

高中

英语

阅读理解

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北京市海淀区特高级教师
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联合编写

各个击破
丛书



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延边人民出版社

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名师点题 技巧解密

《英语周报》社编
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各个击破丛书

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前 言

《各个击破》丛书,顺应当今高考改革形势,在一版的基础上,进一步补充、修订、完善。使之更充实,更合理,更实用。编写过程中,我们全面回顾近几年高考试题,深入研究《教学大纲》和《考试说明》,准确把握高考的热点冷点,真正做到了重点强攻,难点详析,弱点密补。为了便于使用,我们根据学科特点,科学切分,每科一般分为二至四册,最多七册,每册独立成书。各册均由三个板块构成:考点例析、解题指导、典题精练。“考点例析”,选用近年高考试题,详尽解析,从而达到“解剖麻雀”,探求规律之目的;“解题指导”,意在让学生对高考各知识点,各种题型的解题规律方法有一个理性认识,交给学生解决实际问题的金钥匙;“典题精练”,精心编制和选用了足量的科学性强、训练价值高的练习题,对高考各知识点进行强化训练,实现由知识到能力的转变。可以说,本丛书既是学生自学应考的最佳资料,也是教师指导复习的理想用书。总之,我们想把最理想、最优化的创意奉献出来,使学生在熟悉各考点的基础上,构建知识体系,把握重点,突出难点,形成能力。由于时间、水平所限,书中纰漏在所难免,恳请批评指正。

编 者

2001年7月

各个击破丛书

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高中英语	《语法》《完形填空》《阅读理解》《短文改错》 《书面表达》《听力》《高考词汇表》
高中语文	《语基》《现代文阅读》《文言文阅读》《诗词鉴赏》 《写作》
高中数学	《代数一》《代数二》《平面几何》《立体几何》
高中物理	《力学》《热光原》《电磁学》《图象与实验》
高中化学	《基本概念与理论》《元素化合物》《有机物》 《实验与计算》
高中历史	《中国古代史》《中国近现代史》《世界近现代史》
高中政治	《政治常识》《经济常识》《哲学常识》
高中地理	《自然地理》《人文地理》
高中生物	《生物一》《生物二》

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篇章阅读理解的能力考查

在历年高考英语中,篇章阅读理解试题始终是一项最重要的考查内容,所占分数比重最大,已经成为高考英语试题的主体。阅读理解既是英语学习和英语测试的重要手段,又是英语学习最终目的的体现,是英语的直接使用。现代外语教学理论认为:阅读不是被动的、机械的接受型语言活动,而是一种智力活动,是一种创造性的思维劳动。它不仅涉及语音、语法、词汇这些最基本的语言要素,而且还包括许多非语言因素,诸如文化背景知识、思维的习惯等。

总的来说,高考英语篇章阅读理解试题对考生提出了如下的能力要求:

1. 丰富的英语词汇知识和巩固、扎实、熟练的英语语法知识。
2. 综合运用各项英语基础知识和阅读技巧,进行快速阅读、获取信息的能力。
3. 正确的阅读方法、科学的阅读技巧和合理的阅读速度(达到大纲规定的要求50~60W/pm)。
4. 正确分析认识文章结构,理解各段落、各层次之间的逻辑关系和表达方法。
5. 良好的学习品质,敏捷的思维活动,正确的思考习惯。要求善于捕捉信息,理解深刻,推导合理,判断准确。
6. 丰富的阅历,广博的知识,多样的背景知识。

阅读理解的能力要求,主要是通过短文后面的多项选择题进行检测的。总体说来,其能力要求内容主要包括如下几个方面:

- (1)理解作者的思想、观点和意图;
- (2)理解主题思想,进行总结概括;
- (3)理解支撑细节,其中包括词义、句义和段落大意;
- (4)透过表面文字,挖掘和理解文章的深层次含义。通过分析对比,总结归纳,推理判断等诸项思维活动,推导隐含的寓意。

