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前 言

《英语考点扫描丛书》是一套内容翔实、选材新颖、针对性强、实用可靠的大学英语学习专用分项辅导书。本套丛书的宗旨是通过提炼重点和总结最佳答题技巧,帮助学生掌握最有效的解题方法,进行英语强化训练。本套丛书在深入分析大学英语考点特征的基础上,总结出各考点命题的趋势和方向,并结合大量的、典型的、新颖的例析,拓宽解题思路,总结解题技巧和方法,在语法、阅读、词汇、完型填空和写作等方面提供了复习重点和答题技巧以及大量的模拟习题等。掌握了这些内容,学生就能在考试中真正做到融会贯通、举一反三、得心应手、获得高分。本套丛书针对学生在考试中经常出现的典型错误给予具体指导,帮助学生在查缺补漏的同时,巩固已有知识,避免许多学生在总复习时经常走的弯路和回头路。对答题思路和方法用例证进行分析讲述,对中国学生感到困难的语言点,给予了特别的注意。在选材方面,既使用了我们教学中多年积累的行之有效的知识,也博采了国外语言测试方面的最新资料。本套丛书既有基本方法的总结强化,又有综合解题技巧的训练提高。学生在总复习时加以采用,必定会在有限的时间内获取最佳的效果。

参加编写的老师都是具有丰富经验的英语教学专家,在多年的英语教学实践中,摸索出一整套帮助考生复习和考试答题的实用、有效的方法。他们对学生复习中存在什么问题、辅导中最迫切的需求是什么、如何引导学生抓住应试准备的关键,都有深刻的感性认识。

本书主要对象是在校大学生、参加硕士研究生入学考试的非英语的考生,以及报考大学英语六级、TOFEL 和 EPT 的考生。

由于作者水平有限,书中难免有错漏不当之处,欢迎广大读者不吝赐教。

作 者

1999.12

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第一章 阅读理解样题详解

从全国英语四、六级统一考试到硕士生英语入学考试，以及托福考试、WSK (EPT) 考试等，都将测试学生的阅读能力放在首位。这体现在此类考试阅读理解部分的量、占用的时间以及所占的分数比重上。阅读理解部分包括 6 篇短文，每篇约 300 词，再加上每篇后 5 个问题的文字，估计总阅读量在 2500~3000 词汇之间。当然，阅读不只是一个浏览文字的问题，学生还要在阅读过程中及回答问题时不断地思考、判断、归纳、评价。这样，用 50 分钟的时间较从容地完成该部分是相当不容易的。

加快阅读速度、学会阅读文章和处理问题的方法是解决这一矛盾的关键。许多学生会担心速度的加快必然带来理解准确率的降低——二者不可兼得，其实，这是一个理解和认识上的误区。当然，盲目追求速度必然会严重影响阅读的质量。学生应该做的是掌握阅读的节奏：以快和慢两种速度交替而成的节奏，而加快或放慢速度的依据是文章本身的结构。

众所周知，在一个句子中，组成句子的每个词的分量不同——也许某个词起着关键作用；在同一段中，句子与句子之间的分量不一样——整个段落的其他句子也许仅旨在说明一个句子所阐明的道理；在一篇文章中，段落与段落之间的相对分量也有所不同——某段阐明文章旨在说明的问题，其他段提供论据用以支持主旨。这些关键词、句、段正是代表文章的重要信息的地方，抓住了它们，就抓住了文章的核心；抓住了它们，就知道了什么地方应该加快阅读速度，什么地方应该放慢速度——掌握了阅读的节奏。

那么，如何知道哪些词比其他词更重要，哪些句、段比其他句、段更重要呢？以下我们从几方面分别来探讨一下这个问题。所谈方面不在于穷尽信息的处理方式，而在于从几个重要方面给读者以有用的提示。读者应该在融会贯通的基础上，培养自己习惯的信息处理方式。下文的分析以几篇阅读理解题为例。

(1)

Populations tend to grow at an exponential rate. This means that they progressively double. As an example of this type of growth rate, take one penny and double it every day for one month. After the first week, you would have only 64 cents, but after the fourth week you would have over a million dollars.

