



Public English Test System (level 5)
全国公共英语等级考试 (第5级) 培训教材

Introduction to Reading Comprehension Tests

阅读测试介绍

Correcting Faulty Reading Habits

克服不良阅读习惯

Attacking Unknown Words

突破词汇难关

Locating the Topic Idea of a Paragraph

确定段落中心思想

Determining the Unstated Topic Idea

确定未明确表述的中心思想

Recognizing Organizational Patterns

文章结构类型

Summarizing Information

概括信息

Reading Flexibility: Skimming and Scanning

灵活掌握阅读速度: 略读和扫读

Critical Reading

批判性阅读

A Holistic Reading Method: POINT

综合阅读法POINT

Reading Comprehension Question Types

阅读理解测试常见题型



卢敏军 编著

英语阅读教程

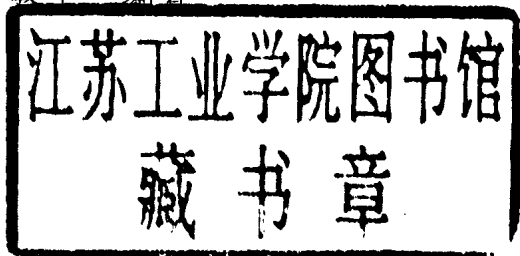
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前 言

《英语阅读教程》是作者根据国家现行的全国公共英语等级考试(PETS)第5级考试大纲编写而成的。这本教材曾在浙江大学教师外语培训班上多次使用。

英语阅读不仅是一项重要的技能,也是任何综合英语考试必然会涉及的部分。它的重要性可以从它在考试中所占的25%到35%的分数比例看出。因此,做好考试阅读部分的试题,是确保拿到理想分数的必要环节。

提高英语阅读水平,首先是要提高自身综合英语水平,包括拥有较大的词汇量和对句子进行句法分析的能力。但这还不够,考生还必须具有对语篇进行诸如确定中心思想、逻辑结构并进行推论等信息处理的能力,而这些能力的培养往往受到忽视。

本教程共有15个单元。每一个单元突出一个重点,由浅入深地介绍英语阅读所涉及到的各个方面的各种技巧,并配有针对性的练习,力求使读者在使用以后能够较大幅度地提高自己的英语阅读能力。

作者感谢浙江大学人事处领导对本教程编写工作所给予的支持和关心,同时也感谢浙江大学外语系应启慎教授的悉心指导。

希望广大读者和专家学者不吝赐教,使本书不断臻于完善。

编 者

2000年10月于浙江大学

TABLE OF CONTENTS

目 录

UNIT 1	A Brief Introduction to Reading Comprehension Tests 阅读测试简介	1
UNIT 2	Correcting Faulty Reading Habits 克服不良阅读习惯	37
UNIT 3	Attacking Unknown Words 突破词汇难关	72
UNIT 4	Locating the Topic Idea of a Paragraph 确定段落中心思想	99
UNIT 5	Determining the Unstated Topic Idea 确定未明确表述的中心思想	122
UNIT 6	Cloze 完形填空	145
UNIT 7	Reading Comprehension Question Types 阅读理解测试常见题型	172
UNIT 8	Reading Flexibility: Skimming and Scanning 灵活掌握阅读速度:略读和扫读	200
UNIT 9	Recognizing Organizational Patterns (I); Generalization and Support, Description 文章结构类型 (I):概括和支持、描述	232

UNIT 10	Recognizing Organizational Patterns (I): Time/Event Order, Cause and Effect, Comparison/Contrast 文章结构类型 (I): 时间/事件顺序、因果、比较/对比	253
UNIT 11	Recognizing Organizational Patterns (II): Definition and Deduction 文章结构类型 (II): 定义和推理	276
UNIT 12	Summarizing Information 概括信息	298
UNIT 13	Critical Reading (I) 批判性阅读 (I)	323
UNIT 14	Critical Reading (I) 批判性阅读 (I)	345
UNIT 15	A Holistic Reading Method: POINT 综合阅读法 POINT	369
APPENDIX 1	Key 练习答案	402
APPENDIX 2	Public English Test System (PETS) Level 5 全国公共英语等级考试第 5 级模拟试卷	420

UNIT 1

A Brief Introduction to Reading Comprehension Tests 阅读测试简介

Reading is probably the most common of the four skills to be tested, and it may seem to be the easiest of the skills. However, reading tests does have difficulties, and there are issues that anyone taking reading comprehension tests should be aware of.