从历年的高考试题来看,这种能力要求反映在多项选择题中,具体可分为:认定事实,理解主题,理解支撑细节,综合概括,推导结论,推理判断,联想猜测,辨别语气,理解人物性格,识别图型等等。如果把这些试题的考查内容概括起来。基本上可分为4类试题。①猜测词义试题,②理解认定事实试题(直接理解和语义转换理解),③归纳概括试题,④推理判断试题。

1. 猜测词义(Guessing at word meaning)

考生猜测词义的能力,即掌握一些猜测生词词义的方法,对排除阅读中某些生词的干扰,降低生词率,提高阅读速度和理解能力是必不可少的。这是考生英语阅读理解能力的一个重要组成部分。在做此类题型中,考生可以尽可能地利用上下文来猜测词义,即从已知推求未知。在用我们所熟悉的词或短语来猜测我们所不熟悉的词义时,应注意:(1)要对上下文已知部分进行逻辑推理;(2)有时还必须进行语法分析,特别注意判断词与词之间的关系;(3)有时也可依靠自己的常识和经验。

2. 理解认定(Understanding details)

在阅读测试中,这类试题占大部分。它多数是针对文章(段落)中的细节而设计的。这类题一般只针对文章中某一个特定的细节,也可能涉及若干个细节,或者针对文章的主要事实,或利用图表、图形、地图来表示信息等。此类题一般分两种。第一种是直接理解试题,这种题的答案与原意直接挂钩,在原文中一目了然,可以直接找到。这种题难度低,只要学生读懂文章,就能得分,属于低层次题。在历年试题中,除一般认定一个具体事实的题以外,还有以下一些常见的试题:

(1) Which of the following statements is true (false), according to the paragraph (passage)?

(2) In the passage, which of the following is mentioned (not mentioned)?

(3) All the following statements are not true (true) except _____.

(4) Choose the right order of the events given in the passage?

第二种是词义转换题。这种题常常是原文有关词语和句子的转换,而不能在原文中直接找到。它要求考生能理解原文中某个短语或句子的含义,从而找到与答案意思相同的词语和句子。这种题属于中档层次题,在历年高考试题中占较大比重。

3. 归纳概括题 (Summing up and Summarizing)

这类试题主要考查学生把握全文主题和理解中心思想的能力,也包括分析归纳文章的段落大意、重要情节、人物特征、环境特点的能力。这种试题要求考生能把握文章的总体,并真正理解主题和中心句;要求能较好地运用概括、判断、归纳、推理等逻辑思维的方法,难度较大,属于高层次题。在运用多项选择法考查考生这方面的阅读理解能力时,对大多数短文(段落)的主题(subject)、中心思想(main idea)、标题(title)或作者的写作目的(purpose),拟题大致有以下一些固定的提问方式:

(1) The subject of the paragraph (passage) is _____.

(2) The paragraph (passage) deals with _____.

(3) What topic is treated in the paragraph (passage)?

(4) The main idea of the paragraph (passage) is _____.

(5) From the paragraph (passage) we know that _____.

(6) The paragraph (passage) could be titled _____.

(7) Which of the following is the best title for the paragraph (passage)?

(8) What is the author's main purpose?

4. 推理判断题 (Making a judgement and an inference)

推理是要求考生在阅读过程中沟通外观和内容的、已述的和未述的含义。判断是要求考生以文章所提供的事实为依据,经过分析思考,形成这种或那种观点。它们都要求考生尽量考虑文中的全部信息和事实,在通盘理解文章的基础上去领会作者的言外之意,并作出正确的推理和判断。这就是对文章深层意义的把握,属于最高层次阅读理解题。

高考英语篇章阅读理解试题除了上述的能力要求外,在阅读的速度上也要求相当高。自1995年以来,高考英语试题大幅度地增加了阅读理解试题的文字量,从而进一步提高了阅读速度的要求。