This helps explain why the population has come on "all of a sudden". It took from the beginning of human life to the year 1830 for the population of the earth to reach one billion. That represents a time span of at least two million years. Then it took from 1830 to 1930 for world population to reach 2 billion. The next billion was added by 1960, only thirty years, and in

1975 world population reached 4 billion, which is another billion people in only fifteen years.

World population is increasing at a rate of 9 000 per hour, 220 000 per day, 80 million per year. This is not only due to higher birth rates, but to lower death rates as well. The number of births has not declined at the same rate as the number of deaths.

Some countries, such as Columbia, Thailand, Morocco, Costa Rica, and the Philippines, are doubling their populations about every twenty one years, with a growth rate of 3.3 percent a year or more. The United States is doubling its population about every eighty seven years, with a rate of 0.8 percent per year. Every time a population doubles, the country involved needs twice as much of everything, including hospitals, schools, resources, food and medicines to care for its people. It is easy to see that this is very difficult to achieve for the more rapidly growing countries.

1. This passage chiefly discusses _____.
[A] the growth of world population
[B] one type of the exponential rate
[C] the population problem of more rapidly growing countries
[D] the possible ways of dealing with the rapid population growth
2. According to the passage, what helps to explain why the population problem has come on "all of a sudden"?
[A] The penny which doubles itself every day for one month.
[B] The time span of at least two million years in human history.
[C] An illustration of the exponential growth rate given by the author.
[D] The large amount of money you would luckily make after the fourth week.
3. It took _____ for the world to increase its population from 1 billion to 4 billion.
[A] 100 years
[B] 145 years
[C] 1975 years
[D] over two million years
4. Which of the following statements is NOT true?
[A] World population is increasing at a rate of 150 per minute.
[B] Lower death rate also contributes to world population growth.
[C] The population of Columbia has been doubling every year for 21 years.
[D] The United States is usually doubling its population about every 87 years.
5. When a population doubles, the country involved needs twice as much of everything, including _____.
[A] hospitals and medicines
[B] schools and students
[C] food and manpower resources
[D] all of the above

(2)

Women are, on the whole, more verbal than men. They are good at language and verbal reasoning, while men tend to be skilled at tasks demanding visual-spatial (视觉的) abilities. In fact, along with aggression, these are the most commonly accepted differences between the sexes.

Words are tools for communicating with other people, especially information about people. They are mainly social tools. Visual and spatial abilities are good for imagining and manipulating objects and for communicating information about them. Are these talents programmed into the brain? In some of the newest and most controversial research in neurophysiology (神经心理学), it has been suggested that when it comes to the brain, males are specialists while women are generalists.

But no one knows what, if anything, this means in terms of the abilities of the two sexes. Engineering is both visual and spatial, and it's true that there are relatively few women engineers. But women become just as skilled as men at shooting a rifle or driving a car, tasks that involve visual-spatial skills. They also do equally well at programming a computer, which is neither visual nor spatial. Women do, however, seem less likely to fall in love with the objects themselves. We all know men for whom machines seem to be extensions of their identity. A woman is more likely to see her car, rifle, or computer as a useful tool, but not in itself fascinating.

6. According to the passage, women are usually good at ____ .

- [A] body language
- [B] logical reasoning
- [C] tasks demanding for the use of words
- [D] both A and B

7. The word "accepted" in the last sentence of the first paragraph roughly means ____ .

- [A] believed
- [B] assumed
- [C] received
- [D] reconciled

8. In the author's opinion, visual and spatial abilities are good for ____ .

- [A] achieving one's objects
- [B] mind and body
- [C] programming talents into the brain
- [D] imagination and communication

9. All the following tasks involve visual spatial skills EXCEPT ____ .

- [A] imagining and handling objects

- [B] providing a computer with a set of instructions
 - [C] shooting a gun and driving an automobile
 - [D] planning and making things as an engineer does
10. Why do women seem less likely to fall in love with the objects themselves?
- [A] Because they have no visual spatial skills.
 - [B] Because they are only good at language and verbal reasoning.
 - [C] Because they are less likely to see their charming or interesting aspects.
 - [D] Because they rarely use machines such as cars, rifles, computers, etc.

