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# 大学英语专业

## 阅读 教程

王 谋 清      主 编



ENGLISH

甘肃教育出版社

# 大学英语专业 阅读教程

主 编 王 谋 清

编 者 冯 蓉

刘 富 生

孙 先 武

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# 序 言

为了帮助英语专业的在校大学生以及各类英语爱好者掌握这门语言,多种教学、研究机构编纂、发行的阅读辅导材料数量不可不谓大矣,形式不可不为多也,以至于每每置身书市,仿佛进入一个 ENGLISH 的世界,在此情况下,选择一种独具匠心,编排合理,既与时俱进,顺应时代潮流,又符合中国英语学习者实际的阅读材料几乎成为每个学习者需费心劳神,谨慎对待的大事。因为语言是人们交流思想和情感的工具,英语当然也是如此,只有好教材才会助你一臂之力,让你在现实生活中得心应手,与使用英语的公民沟通无极限。捧读完《大学英语专业阅读教程》,喜悦的心情溢于言表。由衷地感谢编者们的辛勤劳动,为我们提供了此类教程的范本。外语阅读训练究其实是要提高学习者对母语之外其他语言的理解能力,但这一理解只有在特定的文化和社会背景中才能完成。该教程的编写者深谙英语教学教法,在每篇阅读材料之前特意安排相关的背景介绍,从而使学习者在了解有关知识的基础上不仅能够读通而且能够读懂所选取的文章,进而把握一些关键词语在某一语境中实实在在的用法和含义,这样,积少成多,循序渐进,必定会使学习者受益匪浅。在阅读材料的选择上,编者们也颇下了番功夫,把世人关注的社会人生热点问题汇集成书,不但能够提高学习者的阅读兴趣,而且使英语在中国学习者那里真正成为活的可以随时借用以表达思想的语言。是为序。

俞 杰

2003 年 4 月 21 日

# 前 言

当今社会正处在一个知识经济和信息大爆炸的时代,来自多渠道的知识和信息,如浩瀚烟云,令人目不暇接。在最快、最短时间内获致最大量的信息无不是广大高校英语专业学生企盼的目标。阅读是获取信息的重要渠道。因此,阅读在大学英语教学中占有十分重要的地位。《高等学校英语专业英语教学大纲》(修订本)明确指出:“英语阅读课的目的旨在培养学生的英语阅读理解能力和提高学生的阅读速度;培养学生细致观察语言的能力以及假设判断、分析归纳、推理检验等逻辑思维能力;提高学生的阅读技能,包括细读、略读、查阅等能力;并通过阅读训练帮助学生扩大词汇量、吸收语言和文化背景知识。……教材应选用题材广泛的阅读材料,以便向学生提供广泛的语言和文化素材,扩大学生的知识面,增强学生的英语语感和培养学生的阅读兴趣。”

正是基于《大纲》的要求,我们着手编写了这部教材。该教材在重视语言基础功底夯实的同时,又侧重对阅读技能的培养。在内容上,注重阅读文章的思想性、科学性、前瞻性和趣味性;在形式上,佐以各种类型的练习,使学生通过足量操练对所阅读内容有一个较好的理解和把握,同时增强他们对阅读范文以外的语言知识的学习;在题材上,力求多样化,不拘泥于某几种主题题材,而选定的主题都是当前较热门的话题。

本教材的使用对象主要是少数民族院校英语专业一、二年级的学生。虽然目前阅读教材较多,但据我们研读,这些教材或过于偏难,起点较高,或只侧重阅读文章的内容与理解,而忽略阅读技能的培育,或缺乏渐进性,未能与中学英语学习内容进行有机的衔接。正是缘于上述的现状,本教材在编写过程中以交际教学互动模式为基点,充分注意文章内容的层次性、渐进性和过渡性,起点适中,难易结合,讲练并举,信息量大,内涵丰富,并选配了一些与之相适应的插图。因此,该教材也适合于广大英语自学者自学使用。

