

《大学英语》  
英语考试辅导丛书

# 大学英语

## 阅读理解讲座和练习

多项选择·英译汉·简短回答题  
(修订第三版)

汪家扬 李俊峰 编著



COLLEGE ENGLISH READING COMPREHENSION

## 图书在版编目(CIP)数据

大学英语阅读理解讲座和练习:多项选择、英译汉、简短回答题/汪家扬,李俊峰编著. —北京:中国大地出版社,1996.12

ISBN 7-80097-120-1

I. 大… Ⅱ. ①汪…②李… Ⅲ. 英语-高等学校-习题  
Ⅳ. H31-44

中国版本图书馆CIP数据核字(97)第01486号

## 大学英语阅读理解讲座和练习

(修订第三版)

汪家扬 李俊峰 编著

中国大地出版社出版发行

(100081 北京市海淀区大柳树路21号)

北京光华印刷厂印刷 各地新华书店经销

787×1092 1/32 印张:10.5 字数:250千字

1997年3月 修订第3版 1997年3月第1次印刷

印数: 10 000册

ISBN 7-80097-120-1/H·6 定价:12.60元

大地版图书印 装错误可随时退换

# 前 言

阅读能力的培养在大学英语基础阶段的教学中占有重要的地位。国家教委颁布的《大学英语教学大纲》将阅读能力的要求置于各项能力要求之首。因此,如何抓好学生阅读能力的训练是大学英语教学中迫切需要解决的问题。我们从教学实践中体会到,提高学生的阅读能力,除了要学好基础阅读课、打牢语言基本功以外,还必须有针对性地培养基本阅读技能,进行必要的阅读能力强化训练。根据阅读能力训练的实际需要,我们编写了这本书,供大学英语的学生使用。

本书共分三部分。第一部分以讲座形式,分六讲对阅读方法以及基本阅读技能进行了系统的介绍。每一讲之后均配有内容丰富、形式多样、针对性强的练习。第二部分为阅读理解实例解析,以题解的方式,对两组文章(共8篇)的问题进行分析,以示范各种阅读技能的综合运用。第三部分参照大学英语四级考试的模式安排了20单元的阅读测试练习(每单元4篇),给学生提供大量的阅读实践,同时也可以使他们检测自己阅读能力提高的情况。

本书的特点是,从确立基本概念、理顺思路入手,通过由浅入深、循序渐进的练习,对各项基本阅读技能逐一进行训练,进而系统地培养和提高学生的综合阅读能力。阅读素材绝大多数选自近年出版的英美书刊资料,题材多样,语言规范。试题题型分布合理,具有典型性,有利于提高学生的阅读能力和应试能力。

本书初本在我院已经过多年使用,取得了较好的效果。在历次全国大学英语四级统考中,我院学生的阅读成绩都很

突出(见下表)。 我院及全国各类高校 86, 87, 88 级学生  
大学英语四级统考阅读单项成绩表:

	86 级考生	87 级考生	88 级考生
全国高校	22.33	22.05	25.80
重点高校	27.21	27.38	28.05
我院	33.71	33.22	33.57

本书可作为大学英语的配套教材,由教师组织教学;也可由教师安排进度,学生自学,并由教师组织讨论和讲评。本书宜在三级或四级教学中使用。

编著者

一九九一年一月

于南京海军电子工程学院

## 修订第二版说明

为了改进全国大学英语四、六级考试,提高考试的效度,使考试对教学有较好的反拨作用,全国大学英语四、六级考试委员会决定从1996年1月的全国大学英语四级考试开始,陆续采用各种新题型。某次考试中采用什么试题形式事先不公布。第一批和第二批公布的涉及到书面材料理解的新题型有“英译汉”和“简短回答题”。

为使学生熟悉“英译汉”和“简短回答题”这两种新题型,我们在讲座后增补了关于测试书面理解能力的新题型的内容,并在书中增加了相应的练习。在阅读测试练习部分每个单元后均增加了英译汉练习;在第十九、二十单元后增加了简短回答题练习。读者可根据实际情况选用。