(3)

When the first white men arrived in Samoa, they found blind men, who could see well enough to describe things in detail just by holding their hands over objects. In France, Jules Romain tested hundreds of blind people and found a few who could tell the difference between light and dark. He narrowed their photosensitivity (感光灵敏度) down to areas on the nose or in the finger tips. In 1960, a medical board examined a girl in Virginia and found that even with thick bandages over her eyes, she was able to distinguish different colours and read short sections of large print.

Rosa Kuleshova, a young woman in the Urals, can see with her fingers. She is not blind, but because she grew up in a family of blind people, she learned to read Braille (盲文) to help them and then went on to teach herself to do other things with her hands. She was examined by the Soviet Academy of Science, and proved to be genuine. Shaefer made an intensive study with her and found that, securely blindfolded (蒙眼睛) with only her arms stuck through a screen, she could tell the difference between three primary colours. To test the possibility that the cards reflected heat differently, he heated some and cooled others without affecting her response to them. He also found that she could read newsprint under glass, so texture was giving her no clues. She was able to identify the colour and shape of patches of light projected on to her palm or on to a screen. In rigidly controlled tests, with a blindfold and a screen and a piece of card around her neck so wide that she could not see round it, Rosa read the small print in a newspaper with her elbow. And, in the most convincing demonstration of all, she repeated these things with someone standing behind her pressing hard on her eyeballs. Nobody can cheat under this pressure.

11. The first white men to visit Samoa found people who ____ .
- [A] were not entirely blind
 - [B] described things by touching them
 - [C] could see with their hands
 - [D] could see when they hold out their hands

12. From the first paragraph we can learn that ____ .
- [A] very few people have the sensitivity of the blind
- [B] blind people can manage to see things, but not clearly
- [C] not everybody sees with his eyes
- [D] it is possible to narrow the photosensitive areas of the body
13. Why did Shaefer put the paper under glass?
- [A] To prevent Rosa from feeling the print.
- [B] To stop the reflection of heat.
- [C] To make things as difficult as possible.
- [D] To stop her from cheating.
14. Which of the following makes the demonstration most persuasive?
- [A] To read through glass, blindfolded.
- [B] To identify the colour and shape of light on a screen while securely blindfolded.
- [C] To carry out the test with someone pressing on her eyeballs.
- [D] To work from behind a screen, blindfolded and with a card round her neck.
15. Which of the following statements is true?
- [A] The men in Samoa were not quite blind.
- [B] A girl called Virginia could read newsprint even when she was blindfolded.
- [C] Rosa's ability to see was confined to her fingers.
- [D] The result of the last test on Rosa was least doubtless.

(4)

The US. government has recently helped people learn more about the dangers of earthquakes by publishing a map. This map shows the chances of an earthquake in each part of the country. The areas of the map where earthquakes are most likely to occur are called earthquake "belts". Government is spending a great deal of money and is working hard to help discover the answer to these two questions:

1. Can we predict earthquakes?
2. Can we control earthquakes?

To answer the first question, scientists are looking very closely at the most active fault (断层) systems in the country, such as the San Andreas fault in California. A fault is a break between two sections of the earth's surface. These breaks between sections are the places where earthquakes occur. Scientists look at the faults for changes which might show that an earthquake was about to occur. But it will probably be many years before we can predict earthquakes accurately. And the control of earthquakes is even farther away.

Nevertheless, there have been some interesting developments in the field of controlling earthquakes. The most interesting development concerns the Rocky Mountain Arsenal earthquakes. Here water was put into a layer of rocks 4 000 metres below the surface of the ground.