Most reading tests tend to make use of short prose passages and ask a variety of comprehension questions. Among the skills involved in reading are:

- ◇ Word recognition; associating graphic symbols with sounds and words
- ◇ Understanding relationships between pieces of information in a sentence, including elements of sentence structure, negation, and embedding
- ◇ Understanding presuppositions (e. g. , “the driver did not stop for the stop sign” includes the presupposition that there was a stop sign.)
- ◇ Understanding relationships among parts of the text,

signaled by such as lexical devices (synonyms, repetition, etc.), anaphoric reference (pronouns) and connectives (e. g., because, therefore)

- ◇ Understanding temporal and spatial relationships
- ◇ Understanding relationships such as cause and effect; generalization and example; comparison; contrast; and opinion and support
- ◇ Anticipating what will come next
- ◇ Identifying the main idea and supporting details
- ◇ Understanding figurative language and allegories
- ◇ Understanding inferences
- ◇ Skimming (getting an overall idea of the passage)
- ◇ Scanning (looking for specific information)
- ◇ Reading critically
- ◇ Varying reading strategies according to the type of text and the purpose of reading

While various lists have been made of the skills involved in reading, they are never clear-cut. It is difficult to decide which skills are actually being used. It is also difficult to determine which skills are easiest, since what appears intuitively^① to be an easy skill might be one that gives readers much difficulty and vice versa^②. However, from the point of view of achieving better scores in the reading comprehension section of a test, lists of skills can be useful, since it encourages testees to attack a certain reading problem with specific skills rather than merely matching information in the text with the choices in the question.

① intuitively: *adv* 直觉地。

② vice versa: 相反地。

做阅读理解题决不是拿着问题到文章里去找现成的答案！读懂一篇文章需要很多技巧。这些技巧包括：

- ◇ 认知词汇。
- ◇ 理解句子中各个成分的语法和语意的关系。
- ◇ 理解预设(即为下文新信息提供基础和依据的信息)。
- ◇ 理解文章中各个部分之间的关系,例如同义、重复、指代和逻辑关联等。
- ◇ 理解文章的时空发展关系。
- ◇ 理解文章的逻辑发展关系,例如:因果、概括与实例、比较与对比、观点与论据等。
- ◇ 预测文章下一步的发展。
- ◇ 确定中心思想。
- ◇ 理解比喻等修辞手法的用法。
- ◇ 根据文章中已知的内容进行推论。
- ◇ 快速阅读以确定文章的大致内容。
- ◇ 快速扫描以确定某一具体信息。
- ◇ 对文章进行批判性阅读。
- ◇ 根据不同的阅读目的和文章类型选择不同的阅读方法。

Guided Practice

The following reading comprehension passages assess your differential abilities to attend to and derive specific meaning (SM), to analyze the writer's implied meaning and argument (I), and to recognize and understand ideas' relationships and the writer's orga-

nization plan (O). If this test is timed as suggested in the directions, it will also provide a general measure of your rate of comprehension; that is, it will provide a realistic indication of the rate at which you can read and do the mental process required to comprehend that material.