本次修订中还替换了少数阅读练习素材,使之更适合教学和训练的需要。

编者  
一九九七年一月

# 目 录

<b>第一部分 阅读理解讲座</b> .....	( 1 )
第一讲 阅读理解概述 .....	( 1 )
第二讲 如何抓主题思想 .....	(10)
第三讲 如何查找特定细节 .....	(31)
第四讲 如何进行判断和推理 .....	(52)
第五讲 如何确定作者的观点和态度 .....	(73)
第六讲 如何猜测词义 .....	(82)
增 补 关于测试书面理解能力的新题型 .....	(92)
<b>第二部分 阅读理解实例解析</b> .....	(96)
Unit One .....	(96)
Unit Two .....	(108)
<b>第三部分 阅读测试练习</b> .....	(119)
Unit One .....	(119)
Unit Two .....	(129)
Unit Three .....	(139)
Unit Four .....	(148)
Unit Five .....	(157)
Unit Six .....	(166)
Unit Seven .....	(175)
Unit Eight .....	(184)
Unit Nine .....	(194)
Unit Ten .....	(204)
Unit Eleven .....	(214)
Unit Twelve .....	(224)
Unit Thirteen .....	(233)
Unit Fourteen .....	(242)
Unit Fifteen .....	(251)
Unit Sixteen .....	(261)
Unit Seventeen .....	(271)
Unit Eighteen .....	(280)
Unit Nineteen .....	(289)
Unit Twenty .....	(302)
<b>第四部分 练习答案</b> .....	(314)

# 第一部分 阅读理解讲座

## 第一讲 阅读理解概述

### Introduction

在被称为信息时代的今天,阅读是人们获得科学发展最新信息的重要途径。从学生毕业后的实际需要来看,他们要从浩如烟海的外语资料中获得有关信息,没有较强的阅读能力是不行的。因此,提高阅读能力越来越受到人们的重视。一九八五年国家教委颁布的《大学英语教学大纲(理工科)》对各项语言技能提出明确的要求,即:较强的阅读能力,一定的听的能力以及初步的写和说的能力,把阅读能力放在英语各项基本技能的首位。大纲还具体规定了学生经过大学英语基础阶段的学习,在阅读能力方面要达到的基本要求(四级)和较高要求(六级)。基本要求为:掌握基本阅读技能,能顺利阅读并正确理解语言难度中等的一般题材文章和科普、科技读物,阅读速度达到每分钟 50 词。阅读难度略低、生词不超过总词数 3% 的材料时,速度达到每分钟 80 词,阅读理解的准确率以 70% 为合格。较高要求为:掌握较高的阅读技能,能顺利阅读并正确理解语言难度较高的一般题材文章和科普、科技读物,阅读速度达到每分钟 70 词。阅读难度略低、生词不超过总词数 3% 的材料时,速度达到每分钟 120 词,阅读理解的准确率以 70% 为合格。在大学英语四级、六级考试中阅读理解部分均占总分的 40%。因此,对学生来说,要顺利完成大学英语学习,达到大纲的要求,特别是真正地学会把英语作为获取信息的工具,加强阅读训练是十分重要的。

阅读能力的提高是由很多因素决定的,在本讲中,我们着重讨论在大学英语学习中与阅读能力的发展密切相关的几个因素。

#### 一、学好基本语言知识

扎实的语言知识是各项语言能力的基础。对提高阅读能力来说更是如此。首先,学生要熟练掌握大纲要求的词汇量。大纲对此规定的基本要求为 3800—4000 个词。在大学英语四级考试中,阅读理解部分生词量不超过 3% 是以该标准来衡量的。如果词汇掌握不好,对考生来说,生词就会大大增加,就难以顺利地进行阅读

了。(至于如何处理在阅读中遇到的未生词,我们在第六讲中要作专门讨论。)其次要熟练掌握英语的语法及习惯用法。由于语法基础不牢,学生在阅读中遇到结构复杂的句子和难点,往往不知所措。因此,在大学英语基础阶段的学习中,要系统地归纳总结所学的语法知识,并通过练习达到熟练运用。这样,才能在阅读中迅速掌握各种语言形式所传递的确切信息。在遇到结构复杂的句子时,学生还可借助语法分析的方法来理解其意义。总之,打好语言基本功是提高阅读能力的前提。

## 二、进行必要的阅读实践

阅读能力的提高离不开阅读实践。在学好语言知识的基础上,我们还必须有足够的阅读实践。只有在大量的阅读中,我们才能建立语感,掌握正确的阅读方法,提高阅读技能。因此,在大学英语基础阶段一定要按大纲的要求完成必要的阅读量。在阅读中,还要有意识地看一些有关英国、美国社会文化背景的材料和科普读物,不断扩大自己的知识面,这对于自己理解能力的提高是大有益处的。