Shortly after this injection of water, there was a small number of earthquakes. Scientists have decided that the water which was injected into the rocks worked like oil on each other. When the water "oiled" the fault, the fault became slippery and the energy of an earthquake was released. Scientists are still experimenting at the site of these earthquakes. They have realized that there is a connection between the injection of the water and the earthquake activity. They have suggested that it might be possible to use this knowledge to prevent very big, destructive earthquakes. That is, scientists could inject some kind of fluid like water into faults and change one big earthquake into a number of small, harmless earthquakes.

16. Earthquake belts are ____ .
[A] maps that show where earthquakes are likely to occur
[B] zones with a high probability of earthquakes
[C] breaks between two sections of the earth's surface
[D] the two layers of earth along a fault
17. The San Andreas fault is ____ .
[A] an active fault system
[B] a place where earthquakes have been predicted accurately
[C] a place where earthquakes have been controlled
[D] the location of the Rocky Mountain
18. What did scientists learn about earthquakes at the Rocky Mountain Arsenal?
[A] They occur at about 4 000 metres below ground level.
[B] The injection of water into earthquake faults prevents earthquakes from occurring.
[C] They are usually caused by the oil in the faults.
[D] Harmful earthquakes can be possibly prevented by causing small, harmless earthquakes.
19. What can be said about the experiments at Rocky Mountain Arsenal?
[A] They have no practical value in earthquake prevention.
[B] They may have practical value in earthquake prevention.
[C] They are certain to have practical value in earthquake prevention.
[D] The article does not say anything about their practical value in earthquake prevention.
20. What is the most appropriate title for the passage?
[A] Dangers of Earthquakes.
[B] Earthquake Belts and Prediction.
[C] Earthquake Prediction and Control.
[D] Earthquake Engineering in California.

答案:

1. A 2. C 3. B 4. C 5. A 6. C 7. A 8. D 9. B 10. C 11. C
12. C 13. A 14. C 15. D 16. B 17. A 18. D 19. B 20. C

一、语句的阅读理解

句子的理解是理解全文的基础——虽然这并不是说理解全文的前提是理解每一个句子，准确理解主旨句和各段的主题句更是重要，关系到对文章的整体结构与局部要点的把握。读者可以从以下几方面提高对句子——特别是较复杂、较难的句子——理解的准确度。

1. 找出句子的主干，正确把握逻辑关系

句子意思的逻辑关系是句子的灵魂，所以，学会透过纷杂的词汇提取出不同部分间的逻辑关系是正确理解句子的关键。请看以下例句：

①Every time a population doubles, the country involved needs twice as much of everything, including hospitals, schools, resources, food and medicines to care for its people.

(见第1篇第4段)

②A woman is more likely to see her car, rifle, or computer as a useful tool, but not in itself fascinating.

(见第2篇第3段)

③When the first white men arrived in Samoa, they found blind men, who could see well enough to describe things in detail just by holding their hands over objects.

(见第3篇第1段)

第1例的主句部分是：the country involved needs twice as much of everything, 而 including...for its people 这一部分在逻辑上是对 everything 一词的具体说明，every time a population doubles 是一个时间状语从句。在主句部分中，needs 是谓语，第三人称单数是主语 the country 所要求的，involved 是一个过去分词，修饰主语。该句可译为：人口每增加1倍，相关国所需要的所有东西都要增加1倍，包括医院、学校、资源、食品和其人民所需要的医药。这样，第5题也就迎刃而解了。

在第2例中，A woman is more likely to see her car...as a useful tool 是前半句的主干。后半句：but not in itself fascinating 是一个省略部分，这里关键的问题是弄清省略了的部分是什么，只有这样，才算弄清了逻辑关系。后半句如不用省略形式应该是这样的：but she is not likely to see her car, rifle, or computer as in itself fascinating。这句可译为：女人更可能将她的汽车、来福枪或计算机看作有用的工具，而不可能感到它们本身有何魅力。而对第10题的回答主要基于对该句的正确理解。