阅读能力的提升是建立在大量阅读实践的基础之上,一定要广览博阅,既要涉猎宽泛,还须掌握必要的阅读技巧。因而,只靠本教材中提供的阅读量是远远难以适应实际阅读量的需求。这就要求广大学生除学习本教材外还须广泛浏览各类报刊杂志,同时不断加强英语写作练习,因为读写是一个有机的整体。惟有如此,才能从根本上促进阅读能力的进步,从而达到摄取信息之目的。

本教材在编写过程中,西北民族大学教务处和外国语学院领导给予了大力的支持和鼓励,甘肃教育出版社朱富明同志为本教材的出版做了大量的修订工作,英国 VSO 组织英籍项目教师彼得·威克曼 Peter Wickman 校阅了整部教材,特别值得一提的是西北师范大学外国语学院教授、西北民族大学外国语学院特聘教授俞杰先生在百忙中拨冗审阅这本教材并为之作序,我们在此一并向他们表示衷心的感谢!由于时间局促,加之编者水平所限,教材中谬误不妥之处,敬请雅正,馈赠宝贵的建议。

编 者

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# 如何加强阅读理解

阅读理解主要检测学生对阅读材料的综合理解能力和获致信息的判断能力，既要求准确，又要有一定的速度。

一般来讲，阅读能力涵盖下列几个方面：

1. 掌握所读材料的主旨和大意；
2. 了解阐述主旨的事实和细节；
3. 利用上下文猜测某些词汇和短语的意义；
4. 既能理解个别句子的意义，又能搞清上下文之间的意义关系；
5. 根据所读材料进行判断、推理和引申；
6. 领会作者的观点、意图和态度。

为了有效地提高阅读能力和在有限的时间内获取最大信息量，我们在平时的训练中，应注意大以下几个方面：

提升阅读理解速度。许多学习者担心，加快阅读速度会影响阅读理解效果。实际上，这种担心是多余的。阅读速度的提高不但对阅读理解没有影响，反之，理解能力常常随着阅读速度的提高而提高。因此，在平常的训练中，学习者一定要重视加强阅读速度的培养，定时定量，在规定的单位时间内读完规定的阅读材料，并回答相关的问题；切不可随心所欲、毫无约束，即不受时间的限定，一遍、二遍、三遍，直到完全读懂为止。这种阅读方式只会给学习者带来负面影响，这在考试中表现得尤为突出。

加强应试策略。我们注意到，大部分学习者在做阅读理解题时，喜欢先读文章，后做题目。这种阅读方法随着目前考试的阅读理解题量的不断加大而显得有点不合时宜了，且有较大的盲目性。因此，建议学习者先看题目，后读文章，带着问题读文章。这样做具有很强的针对性，使学习者首先知晓了所阅读文章的侧重点，大概猜测出文章可能涉及的内容，阅读时就会思路清晰，重点突出，针对性强，主次分明。

重视阅读理解过程。心理语言学家认为，阅读不是一个被动的过程，而是一个积极主动的过程，它需要大量的脑力活动。这就是说，一篇文章的意义不完全在于材料本身，而是需要读者启动自己大脑中的记忆库，把以往储备的旧知识和目前正吸收的新知识有机的联系起来，以便更准确地理解文章的意义；同时，在平时的阅读训练中，对遇到的一些生词，不要过分依赖字典，应充分利用已知信息推测某些生词或短语的意义，用掌握的知识与所阅读的内容相关的上下文，进行有根有据的词义猜测。

善用阅读技巧。面对体裁各异、内容繁杂的阅读材料，学习者往往有一种无所适从的茫然感觉。究其根由，主要是缺乏对阅读技巧的掌握和运用。是否能善用阅读技巧直接关系到对文章的正确理解和在有限的时间内有效地完成阅读的内容。因而，技巧运用的恰当，就会省时

省力,起到事半功倍的效果。

以上简要地谈了阅读理解应注意的一些方面,下面将着重介绍一下在阅读理解中如何善用技巧有效地理解文章,并总结和归纳了一些常见的提问方式,通过对某些案例的分析和判断,以期能对学习者在阅读理解以及考试中正确掌握并使用这些技巧有所帮助,取得良好的阅读效果和理想成绩。