因此,要想顺序通过这一题型的考查必须通过大量的阅读实践,方能掌握阅读理解的题型的能力要求,提高自己的阅读速度,以达到顺利通过高考这一目的。

编者
2001.7

Passage 1

Let children learn to judge their own work. A child learning to talk does not learn by being corrected all the time: if corrected too much, he will stop talking. He notices a thousand times a day the difference between the language he uses and the language those around him use. Bit by bit, he makes the necessary changes to make his language like other people's. In the same way, children learning to do all the other things they learn to do without being taught to walk, run, climb, whistle, ride a bicycle compare (比较) their own performances with those of more skilled people, and slowly make the needed changes. But in school we never give a child a chance to find out his mistakes and correct them for himself. We do it all for him. We act as if we thought that he would never notice a mistake unless it was pointed out to him, or correct it unless he was made to. Let him work out, with the help of other children if he wants it, what this word says, what the answer is to that problem, whether this is a good way of saying or doing this or not.

If it is a matter of right answer, as it may be in mathematics or science, give him the answer book. Let him correct his own papers. Why should we teachers waste time to such routine work? Our job should be to help the child when he tells us that he can't find the way to get the right answer. Let the children learn what all educated persons must some day learn, how to measure their own understanding, how to know what they know or do not know.

1. According to the passage, the best way for children to learn things is by _____ .
 - A. listening to skilled people's advice
 - B. asking older people many questions
 - C. making mistakes and having them corrected
 - D. doing what other people do
2. Which of the following does the writer think teachers should NOT do?
 - A. Give children correct answers.
 - B. Allow children to make mistakes.
 - C. Point out children's mistakes to them.
 - D. Let children mark their own work.
3. According to the writer, teachers in school should _____.
 - A. allow children to learn from each other
 - B. point out children's mistakes whenever found
 - C. correct children's mistakes as soon as possible

- D. give children more book knowledge
4. The passage suggests that learning to speak and learning to ride a bicycle are _____ .
- A. different from learning other skills B. the same as learning skills
C. more important than other skills D. not really important skills
5. The title of this passage could probably be _____ .
- A. Let Us Teachers Stop Work
B. Let Us Make Children Learn
C. Let Children Correct Their Exercises
D. Let Children Learn by Themselves

Passage 2

Faster Effective Reading

/Words:302 Minutes:7.5/

A higher reading rate, with no loss of comprehension, will help you in other subjects as well as in English, and the general principles apply to any language. Naturally, you will not read every book at the same speed. You would expect to read a newspaper, for example, much more rapidly than a physics or economics textbook-but you can raise your average reading speed over the whole range of materials you wish to cover so that the percentage (百分比) gained will be the same whatever kind of reading you are concerned with.

The reading passages which follow are all of an average level of difficulty for your stage of instruction. They are all about five hundred words long. They are about topics of general interest which do not require a great deal of specialized knowledge. Thus they fall between the kind of reading you might find in your textbooks and the much less demanding kind you will find in a newspaper or light novel. If you read this kind of English, with understanding at four hundred words per minute, you might skim(浏览) through a newspaper at perhaps 650—700, while with a difficult textbook you might drop to two hundred or two hundred and fifty.

Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speeds can be improved. Tests in Minnesota, U. S. A. , for example, have shown that students without special training can read English of average difficulty, for example, Tolstoy's *War and Peace* in translation, at speeds of between 240 and 250 words per minute with about seventy percent comprehension. Students in Minnesota claim that after twelve half-hour lessons, once a week, the reading speed can be increased, with no loss of comprehension, to

around five hundred words per minute.