第3例的主句是：they found blind men, 从句 who could...objects 是一个定语，修饰 blindmen。弄清这一点之后，就不会把 see 理解为：(用眼)看到，因为盲人不可能用眼看得到什么，否则，他们就不会被称作“盲人”了。Just by...objects 部分可以看作是修饰 see 的状语。when 引导的从句自然是个时间状语，修饰主句。该句可译作：当第一批白人来到萨摩亚群岛（位于南太平洋）时，他们见到一些盲人，这些盲人只将手放在物体上就可以清楚地“看到”（实际意为：明白；理解）并详尽地描述它们。对第11题的回答基于对本句的理解。

可见，找出了句子中部分与部分间的关系，就能准确把握住句义和逻辑关系，答题的准确性也相应提高。

2. 避免片面看待句子，把握句与句间的关系

当遇到难句时，多数学生的反应是停下来反复阅读该句，其实，只要继续往下读，就经常能找到理解该句的线索，这个线索就是句与句之间的关系。句与句之间的关系多种多样，常见的有：

并列关系：后一句可以对前一句所谈问题的性质进行提示。

相互解释关系：后面一句（或两句以上）对前一句、或前一句中的某一部分、某个词进行更具体的说明、解释。

正反陈述：前后两句分别从正反两方面阐述同一个道理。

递进关系：后一句在前一句所阐述的内容的基础上更进一步。

因果关系：有时这种关系用些特殊词来标明（如：thus, so 等），有时则仅是一种暗含的因果关系。

以下举几例说明：

④Populations tend to grow at an exponential rate. This means that they progressively double.

（见第1篇第1段）

⑤Women are, on the whole, more verbal than men. They are good at language and verbal reasoning, while men tend to be skilled at tasks demanding visual-spatial abilities.

（见第2篇第1段）

⑥Women do, however, seem less likely to fall in love with the objects themselves. We all know men for whom machines seem to be extensions of their identity. A woman is more likely to see her car, rifle, or computer as a useful tool, but not in itself fascinating.

（见第2篇第3段）

⑦This map shows the chances of an earthquake in each part of the country. The areas of the map where earthquakes are most likely to occur are called earthquake “belts”.

（见第4篇第1段）

在第4例中，后一句中 progressively double 实际上与前一句中 grow at an exponential rate 是同义，即：以指数增长。在第5例中，后一句中 good at language and verbal reasoning 是对前一句中 more verbal 的更具体的说明。对第6题的回答基于该部分。在第6例中，第二句与第一句表达的内容在本文中形成鲜明对比，含义为：男人更可能喜欢自己使用的物品；第三句是对第一句的更具体的说明，该句的后半句与第一句是同义。对第10题的回答基于该部分。在第7例中，后半句更进一步（指出地图上地震更频繁发生的标记）说明了地震图的用途。对第16题的回答基于该部分。

读者还可以根据其他线索来理解句子的意思，如功能词（特别是连词、介词）的使用，实义词（特别是同义词、反义词、代词）的使用，标点符号（特别是破折号、冒号、分号等）的使用，等等。

二、段落的阅读

一般来讲，在说明文与论述文中，每段都涉及问题的一个方面或论据的一方面，而段首句和段尾句则往往起到一个概括全段的作用。当然，这并不是说每段的段首句或段尾句

都代表该段的主题，但是，无论如何，每段往往的确要围绕一个主题展开，否则，文章的脉络就不清楚了。

要抓住每段的主题，除注意主题句的位置外，还应注意一些连词的使用和其他措辞，因为这些词的使用实际上就“什么是主题”给读者提供了有用的线索。

这方面最典型的莫过于第4篇文章的第2、3段。

To answer the first question, scientists are looking very closely at the most active fault (断层) systems in the country, such as the San Andreas fault in California. A fault is a break between two sections of the earth's surface. These breaks between sections are the places where earthquakes occur. Scientists look at the faults for changes which might show that an earthquake was about to occur. But it will probably be many years before we can predict earthquakes accurately. And the control of earthquakes is even farther away.