根据以往检测阅读理解水平的题型,我们归结了以下几种类型:

1. 主旨大意题。即要求学习者对所阅读文章的主要内容有一个总体的把握,领会所读材料的主旨和大意是正确理解全文的关键。对主题思想的提问是阅读理解及阅读理解测试中的必考题目。但这类题目的提问方式及用词却各不相同,常见的提问方式有:

- 1) The main idea of this passage is \_\_\_\_\_.
- 2) The passage mainly discusses \_\_\_\_\_.
- 3) The subject matter of this selection is \_\_\_\_\_.
- 4) The author's purpose of writing this passage is \_\_\_\_\_.
- 5) The major point discussed (the author makes) in the passage is \_\_\_\_\_.
- 6) The best summary ( The key point ) is \_\_\_\_\_.
- 7) The passage mainly deals with \_\_\_\_\_.
- 8) The most suitable title for the passage would might be \_\_\_\_\_.
- 9) This passage tells us \_\_\_\_\_.
- 10) This passage illustrates \_\_\_\_\_.
- 11) This paragraph centers/focuses on \_\_\_\_\_.
- 12) This passage is chiefly concerned with \_\_\_\_\_.
- 13) What is the main idea ( the subject ) of the passage ?
- 14) What is the best title of the passage?
- 15) What is the passage mainly about?
- 16) Which of the following statements best expresses the main idea of the passage ?
- 17) Which of the following statements best summarizes the author's main point?
- 18) Which of the following best states the theme of the passage?
- 19) Which of the following just reflects the main idea of the article?
- 20) With what topic is the passage primarily concerned?

应答这一类题目的基本方法如下:

A. 找出主题句。首先要读懂标题,因为标题往往是主题句中的核心词或概括性词。抓住全文中心思想的最快捷的途径就是找出主题句。主题句一般位于文章或段落的伊始,然后围绕主题展开论述。这是因为许多英美作者喜欢采用从一般到个别的论证或叙述方式,即演绎法(deduction)。这样做,作者比较容易突出其中心思想,而读者也易于把握作者的思路。据抽样统计表明,这种演绎法的写作形式约占了英美文章的60%~90%。但是,由于文体不同,作者亦选用归纳法(induction)的写作形式;即从个别到一般来论证或叙述,这时主题句就会位于段尾。此外,主题句有时还可能出现在段落的中间。需要特别指出的是,标题虽然与主题句密切相关,但它们又有区别:主题句对整篇起到统领作用,而标题是整篇表现的对象;主题句语

义明确,而标题则内涵深邃,标题常常隐含于主题句之中;主题句在词法和句法上是一个整句,而标题在结构上往往是单词或短语。因此,学生既要了解它们的共性,也要注意它们之间的差异,有时也用句子来表达。以下列举三段文章,以示主题句分别出现在文章中的不同位置,即段首、段中和段尾。需要说明的一点是,为了叙述的方便并考虑到篇幅的限制,只选单段短文为例(实际上阅读理解题中大部分是多段短文)。

### 例1 段首主题句

In rock music there is a distinct and almost overwhelming beat. No single beat is characteristic of the music today. But each song has an easily recognizable rhythm. As you listen to a song, your foot usually starts to pick up the beat. Before long, your body seems to be moving with it. Your head pounds with the beat, and there is no room for thought. Only the surge of the music is important. In its own way, rock music is dominant as the rock Gibraltar. Its message is an overgrowing emotional one.