## 三、学会正确的阅读方法

阅读速度是衡量阅读能力的重要方面。很多学生之所以读不快,是因为没有掌握好正确的阅读方法。他们习惯于在不加限定的时间内,对一小块文章精雕细琢。这就导致了他们逐词阅读接受信息的习惯,从而大大影响了阅读速度的提高。学生中常见的不良阅读习惯有:“指读”,即为了“集中注意力”,用手指或笔尖指着文章逐词阅读。一遇到生词,阅读即停顿下来,无法在通篇理解的基础上继续进行阅读;“回读”,即在阅读中遇到生词或不熟悉短语时,返回句首甚至段首重读;如果遇到长句时,常常反复多次;以及“译读”,即在阅读过程中,不断地进行词、短语乃至句子的翻译,通过译成母语来达到理解。有了这些不良阅读习惯,要以较快的速度从大量材料中捕捉有关信息,的确是十分困难的。因此,我们必须养成良好的阅读习惯,不是逐词阅读,而是按意群扫视、连贯阅读;不是拘泥于个别词句的理解,而是力求融汇贯通、掌握通篇的中心思想;不是通过翻译来理解,而是使英语的文字在大脑里直接产生意义。只有这样,阅读速度才能加快,理解的准确率才会提高。

然而,根据不同的阅读目的,我们可以采用不同的方法。一般



来说,阅读方法有快读,查读和研读三种。

### 1. 快读 (Skimming)

快读的目的是用浏览全文的方法了解文章的大意和主题思想,并对文章的结构有个总的概念。顾名思义,快读时,速度要快。一般地说,250字左右的短文要求在二、三分钟内看完。快读时精力必须十分集中,不必去记忆细节;遇到个别生词及难懂的词句,均应略过,以求对全文总体意思的了解。为了更好地抓住全文的中心思想,在快读时要留心文章中某些反复出现的词语,这些往往与文章的主题有关。快读时,还应特别注意文章的开始段和结束段以及文章中每一段的段首句和结尾句,因为它们往往是对文章内容最好的概括。

### 2. 查读 (Scanning)

查读的目的主要是为了寻找文章中某些特定的信息。在查读时,目光要自上而下、一目数行地寻视与答题内容相关的词句,与此无关的内容要很快掠过。当回答有关 who, what, when, where 等文章细节问题的时候,用此方法我们一般都可很快找到答案,可以说“一查即得”。但是如果遇到有些与文章上下文有关的问题如: why, how 等,难以找到现成的回答,这时首先需要通过查读,找到文中与答题内容相关的范围,然后再用下面要讨论的“细读”方法,方可得出准确的答案。

### 3. 研读 (Reading for full understanding)

找到文章中的有关范围以后,即在此范围内逐句阅读,特别是对关键词、句要仔细琢磨,以便对其有较深刻、较准确的理解和掌握。不仅要理解其字面意思,而且要通过推理和判断,弄清文章中“字里行间”潜在的意思。在细读中,对没有学过的生词,可根据上下文或自己的背景知识等来推测其意义;对难以看懂的长句,可借助语法手段,对其加以分析,以达到透彻的理解。

需要指出的是,在一篇文章的阅读过程中,我们常常要根据不同的要求采用不同的阅读方法。总的来说,在正式考试中,阅读理解部分可参照下列步骤进行。首先用“快读”的方法浏览全文,以了解中心思想及大意。在此基础上,可根据要回答的问题,用“查读”的方法,或(查到文章中与答题内容有关的范围后)用“细读”的方法,来确定答案。回答问题时,可在文章中划出关键词句,以此作为答题的依据。全部问题答完之后,如时间允许,可再快读一遍全

文,核实一下所确定的各题的答案是否符合文章的中心思想。

要提高阅读理解的能力,还必须掌握各项必要的阅读技能。在下面几讲中,我们将分别介绍五种基本的阅读技能,即:如何抓主题思想,如何查找主要事实或特定细节,如何进行判断和推理,如何确定作者观点和态度以及如何猜测词义。

## Exercises

1. Read the following and try to finish reading each phrase at a single glance. Make your eyes move across the page with a smooth, even rhythm.
  1. Successful improvement \ of your reading \ depends upon your eagerness to improve \ and your willingness to practice. \ Your teacher \ can guide you, \ but only you \ can do your own reading. \ No one else \ can do it \ for you.
  2. Canada's native population \ consists of two groups, \ the Indian \ and the Eskimo. \ Both groups \ are thought to have crossed \ from Asia \ by way of the Bering Sea \ several thousand years \ before the arrival \ of Europeans \ in North America.
  3. \ In 1976 \ the United States \ landed two spacecraft \ on the surface \ of Mars. \ The landers have devices \ to perform chemical analyses \ of the soil \ in search of evidence \ of life on the planet. \ So far, \ however, \ the results \ have been inconclusive.
  4. Four hundred years ago \ nothing like a modern telescope \ existed. \ Then spectacle makers in Holland \ noticed that \ when certain lenses \ were used in pairs \ at the right distance apart, \ they magnify (放大) things.
- The first man \ to make a powerful microscope \ was a Dutchman \ named Leeuwenhoek, \ who was born in 1632. \ His instruments \ could magnify things \ to three hundred times \

their actual size.