Nevertheless, there have been some interesting developments in the field of controlling earthquakes. The most interesting development concerns the Rocky Mountain Arsenal earthquakes. Here water was put into a layer of rocks 4 000 metres below the surface of the ground. Shortly after this injection of water, there was a small number of earthquakes. Scientists have decided that the water which was injected into the rocks worked like oil on each other. When the water “oiled” the fault, the fault became slippery and the energy of an earthquake was released. Scientists are still experimenting at the site of these earthquakes. They have realized that there is a connection between the injection of the water and the earthquake activity. They have suggested that it might be possible to use this knowledge to prevent very big, destructive earthquakes, that is, scientists could inject some kind of fluid like water into faults and change one big earthquake into a number of small, harmless earthquakes.

黑体标出部分分别代表这两段的主题。第二段作为论据的第一方面，实际是用来回答文章中提出的第一个问题，第三段则是回答第二个问题，并谈了用水来释放地震的控制地震的方法。另请注意第二段第一句中的 first 一词，该段第五句中的 but 一词，第三段第一句中 nevertheless 一词。

实际上，要正确解答第17、18、19、20题，抓住这一推理是非常重要的。

三、正确把握段与段之间的关系

把握段与段之间的关系也非常重要，这是因为段与段不是简单地编排在一起的，它们也许存在着递进关系，也许存在着因果关系，等等。

在第1篇文章中，第一、二段之间就存在着一种类比关系，第二段第一句中的 this 起一个承上启下作用，指上一段中谈到的钱指数增长的例子，当然，这一例子用以说明人口增长的规律。把握住这个衔接关系是正确回答第2题的关键。在第2篇文章中，第二、三段也关系紧密，这由第三段的第一句可以看出，第二段谈的是男女思维方式的不同这一现象，而第三段则想揭示是否这导致了二者在能力方面的差别。第3篇文章第一、二段之间的关系是：第二段用整整一段讲述了一个更令人不解、研究得更深入的例子；第一段则提到了三个例子。

当然，了解段落的主题或段落间的关系除了让读者抓住推理、把握重点、加快阅读速

度之外，它还有助于学生在答题回查时迅速找到相关部分，而且（更重要的是），将相关部分在上下文中考察理解。

四、文章主旨的把握

文章的主旨是文章的灵魂，代表作者旨在传达给读者的思想、观点或向读者说明的问题。主旨有时分别以命题和结论的形式出现，也可以以命题或结论的方式出现（二者仅有一）。像段落主题一样，主旨可以出现在首段也可能出现在最后一段，也可能同时出现在首、末段。也像段落主题一样，某些措辞也可以帮助学生找出文章的主旨。结论可以是重述提出问题部分的观点，也可以揭示问题存在的深层原因，或指出问题所可能产生的后果，或提出解决问题的建议。

在第1篇文章中，文章第一句：Populations tend to grow at an exponential rate. 是全文的主题，文章最后两句：Every time a population doubles...growing countries. 是全文的结论，用以指出人口急剧增长所带来的后果。对第一题的回答基于对文章主旨的把握。第2篇文章第一段（尤其是该段第三句）提出了该文的主旨，第二段谈了男女两性思维方式的不同，第三段探讨了男女能力差别与思维方式差别的关系。第3篇文章没有哪个句子具体表达文章的主旨，但是，抓住了文章的推理（见上文分析），读者就可以推出本文的主旨：人类之特异现象——用手读识。在第4篇文章中，第一段提出了本文旨在说明的两个问题，下文分别从两方面来回答这两个问题（见上文分析）。

正像一开始我们就指出的，正确理解文章的关键是利用一切可利用的线索把握文章的重要部分，只有在把握文章的推理过程的前提下，细节的考察才得以正确进行，否则只能是“只见树木不见森林”，而致使答题出现片面理解。加快阅读速度的关键是掌握正确的阅读节奏：在重要的地方放慢速度，在次要的地方加快速度（甚至略而暂时不读，待提问相关细节时再认真研读）。