在这一段文章中,作者开宗明义地指出“摇滚乐是一种节奏鲜明、令人震撼的音乐”,即,“In rock music there is a distinct and almost overwhelming beat.”是主题句。以下句子都是围绕这一主题句而展开的,进一步说明摇滚乐如何使人随着它节奏的变化而为之所动,产生共鸣。请注意:第8、9句作者重申并总结了主题句,而不是说段尾是主题句。

### 例2 段中主题句

The Cherokee Indians, who considered themselves the “real people”, established their villages along the streams and rivers of what are now the Carolinas, Georgia, Virginia, and Kentucky. The building methods used by the Cherokee people reveal a unique civilization. The walls of their houses were constructed with large, sturdy posts planted at three foot intervals. Smaller posts were used to fill in the intervening spaces. The posts were held in place by twigs and long grasses interwoven to provide strength and protection. To protect against the wind and cold, the woven walls were plastered with a mixture of grass and clay. This process also improved the appearance of the house and kept the posts from rotting. Many historians feel that these building techniques place the Cherokee at the forefront of early American Indians.

当对两种事物或某种事物的两个方面进行比较或对比时,主题句常在段落的中间显身。这种段落通常先提出一个论点并稍加发挥,接着出现主题句,提出不同的或相反的论点,然后展开论证。段中主题句具有过渡作用。一个民族的建筑技术和风格能反映出该民族的文明程度。这段对 Cherokee Indians 人的建筑技术的描述之目的正在于此,故主题句应为段中的“The building methods used by the Cherokee people reveal a unique civilization.”主题句之后的句子是具体描述 Cherokee Indians 人的建筑特色以及他们所表现出的聪明才智。

### 例3 段尾主题句

Albert Einstein, one of the world's geniuses, failed in his university entrance examination on his first attempt. William Faulkner, one of America's noted writers, never finished college because he could not pass his English courses. Sir Winston Churchill, who is considered one of the masters of the English language, had to have special tutoring in English during elementary school. These few examples show that failure in school does not always predict failure in life.

段尾主题句具有结论作用,是对前面句子的归纳总结。在这种段落中,主题句先不浮现,而是先讲述许多细节,然后在段尾予以归纳,得出中心结论。这种段落结构往往使读者产生悬念,达到特殊的表达效果。本段文章通过列举三个实例的方式而得到最终的结论“上述事例表明:学校里的失败并不意味着人生的失败”,即该段的主题句“These few examples show that failure in school does not always predict failure in life.”

**B. 概括和归纳出主题思想。**由于文章的体裁不同或由于阅读的短文是从长篇幅中节选的,所以阅读理解部分的文章是没有主题句的。这时就要靠读者自己概括或归纳隐含的主题思想了。概括主题可以从归纳每段的要点开始(大部分阅读理解文章都是由数段组成的),最后将各段要点集中概括并归纳出全文的主题思想。

例如:

Having no language, infants cannot be told what they need to learn. Yet by the age of three they will have mastered the basic structure of their native language and will be well on their way to communicative competence.

Acquiring their language is a most impressive intellectual feat. Students of how children learn language generally agree that the most remarkable aspect of this feat is the rapid acquisition of grammar. Nevertheless, the ability of children to grammatical rules is only slightly more wonderful than their ability to learn words. It has been reckoned that the average high school graduate in the United States has a reading vocabulary of 80,000 words, which includes idiomatic expressions and proper names of people and places. This vocabulary must have been learned over a period of 16 years. From the figures, it can be calculated that the average child learns at a rate of about 13 new words per day. Clearly a learning process of great complexity goes on at a rapid rate in children.

What is the main subject of the passage?

- A. Language acquisition in children
- B. Teaching languages to children
- C. How to memorize words
- D. Communicating with words

本段文章中未出现明确的主题句。但是,经过通读可以看出整篇都在谈论儿童学习语言的特点、方法及过程。研究儿童学习语言的语言学家认为,儿童到3岁时就会掌握母语的基本结构,接近交际能力。由此,我们可以得出结论:儿童的语言学习是本篇文章的主题,即答案A项。文中未提到教儿童学语言,只说过“没有语言,就不能告诉幼儿需要学什么”,所以,B项不予考虑;C项内容是如何记单词,文中并没有告诉我们记单词的方法,只是提出:“普通美国中学毕业生的阅读词汇是8万单词……这些词汇一定是经过了16年的时间才学到的”等等;D项涉及用语言进行交流,而文章并没有谈论“communicate”。

