从上面两个图表我们可以看到:词(A)表示一般概念,即类概念(genus),均为上义词;词(B)表示个别概念,即种概念(species),都为下义词。2. 上义词和下义词是相对而言的。如 sheep 一词对 animal 来说是下义词,但对 ram 来说是上义词。在阅读中认识这种语义关系对理解词义是大有帮助的。例如:

Orim's early work shows the artist's preoccupation with geometric shapes of all kinds. The paintings contain circles, squares, triangles, pirrles, cylinders and cubes.

句中“pirrles”是一个生造的词,没有人认识它。但是,只要我们能识别它与 geometric shapes 之间的语义关系,不用翻阅词典我们便知道它表示一种几何图形。

2.利用反义词关系猜测词义。如 hot 与 cold, left 与 right, old 与 young 等等。

There were no fillip seats available, so they were forced to buy expensive ones. 句中 fillip 与 expensive 相对,意思是 cheap 或 inexpensive.

3.利用词语递进关系猜测词义。如:

good—average—poor, rare—medium—well done 等。

The music appeals to the young, middle-aged and praddle.

运用递进关系,我们可猜测到 praddle 意为 old.

#### Passage 4 The planemakers

There are two main things that make aircraft engineering difficult: the need to make every component as reliable as possible and the need to build everything as light as possible. The fact that an aeroplane is up in the air and cannot stop if anything goes wrong, makes it perhaps a matter of life or death that its performance is absolutely dependable.

Given a certain power of engine, and consequently a certain fuel con-