Instructions:

1. *Mark down your beginning clock time in minutes and seconds.*
2. *Read each selection at your most effective rate to obtain your best understanding. Reread the selection when necessary to answer a question. But do not read more than necessary, since it will detract from your rate of comprehension efficiency.*
3. *As soon as you have finished the questions following one selection, begin immediately to read the next selection. When you have completed the last question for the last selection, mark down your ending clock time.*
4. *Enter your results in the Diagnostic Analysis Chart.*
5. *Determine the rate of comprehension time.*
6. *Use the Analysis Chart and the information presented in it to determine, along with the recommendations of your instructor, your most effective reading improvement program.*

Beginning time: _____

Passage 1

Just what does it take to “rate^①” in high schools? What does it take to be in the “leading crowd” in some schools? And, to be sure, when students were asked such questions, some, particularly in the smallest school, did object to the idea that there was a leading crowd. Yet this kind of objection is in a large part answered by one of the boys in another small school, Maple Grove. In the group interview, when his friend denied that there was any leading crowd at all in the school, he responded: “You don’t see it because you’re in it.” Another boy in the same school had this to say in an interview:

Q: What are some of the groups in school?

A: You mean like cliques^②? Well, there’s about two cliques. I am in one, but as far as I’m concerned, I’m not crazy about being in it. It wasn’t any of my doing^③, because I’m always for the underdogs^④ myself. But I’d rather be with a bunch like that, you know, than have them against me. So I just go along with them.

Q: What’s the other clique?

A: Well, I don’t know too much about it; it’s just another clique. Sort of^⑤ an underdog group.

Q: How do you get in the top group?

① rate: *v.* 确定等级。

② clique: *n.* 帮派。

③ It wasn’t any of my doing: 这不是我主动要做的。

④ underdog: *n.* 被压迫、受欺负的人。

⑤ sort of: 有几分, 近似。

A: Well, like when I came over here, I had played football over at Waybridge. I was pretty well known by all the kids before I came here.

Q: What are the differences between these two cliques?

A: Well, I'll tell you. I don't like this top clique myself. But a lot of them are in the big clique. They're my friends. I get along with them real good, and then I try to be real nice to the underdogs, the kids that haven't got—not quite as lucky—they haven't got as much money. They have a hard time; maybe they don't look as sharp as some of the others.

Q: What are the main interests of the top clique?

A: Just to run everything; to be the big deal^①.

Q: Are most of the boys in athletics^②?

A: Yeah—you couldn't say that in this town, though. The really good athletes, a couple of them, may be in the clique. The clique is a funny thing; it's just who they want to be in it. They don't want to have anybody in there they think might give them trouble. They want to rule the roost^③.

Q: Do most of them have fathers that have good jobs? Are they well-to-do?

A: Most of them. They come from families that have money.

Q: Would this be the main thing that divides the top clique from the other?

A: Could be, very easily.

Q: What does this underdog clique in common?

① be the big deal: 受人重视。

② athletics: *n.* 体育运动。

③ rule the roost: 称雄, 当家作主。

A: Well, you might say they just stick together. For self-protection. And they do things together.

Q: And there're both boys and girls in the clique?

A: Yeah, they go around together.

Q: In a party, would—

A: Now there you go. The big-deal clique, that's all that's there. None of the underdogs are there at all. They won't invite them. Now take this girl, Joyce. She is real sweet, not very sharp-looking or nothing. I sat by her in homeroom, and I talked with her and stuff like that^①. This is a girl who sort of sticks to herself, more or less. She's a very nice girl, but I don't think she's in either clique.

Q: And some aren't in the other clique either?

A: No. Well, I'll tell you. The big clique rules the roost, and this underdog clique, you might say, is just there to give the other one a little competition, just to know there is another one. And a lot of them are not in it. I was just automatically put in it, you might say. I didn't ask to be put in it or nothing^②.

In every school, most students saw a leading crowd and were willing to say what it took to get in it. This is not to say, of course, that the leading crowd in every school functions in just the same way. Most interviews in other schools suggested a somewhat less closed circle than in this school, yet one which is not greatly different.

The existence of a leading crowd should not be surprising, for every adult community has its leading crowd, though adults are

① stuff like that: 诸如此类的事情。

② or nothing: = at all.

less often in such closed and compelling communities. Yet, laymen and educators as well, often are blind to the fact that the teenagers in a high school constitute a community, one which does have a leading crowd. The adult concern tends to be with questions of better ways to teach "the child" viewed as an isolated entity.