2. 事实细节题。在阅读理解中,大多数题目是专门为文章内容的细节而设计的,目的在于考查学习者对组成文章的主体部分的理解程度。常用以提问这类事实和细节的问题有两种:一种是要求找出文章中的重要事实或细节,这些常与 who、when、where、which 或 why 有关;另一种问题是辨认哪些细节在文章中没被提及,这些问题常有 except, not (mentioned/true), least 等字眼。这类题型的提问方式通常有:

- 1) According to the passage, who (what, where, which, when, why, how, etc.) ...?
- 2) All of the following are (not) true, except \_\_\_\_\_.
- 3) Some people do sth. because \_\_\_\_\_.
- 4) Somebody is... because \_\_\_\_\_.
- 5) The author states all of the items listed except \_\_\_\_\_.
- 6) The author (The writer) mentions all of the items listed below the following except \_\_\_\_\_.
- 7) The author takes that \_\_\_\_\_.
- 8) What time does the writer think is \_\_\_\_\_?
- 9) What does the author pay least attention to \_\_\_\_\_?
- 10) What causes \_\_\_\_\_?
- 11) Where in the passage does the author describe \_\_\_\_\_?
- 12) Which of the following best characterizes the main feature of \_\_\_\_\_?
- 13) Which of the following is true (correct) ?
- 14) Which of the following is false (incorrect, unusual, not included) \_\_\_\_\_?
- 15) Which of the following does the author want to illustrate in discussing \_\_\_\_\_?
- 16) Which of the following is not a result of \_\_\_\_\_?
- 17) Which of the following is not mentioned \_\_\_\_\_?
- 18) Why does the author mention \_\_\_\_\_?

上述这类问题用语,它们拥有一个共同点:都属于正误选择。因此,为了正确回答这一类题目,学习者要在通读全文、掌握文章的中心大意的基础上,首先要仔细看懂问题,明确问的是什么,带着问题去阅读文章,然后按照题意进行寻读,找到解题范围后应迅速排除明显的干扰项,采用“层层剥笋”的方式筛选剩余项,选择的范围越小,判断问题的准确率就越高。同时,提请注意的是,事实与细节题的答题依据必须是所读短文本身提供的信息,学习者绝不能根据自

己的主观假设及推测或是仅凭自己的观点、常识决定取舍。

例如：

Some Japanese still get married by parents' arrangement. Yoshio and Hiromi Tanaka, a young Japanese couple living in the United States, told the story of their arranged marriage. "We didn't marry for love in the Western sense. We got married in the traditional Japanese way. Our parents arranged our marriage through a matchmaker. In Japan, we believe that marriage is something affecting the whole family rather than a matter concerning only the young couple. So we think it is very important to match people according to their social background, education and so on. When our parents thought it was time for us to get married, they went to a local matchmaker and asked her for some suggestions. We discussed the details and looked at the photos she sent, and then our parents asked her to arrange a 'marriage interview' for the two of us."

A Japanese marriage interview is held in a public place, such as a hotel or a restaurant, and is attended by the boy and the girl, their parents and the matchmaker. Information about the couple and their families is exchanged over a cup of tea or a meal. Then the boy and the girl are left alone for a short time to get to know each other. When they return home they have to tell the matchmaker whether they want to meet again or not.

- 1) According to the passage, some Japanese parents think of their children's marriage as \_\_\_\_\_.
  - A. a private affair of their children
  - B. an important matter having influence on the whole family
  - C. an opportunity to show their wealth and social positions
  - D. an opportunity to show their love for children
- 2) Which of the following is not a role played by the matchmaker?
  - A. Providing the information the families need
  - B. Arranging the marriage interview
  - C. Attending the marriage interview
  - D. Making arrangements for the wedding

本文共选录了两段。第一段谈论传统的日本家庭看待婚姻的态度：婚姻不只是青年男女之间的私事，它对男女双方的家庭都会产生影响。根据 1) 题的提问内容，可参考第一段第六句话，日本人认为结婚是整个家族而不是两个年轻人的事情，故应选答案 B；第二段进一步谈及男女双方在父母及媒人的安排下如何相亲见面。根据 2) 题的问题要求，第二段第一句提到媒人参与相亲之事，故应选答案 D。