1. According to the passage, the purpose of effective reading with higher speed is most likely to help you _____.
 - A. only in your reading of a physics textbook
 - B. improve your understanding of an economics textbook
 - C. not only in your language study but also in other subjects
 - D. choose the suitable materials to read
2. Which of the following does not describe the types of reading materials mentioned in the second paragraph?
 - A. Those beyond one's reading comprehension.
 - B. Those concerned with common knowledge.
 - C. Those without the demand for specialized knowledge.
 - D. Those with the length of about five hundred words.
3. The average speed of untrained native speakers in the University of Minnesota is _____.
 - A. about three hundred words per minute
 - B. about two hundred and forty-five words per minute
 - C. about sixty words per minute
 - D. about five hundred words per minute
4. According to the passage, how fast can you expect to read after you have attended twelve half-hour lessons in the University of Minnesota?
 - A. You can increase your reading speed by three times.
 - B. No real increase in reading speed can be achieved.
 - C. You can increase your reading speed by four times.
 - D. You can double your reading speed.
5. Where do you think the passage is taken from?
 - A. The introduction to a book on fast reading.
 - B. A local newspaper for young people.
 - C. A school newspaper run by students.
 - D. The introduction to an English textbook.

Passage 3

A poor traveller stopped under the tree to eat the boiled rice and vegetables which he had brought with him. A few metres away, there was a small shop by the side of the road where a woman was frying(油炸) fish and selling it to travellers. The woman watched the poor traveller carefully, and when he finished his food and began to go, she shouted rudely, "You haven't paid me for the fried fish!"

"But I have not had any fried fish!" he said.

"But everyone can see that you enjoyed the smell of my fried fish with your rice and vegetables," said the woman, "If you had not smelled the fish, your meal would not have been so pleasant!"

Soon a crowd collected, and although they supported the poor traveller, they had to admit that wind was blowing from the shop to the place where he had eaten, and that it had carried the smell of the fried fish to him.

Finally, the woman took the poor traveller to a judge, who said: "The woman says that the traveller ate his meal with the smell of her fried fish. The traveller agrees that the wind was blowing from the woman's shop to the place where he ate his rice and vegetables and that it carried the smell of her fried fish to his nose while he was eating, so he must pay for it. What does your fried fish cost?" he asked the woman.

"Twenty-five cents a plate," she answered, delighted.

"Then go outside together," said the judge. "There the traveller must hold up a twenty-five-cent piece so that its shadow (影子) falls on the woman's hand. The price of the smell of a plate of fried fish is the shadow of twenty-five cents."

1. Why did the traveller refuse to pay the woman for the fried fish?

Because _____.

- A. he was poor B. he was rude
- C. he was supported by a crowd
- D. he hadn't eaten her fried fish at all

2. When the judge asked the woman a question, she felt _____.

- A. excited B. anxious C. glad D. angry

3. Which of the following statements is true?

- A. The traveller bought the boiled rice and vegetables and ate them by the side of the road.
- B. The judge had no idea what the woman meant.
- C. In the fifth paragraph, the first "it" has the same meaning as the second "it".
- D. The woman got nothing but the shadow of twenty-five cents in the end.

4. What do you think of the judge after reading the passage?

- A. He was foolish. B. He was clever.
- C. He was neither foolish nor clever.
- D. He was kind enough to give the woman twenty-five cents.

5. What is the best title for the passage?

- A. The Smell and the Shadow B. A Poor Traveller
- C. A Rude Woman D. A Woman and a Traveller

Passage 4

SPECIAL EVENTS THIS WEEKEND

Captain Goodfellow

Do your children enjoy interesting stories, funny games, and exciting dances? Captain Goodfellow will be ready to teach all these things to children of all ages at the City Theatre on Saturday morning at 10:00, Free.

Walking Tour of the Town

Forget your worries on Saturday morning. Take a beautiful walk and learn about local history. Meet at the front entrance of City Hall at 9:30. Wear comfortable shoes!

Films at the Museum

Two European films will be shown Saturday afternoon at the Museum, Theater. See *Broken Window* at 1:30. The workers will be at 3:45. For further information, call 4987898.

International Picnic

Are you tired of eating the same food every day? Come to Central Park on Saturday and enjoy food from all over the world. Delicious and not expensive. Noon to 5:00 P.M.

Take me out to the Ballgame

It's October, and tonight is your last chance to see the Redbirds this year. Get your tickets at the gate. It might be cold...don't forget sweaters and jackets.

Do you want to hear "The Zoo"

"The Zoo", a popular rock group from Australia, will give their first U.S. concert tomorrow night at 8 at Rose Hall, City College.