**II. Skim the following passage and choose the best answer to the question.**

In an experiment, several people were put in an airtight room. The air soon became warm and moist. The amount of carbon dioxide increased, and the amount of oxygen decreased. Everyone felt very uncomfortable. Then, without letting in any fresh air, an electric fan was turned on. Almost as soon as the air was set in motion, everyone became comfortable again.

These experiments and many others show that the moisture, temperature and movement of indoor air are of more importance than the amount of oxygen or carbon dioxide that it contains. Air that contains a little less than the usual amount of oxygen is not dangerous to breathe.

Without proper ventilation(通风), the air of a room in winter may become as dry as that of the Sahara Desert. In very dry air the temperature must be 80 degrees Fahrenheit or more before we feel warm enough. Dry air causes the skin and the linings of the nose, throat, and air tubes to become dry. When this happens, germs are able to break through these linings very easily.

The best title for this selection would be \_\_\_\_\_.

- (A) Air Around Us      (B) Indoor Air  
(C) Pollution      (D) Oxygen and Carbon Dioxide

**III. Read the following questions and then scan the passage below looking only for the information needed to answer them.**

1. When did the Seven Years War end? ( In \_\_\_\_\_ . )
2. How big was the French population at the end of this war? (About \_\_\_\_\_ . )
3. What law was passed in 1774? ( \_\_\_\_\_ . )
4. Which law is the basis of Quebec's criminal law, English law or French law? ( \_\_\_\_\_ . )

The war which forced France to give up all her claims in Canada started in 1756. This war, known as the Seven Years War, ended with the signing of the Treaty of Paris in 1763. By this treaty, England was recognized as the only colonizing power of all of North America east of the Mississippi. The French population, which numbered around eighty thousand at this point, now all came under British rule.

In order to win the confidence and gain the loyalty of the French settlers in Canada, the British government passed the Quebec Act in 1774. By recognizing the Catholic Church, the Quebec Act assured the settlers of religious freedom. It also satisfied the settlers by retaining French civil law for all civil cases. However, English criminal law was introduced for all criminal cases. This continues to be the basis of the law in the province of Quebec, whereas the law in the rest of Canada is based solely on the English system.

**IV. Read each of the following sentences carefully and choose the answer that is closest in meaning to the original sentence.**

1. The F-15, the replacement for the now outmoded F-14, can fly over 200 miles per hour faster than the older model.
  - (A) The F-15 can fly at over 200 miles per hour.
  - (B) 200 miles per hour faster than its predecessor, the F-15 has replaced the F-14.
  - (C) The F-14 was able to outmode the F-15, though the F-15 flies faster.
  - (D) The older model F-14 was flown over 200 miles per hour though not as fast as the replacement F-15.
2. A limited number of students with bachelor's degrees from accredited (立案的) colleges or universities will be selected for the program.

- (A) A few selected students will hold degrees from accredited colleges or universities.
  - (B) An accredited college or university will select a few students who hold degrees.
  - (C) A few students who hold degrees will select an accredited college or university.
  - (D) The program will include a few students who hold degrees from accredited colleges or universities.
3. Children that grow up in poverty tend, on the average, to do poorly on tests of intelligence.
- (A) Children reared in poor families are generally not as intelligent as rich children.
  - (B) Behind the poverty trend is an assumption that children are stupid.
  - (C) Children from poor families have a tendency to achieve low scores on intelligence tests.
  - (D) Intelligence tests are poorly administered to children with a poor background.
4. Parents have become increasingly concerned about the television viewing habits of their children--so much so that families are beginning to censor (审查) the programs that enter their homes.
- (A) Families watch television together more often now than in the past so that they can decide whether shows are desirable or not.
  - (B) Families with televisions are not as close as families without televisions because the former argue more about program choices.
  - (C) Although parents worry about the programs that their children watch, they find it very difficult because censorship is not what it used to be.
  - (D) Because of their concern over the television programs that

are aired, many parents are deciding which programs they will allow their children to watch.