3. 词句释义题。在阅读理解测试中，词句释义题也是一个常见题型。它主要用来测试学习者依据上下文判断词汇、短语和句子含义的能力。常见的这类题型有：

- 1) "... in the context of the passage refers to (stands for) \_\_\_\_\_.
- 2) "... , as used in the passage, can best be defined as \_\_\_\_\_.
- 3) According to the passage, what's the meaning of \_\_\_\_\_?
- 4) As used in the passage, the phrase "... suggests \_\_\_\_\_.
- 5) By "... the author/the writer (probably) means \_\_\_\_\_.
- 6) From the passage, we can infer that the word "... is \_\_\_\_\_.
- 7) In line...the word "... most probably means \_\_\_\_\_.
- 8) In line...the word "... could best be replaced by \_\_\_\_\_.
- 9) In this passage, the word "... means \_\_\_\_\_.
- 10) The author uses the phrase "... to illustrate \_\_\_\_\_.
- 11) The word "... in line... refers to (most probably means) \_\_\_\_\_.
- 12) The word "... as used by the author, most nearly means \_\_\_\_\_.
- 13) The expression "... (line..., paragraph...) is closest in meaning to \_\_\_\_\_.
- 14) What does the author probably mean by "... in ...Paragraph \_\_\_\_\_?

在阅读理解测试中,学习者感到最大的难题就是生词,尤其是当遇到一两个关键的词不认识时,他们就会显得紧张不安,束手无策。鉴于此,要想提高阅读能力,学习者必须得掌握一定量的词汇。即便如此,在阅读过程中遇到生词亦不足为怪,这是由于我们所阅读的材料题材广泛、内容繁杂所致。一般而言,词句释义题分为词汇释义题和句子释义题两种。所谓词汇释义题,就是考查学习者对文章中的某些词或词组含义的理解。这些词或词组中的有些是常用的,但其词义已有所扩延;有些虽然是常用词,然而出现在文章中的词义往往是平时学习时容易被忽略的词义。而大部分被测试的单词完全是生词。在此情况下,出题人就是想测试学习者猜测词义的技能。因此,对于这类题型,学习者可采用以下的应对策略:

根据上下文推断词义。有时,在一篇文章中,作者估计到某个词为一般读者不熟悉,就常常采取直接定义或用其它方式进行解释的办法。这种解释也可能是一种重述,在这种重述中往往包含前面某个生词的词义;或者提供一些暗示;或者利用举例;或者利用比较、对照关系,等等。

例如:

George Washington Carver showed that plant life was more than just food for animals and humans. Carver's first step was to analyze plant parts to find out what they were made of. He then combined these simpler isolated substances with other substances to create new products.

The branch of chemistry that studies and finds ways to use raw materials from farm products to make industrial products is called chemurgy. Carver was one of the first and greatest chemurgists of all times. Today the science of chemurgy is better known as the science of synthetics(合成学). Each day people depend on the use syntmaterials made from raw materials. All his life Carver battled against the disposal of waste materials, and warned of

the growing need to develop substitutes for natural substances being used up by humans.

According to the passage, "chemurgy" can be defined as the \_\_\_\_\_.

- A. combination of chemistry and metallurgy
- B. research on chemistry of the soil
- C. study of the relationship between sunlight and energy
- D. development of industrial products from farm products

答案为 D。该题要求找出 "chemurgy" 一词的确切定义, 在原文的第二段中, 作者写道 "The branch of chemistry that studies and finds ways to use raw materials from farm products to make industrial products is called chemurgy." 这就是给出的定义, 即: 农业化学是化学的一个分支, 它研究和探索运用农产品原材料去制成工业产品的方法和途径。因而 D 项全面概括了 "chemurgy" 的概念。

根据构词法推断词义。依据所学的构词知识, 分析生词的构成, 善于解剖词的词根、前缀和后缀; 同时, 注意生词在文章中的词性, 看看它们在文中与哪些词搭配使用, 再结合自己的其它知识, 推测出它们在句中的含义。

例如:

How are people working to save whales? Some worried people are working to save the whales through legal means, by using the law. These people attend meetings of whaling commissions to ask whalers, the hunters, to reduce the number of whales that can be killed in a year. They also work within countries to persuade lawmakers to make whaling against the law and to make the use of whale products illegal too.