五、回答提问时应注意的问题

回答问题时必须回查文章相关部分，而回查相关部分必须在上下文（即：文章的总体论述或说明过程）中进行。以下简要指出几方面应注意的问题：

1. 准确理解提问及选择项的意思

提问及选择项文字切勿采用快读的方式对待。提问如读错，则无从选起；选择项往往由于个别文字的使用而失之正确。在第4、9题的提问部分中，NOT和EXCEPT两词大写就是为了提醒学生勿读错这两个题。在第14题的提问中，学生应该首先弄清demonstration在文中何处使用，然后再确定most persuasive对应于原文中的most convincing，这样，作选择时目的就更明确。

再看选择项的阅读。在第4题中，选项C的意思是：哥伦比亚的人口21年来每年增长1倍，而原文第三段第一句的意思是：人口每21年增长1倍，二者失之分毫差之千里。在第5题中，B项中的“学校”是原文中提到的，但“学生”却没提到。更具迷惑性的是C项，因为，如不仔细读，学生很可能误将manpower resources（人力资源）等同于原文中的resources（自然资源）。

2. 将文章中的相关部分放在上下文中考察

在回查文章时，学生切忌仅查阅相关句子或部分，而应该在整篇文章、段落以及段落内的相关部分的上下文中检验选择项。做第 2、10、20 题时均应如此（见上文分析）。在做第 11 题时，仅靠回查文章第一句也不能确保选择的正确，但是，如果把第一句放在整篇文章中考察，学生就能很容易地选择 C 作为正确答案，因为整篇文章都是谈论用手识读这一神奇现象的。

3. 注意选择项的概括性，勿失之片面

许多选择项表达的内容也许原文中也有论述，但却缺乏全面性，因此也不能作为正确答案。在第 1 题中，C 表达的内容似乎也提到了，但 A 表达的内容更具有概括性，因为，文章所谈的并非某一类国家的人口增长问题，而是整个世界人口增长的趋势。在第 20 题中，选项 C 显然比 B 更全面地概括了原文的主旨。

有时，正确选择项更贴切地表达了原文的内容，而其他选择在表达的语气上往往失之片面或绝对。在第 17 题中，B 和 C 表达的内容与原文相比就太绝对化；第 18 题的 B 也属于同一问题（注意正确选项 C 中用了 can, possibly 这样的委婉词）；在第 19 题中，A、C 表达的内容同样太绝对，而 B 中使用了 may 一词就使得该项语气合适多了。

4. 注意同一篇文章后所附问题的衔接关系

一篇文章之后所附的问题之间也许紧密相关，而问题答案也会互相提示。第 2、3、4、5 题的正确选择就对第一题起一个提示作用，既然后四个题都是有关世界人口增长的，那么，第一题的答案自然应该是 A。第 14、15 题也是互相提示的，注意以下三个措辞：most persuasive（第 14 题），least doubttable（第 15 题），most convincing（见原文倒数第二句）。第 18、19 题都是提问落基山 Arsenal 区的防震试验，因此二题紧密相关。

利用这些线索，就可以加大做题的准确度。

5. 利用自己的知识判断选择项

由于文章所涉及的内容多为学生所熟知的，如这里所选的文章分别是有关人口增长规律、两性思维差别、人体特异功能和地震的预测与预防的，是学生读书看报时经常读到的，因此，不仅阅读文章时可以调动自己的相关知识，做题时也可以利用自己的知识。在第 4 题中，C 表达的内容过于夸张，是不符合我们的知识的。第 5 题中的 B、C 项表达的内容也与我们的知识不符，同样，第 6 题的 A、B 项表达的内容也是一样，等等。

1997 年考题阅读理解部分较 1995、1996 年在难度上可以说是上了一个台阶，它表现在文章的可读性、句子的复杂程度和长度、词汇难度、文章涉及的知识面、提问的角度等方面。应试较难的文章尤其需要使用以上推荐的阅读方法和答题方法。以下再以 1997 年考题中难度较大的第 5、6 篇文章为例，说明使用正确的应试方法的重要性。

现将第 5 篇文章分析如下：

本文共两段，第一段谈的是投入，第二段谈的是消费；而且无论是投入还是消费，主要谈的是某些方面的上升趋势，而兼提部分方面的下降趋势，以作充分的比较，说明上升的意义。抓住了这个最基本主题后，学生就可以集中主要精力找出什么方面有所上升，什么方面有所下降，上升或下降的原因是什么。这样，个别词或部分不理解也不会影响对文章的整体把握。