V. Read the following passage and choose the best answer to each question.

The most amazing thing about education in the United States is the number of avenues of reentry it offers. The doors are never closed. People of any age and in any location may pick up again where they left off. A large part of those who receive college degrees had interrupted their studies for a time and returned to take them up once more. Many ways are open for continuing education outside the regular school system. Members of the armed forces may enroll in correspondence courses to complete high school or college work. Every department in the federal government provides opportunities for employees to take courses. There are 35,000 private schools which offer courses for adults in trades and other interests. These pathways for beginning again are open to everyone and millions of Americans follow them every year.

1. The best title for the passage is \_\_\_\_\_.
  - (A) College Education System
  - (B) College Education in the Army
  - (C) Continued College Study in the Army
  - (D) Opportunities to Continue College Study
2. Which of the following statements is true?
  - (A) Most people like to interrupt their studies and return to school later.
  - (B) The U. S. government provides many kinds of education for its people.
  - (C) The officers and employees hardly have any opportunity to study.
  - (D) Only white-collar workers can pick up correspondence courses.
3. It can be inferred from the passage that \_\_\_\_\_.

- (A) soldiers may enter any colleges in the United States
  - (B) soldiers may study in the department of the federal government
  - (C) soldiers may continue their studies in the army college
  - (D) soldiers may take courses of academic study while they are working in the army
4. The author's attitude towards education in the United States may be best described as \_\_\_\_\_.
- (A) praising
  - (B) strongly opposed
  - (C) indifferent
  - (D) not clear
5. In line 2, "avenues of reentry" means \_\_\_\_\_.
- (A) regular school system
  - (B) amazing location
  - (C) opportunities to begin again
  - (D) correspondence courses

## 第二讲 如何抓主题思想

### How To Grasp The Main Idea

主题思想 (the Main Idea), 也称作中心思想, 是作者在文章中要表达的核心内容, 也是作者自始至终要说明的问题。能否抓住一篇文章的主题思想, 体现了读者总结、概括和归纳事物的能力。把握了主题思想也有助于对文中具体内容的理解。因此, 可以说, 找出主题思想是一项最重要的阅读技能。在学习抓主题思想的过程中, 我们着重注意以下几个问题。

一、抓主题思想, 我们首先要学会识别文章中那些最根本、最具有概括力的信息。这种信息应能归纳和概括文中其它信息所具有的共性。

例一:

Directions: Choose the most general word.

- (A) chemist
- (B) physicist
- (C) scientist
- (D) biologist

该问题要求找出最有概括性的词。(C) scientist 符合题意, 因为它包括了 chemist, physicist 和 biologist, 而 (A), (B) 和 (D) 都指某一具体学科的科学家的词, 不能概括其它的词。因此, scientist 最有概括性。

例二:

Directions: Choose the most general sentence.

- (A) The hotel offers complimentary coffee from 7 to 10 a. m. daily.
- (B) There are many reasons why guests feel at home at the Glorietta Bay Inn.
- (C) The coin-operated laundry room has an ironing board.
- (D) There are a number of extra services at the Glorietta Bay Inn including baby sitting.

(A), (C), (D) 都是从不同的侧面说明旅馆的服务情况, 相互



间并无联系。而(B)却概括了(A),(C)和(D)的共性的东西,即:为什么旅客住在这家旅馆里有宾至如归的感觉。因此,(B)符合题意。倘若在一段文章中包含了以上(A),(B),(C),(D)几条信息,那末,(B)就是该段中心思想。由于同样的道理,如果在一篇文章中,作者分段叙述几方面的内容,那末,这些段落所围绕和要说明的问题就是该文的中心思想。

例三:

Directions: Choose the main idea of an article. (Following are the topic sentences of an article.)

1) A mounting body of evidence suggests that fighting violence with violence rarely stops a crime in progress and greatly increases the chances of changing a robbery into a violent attack on the victim. ...

2) One report shows that at least 100 thousand handguns are stolen from private owners each year, the vast majority during burglaries. ...

3) Moreover, a study of robberies in eight American cities states that in less than 4 percent of the crimes did the victim have the opportunity to use a weapon. ...

Which of the following best reflects the main idea of the article?

(A) What Happens to the Victims of Crime?

(B) Is Your Family Safe?

(C) Should You Arm Yourself Against Crime?

第一段和第三段提到了 victims (受害者), 第二段中提到了入室行窃, 但是这三段说明的共同问题是人们是否应拿起自卫武器来反对犯罪行为。因此只有选择(C)才能概括这三段所共同说明的问题, 也就是此文的中心思想。

二、主题思想应能恰如其分地概括文中所阐述的内容。面不能太窄, 即: 不足以概括全部内容; 但是面也不能太宽, 即: 包含了文中没有阐述的内容。

例四:

Directions: Read the following passage and choose the best central