1. You can probably eat Chinese, Italian, and Arab food _____.
A. at the front entrance of City Hall
B. at the ballgame
C. at 5:00 P.M.
D. at Central Park on Saturday
2. You can see movies at _____.
A. the City College B. the Museum Theater
C. the City Theater D. the Central Park
3. If you are going on the Walking Tour, don't forget _____.
A. your worries
B. your beautiful walk
C. your learning about local history

- D. your comfortable shoes
4. The Redbirds ballgame _____.
A. is in the afternoon B. is outside
C. is at the gate D. might be cold
5. "The Zoo" is _____.
A. a park with lots of animals there
B. U. S concert
C. a music group
D. going to give the concert at 8 A. M. tomorrow

Passage 5

Scientists used to explore(探测) on the surface of the ocean. Now they are exploring below the surface, too. They want to know about ocean water and the plant and animal life deep in the ocean.

In 1934 the scientist William Beebe dived 3000 feet below the surface in a hollow steel ball. In 1935 August Piccard dived 10 330 feet. In 1960 his son Jean dived to a depth of 35 800 feet.

All these early dives were deep. But the divers could not stay down for very long. They had to come back up to the surface after a few seconds. Scientists needed to stay down longer to study life below surface. Gradually they succeeded. Cousteau, a Frenchman, was able to keep men down to a depth of 36 feet for one month and to a depth of 90 feet for a week.

Now scientists are developing even better equipment. With this new equipment, men can stay below the surface for days or even weeks. In 1962 Cousteau set up a research station 35 feet below the surface. Then in 1964 he set up another station on the ocean floor of the Red Sea. This was the first undersea station to operate without help from the surface.

Many countries are now studying undersea living. The former Soviet Union has an undersea laboratory in the Crimean Sea. The United States has a laboratory 50 feet down on the ocean floor off the Virgin Islands. In 1970 five men lived there for two weeks. Then a team of five women scientists stayed in the laboratory. Next came other teams of men. All were there to explore the ocean depths and to make plans for the use of its resources. Scientists hope to find enough mineral, vegetable, and animal wealth there to provide food for the entire world.

1. In order to _____, scientists are exploring below the surface of the ocean.
A. know about the ocean water deep in the ocean
B. stay down longer to study life of the plant and animal below the

surface

- C. know about the plant and animal life deep in the ocean
D. both A and C
2. Who made the deepest dive?
A. William Beebe. B. August Piccard.
C. Jean Piccard. D. Cousteau.
3. Who set up the first undersea station?
A. A Frenchman. B. An American.
C. A Russian. D. The passage made no mention.
4. Which of the following statements is true?
A. The early divers could not stay down for very long.
B. Up to now only five women scientists have stayed in the undersea laboratory.
C. The purpose of setting up the undersea laboratories is to make plans for the use of the resources in the ocean.
D. None of the above is true.
5. The author wants to tell us _____.
A. that scientists try to explore the ocean depths
B. that scientists try to make use of resources in the ocean
C. about the secret of the plant and animal life in the ocean
D. both A and B

Passage 6

A Man or a Mouse?

/Words:208 Minutes:5/

Are you a man or a mouse? When people ask this question they want to know if you think you are a brave person or a coward. But you will never really know the answer to that question until you are tested in real life. Some people think they are brave, but when they come face to face with real danger, they act like cowards. Other people think of themselves as cowardly, but when they meet danger, they act like heroes.

Lenny Skutnik had always thought of himself as a nervous person. He got worried before examinations. He worried about his job and his health. All he wanted in life was to be safe and healthy. Then, on 15th January 1982, a plane crashed into the Potomac River in Washington. Lenny went to the river to see what was happening. Then he saw a woman in the ice-cold water. Suddenly Lenny did not feel afraid. He kept very calm and did a very courageous thing. He jumped into the Potomac, swam to the woman, and kept her head above the water. Seventy-eight people died that day. Thanks