- 1) "Through legal means" means \_\_\_\_\_.
  - A. in a worried way
  - B. by attending meetings
  - C. by killing whales
  - D. by using the law
- 2) The word "whalers" in line 4 means \_\_\_\_\_.
  - A. a kind of whale
  - B. whale eaters
  - C. whale hunting
  - D. whale hunters
- 3) In the last line, the word "illegal" means \_\_\_\_\_.
  - A. right
  - B. unusual
  - C. within the law
  - D. against the law

1) 答案 D。参见其后的重述 "by using the law", 二者同义;

2) 答案 D。"whalers" 一词由 "whale" 加后缀 "er" 构成, 再联系其后的重述 "the hunters", 可以推测出其词义, 即捕鲸者;

3) 答案 D。见原文最后一句, 其中 against the law 即违法之意。从构词上看, il-是否定



前缀, 加在 legal(合法的)之前, 其意变成了“不合法”。

4. 推理判断题。判断和推理的能力对深刻理解一篇文章十分重要, 特别是对理解作者字里行间的言外之意以及作者的观点、写作意图和态度至关重要。所以, 这也是阅读理解测试中常见的题目内容。下面是判断、推理的一些常见的表达方式:

- 1) An inference which may (not) be made from the passage that \_\_\_\_\_.
- 2) Based on the passage, we can assume that \_\_\_\_\_.
- 3) By ... the author implies (suggests, indicates) that \_\_\_\_\_.
- 4) From the passage we can draw the conclusion that \_\_\_\_\_.
- 5) From the passage, it can be inferred that \_\_\_\_\_.
- 6) Which of the following publications would most probably discuss \_\_\_\_\_.
- 7) It can be concluded (inferred, seen) from the passage that \_\_\_\_\_.
- 8) It is implied (indicated, suggested) in the passage that \_\_\_\_\_.
- 9) The paragraph following the passage would most probably discuss \_\_\_\_\_.
- 10) The passage implies (suggests) that \_\_\_\_\_.
- 11) We can learn from the passage that the author is \_\_\_\_\_.
- 12) We can infer (assume, deduce) that \_\_\_\_\_.
- 13) What can be concluded about?
- 14) What is implied in the sentence(s) ...?
- 15) What would the paragraph preceding this passage probably discuss \_\_\_\_\_?
- 16) Where did this passage most probably appear?
- 17) Which of the following can be inferred (concluded) from this passage?
- 18) Which of the following conclusions could best be drawn from the passage?

这类题目常常要求学习者推断文章的含义和引申意思, 根据文章所提供的部分信息或文章的含义进行归纳, 判断所节选文章的某一部分的内容要点, 有时甚至要求推断作者的身份。因此, 这类题目有一定的难度。建议学习者将该题目放到后面去做, 先做其它类型的题目。这样不仅可以节省时间, 而且还可以帮助理解文章, 最后再做推理判断题和主旨大意题。做这类题目一定要体味作者的“言外之意”, 从字字句句中捕捉信息, 注意排除命题人故意设置的“陷阱”, 即“真明述, 假暗指”。解这类题最好选用排除法。

判断推理有两种类型: 一类为简单推理, 另一类为复杂推理。简单推理是以文章中的表面文字信息为前提进行推理和判断, 其推理方式比较直接, 只须在文章已知信息与表层结构的基础上推理。

例如:

How much change has really occurred in the family and what are the implications of these changes? First, the household size has changed greatly since 1790. From 1790 to 1978 the mean family size was cut in half from 5.79 persons to 2.81 persons. In 1790 almost 63 percent of all persons lived in the households of five or more people. By 1978 the size account-