1. Which of the following would be the most defensible title for this selection?
 - a. Belonging in America.
 - b. Boy Groups in High School.
 - c. High School Cliques.
 - d. An Athlete Speaks.
2. Which of the following most likely would determine membership in the leading crowd at Maple Grove?
 - a. Athletic abilities.
 - b. Parental ability.
 - c. Intelligence.
 - d. Being selected by leaders.
3. What seems to bring the non-leading clique together?
 - a. A mutual respect for each other.
 - b. A mutual respect for the system.
 - c. Common interests and reaction to the leading crowd.
 - d. Common interest in cars and similar political attitude.
4. The leading crowd at Maple Grove _____.
 - a. represents a very typical situation
 - b. represents a very typical adult clique pattern
 - c. is more democratic than most high school cliques
 - d. is socially more closed than most high school cliques
5. Why didn't the boy interviewed form a lasting relationship

with Joyce?

- a. She was hostile to his social class.
 - b. She wasn't member of the leading crowd.
 - c. She was not pretty.
 - d. She wasn't a member of any clique.
6. What does the writer imply is the most unfortunate aspect of the occurrence of leading crowds in high school?
- a. They are socially discriminatory.
 - b. They tend to disrupt the learning environment.
 - c. They reflect community patterns.
 - d. They reflect economic success.
7. The attitude of the interviewed boy toward being included in the leading crowd is best described as one of _____.
- a. acceptance
 - b. hostility
 - c. apology
 - d. indifference
8. Why do you suppose the writer chose to present the interview with this particular boy?
- a. His views are typical of members of the leading crowd.
 - b. His frankness provides a view from inside the crowd.
 - c. He presents a cool, objective analysis of the situation.
 - d. He really was an outsider.
9. What purpose does the interview serve in the writer's message structure?
- a. It continues an interesting narrative.
 - b. It provides a representative case illustration.
 - c. It completes a comparison-contrast discussion.

- d. It provides the support of a statement-support argument.

Passage 2

Many Africans live in the world of the tribe^①. A tribe is a group of people who live together in a single place, united by their own customs and own language. Each tribe has its own chief. While the chief has great power, he usually rules by^② the customs of his people. The land that a family farms and uses for cattle does not belong to the family. It belongs to the tribe. Many of the tribes are so large that they include a million or more members. The tribes differ from each other in many ways.

In general, tribal Africans are always “on the go”^③. If they are hunters, they move about in search of game^④. If they are herdsmen^⑤, they are always looking for better pasture^⑥ lands. If they are farmers, they want better land. The soils of Africa are not good. The heavy rains of the rain forest wash away the valuable minerals. After two or three years the farmer must move on to find a new plot of ground. The farmer grows only what he needs for food or to trade for the things he cannot grow.

The tribal African has lived most of his life in a world of sickness. From the time he was born, he has probably had many

① tribe: *n.* 部落。

② rule by: 以……统治。

③ on the go: 四处活动。

④ game: *n.* 猎物。

⑤ herdsman: *n.* 牧民。

⑥ pasture: *n.* 牧场。

diseases. The insects of the wet regions bring yellow fever, malaria^①, and sleeping sickness. People who live where the tsetse^② fly breeds cannot raise cattle, for this insect lives in the blood of the cattle. As a result, the tribesman's diet is poor, because he cannot drink milk or eat meat. Pure drinking water is seldom found. People of the tribe have long depended on the tribal medicine men to cure their diseases with strange mixtures or with magic.

In many places the tribes carry on their old ways of living. In other places Africans have welcomed the changes brought by Europeans. The life of the African is changing rapidly. A short time ago, many Africans lived in tribal villages and used only simple tools. Now more and more own their own farms or work in the city, using modern machinery and earning wages. The cities are places where Africans of many different tribal backgrounds meet and exchange ideas. There is a growing number of schools for those who want to learn. There are modern hospitals and other signs of a new Africa.

1. What is the major topic of this selection?
 - a. Africa.
 - b. Modern Africa.
 - c. Tribal Africa.
 - d. Natives.
2. What influence does the tsetse fly exert on the life of these people?

① malaria: *n.* 疟疾。

② tsetse: *n.* 采采蝇。