第一段的大体结构如下：

Investment in the public sector, such as electricity, irrigation, public services and transport (excluding vehicles, ships and planes) increased by about 10%, although the emphasis moved to the transport and away from the other sectors mentioned. Trade and services recorded a 16% ~ 17% investment growth, including a 30% increase in investment in business premises. Industrial investment is estimated to have risen by 8%. Although the share of agriculture in total gross investment in the economy continued to decline, investment grew 9% in absolute terms, largely spurred on by a 23% expansion of investment in agricultural equipment. Housing construction had 12% more invested in it in 1964, not so much owing to increased demand, as to fears of new taxes and limitation of building.

第二段的大体结构如下:

Total consumption in real terms rose by close on 11% during 1964, and per capita personal consumption by under 7%, as in 1963. The undesirable trend towards a rapid rise in consumption, evident in previous years, remained unaltered. Since at current prices consumption rose by 16% and disposable income by 13%, there was evidently a fall in the rate of saving in the private sector of the economy. Once again consumption patterns indicated a swift advance in the standard of living. Expenditure on food declined in significance, although consumption of fruit increased. Spending on furniture and household equipment, health, education and recreation continued to increase. The greatest proof of altered living standards was the rapid expansion of expenditure on transport (including private cars) and personal services of all kinds, which occurred during 1964. The progressive wealth of large sectors of the public was demonstrated by the changing composition of durable goods purchased. Saturation point was rapidly being approached for items such as the first household radio, gas cookers, and electric refrigerators, whereas increasing purchases of automobiles and television sets were registered.

第二段又指出三种消费趋向 (用数字标出):

Total consumption in real terms rose by close on 11% during 1964, and per capita personal consumption by under 7%, as in 1963. (1) The undesirable trend towards a rapid rise in consumption, evident in previous years, remained unaltered. Since at current prices consumption rose by 16% and disposable income by 13%, there was evidently a fall in the rate of saving in the private sector of the economy. (2) Once again consumption patterns indicated a swift advance in the standard of living. Expenditure on food declined in significance, although consumption of fruit increased. Spending on furniture and household equipment, health, education and recreation continued to increase. The greatest proof of altered living standards was the rapid expansion of expenditure on transport (including private cars) and personal services of all kinds, which occurred during 1964. (3) The progressive wealth of large sectors of the public was demonstrated by the changing composition of durable goods purchased. Saturation point was rapidly being approached for items such as the first household radio, gas cookers, and electric refrigerators, whereas increasing purchases of automobiles and television sets were registered.

1. the author thinks that the trend towards a rapid rise in consumption was “undesirable” because ____.

- [A] people saved less
- [B] people were wealthy
- [C] people consumed less
- [D] expenditures on luxuries increased

第1题实际上提问的是第二段对第一方面消费趋向的分析。因此，答案应该是A。

2. Expenditure increased on all the following consumption EXCEPT ____.

- [A] food
- [B] automobiles
- [C] education
- [D] entertainment

第2题提问的是第二段中对第二方面的消费趋向的分析，可以很容易地查阅到，答案应该是A。

3. It can be inferred from the increase of fruit consumption that ____.

- [A] people had to spend more on transportation and furniture
- [B] people were more health conscious
- [C] people were more money conscious
- [D] the price of fruit dropped dramatically

第3题提问的也是第二段中对第二方面的消费趋向的分析，即：人们生活水平的提高使他们的消费趋向发生变化。众所周知，多吃水果既是生活水平提高的表现，也是健康意识提高的表现，而健康意识提高归根结底也是生活水平提高的表现。因此，应选择B。

4. The word “registered” in the last line most probably means ____.

- [A] marked
- [B] approached
- [C] listed
- [D] booked

在做第4题时，只要稍加比较可以看出，该词应该和上一句中 demonstrate 表达类似的意思，意为：表现出；显示出。因此答案应该是C。

5. From this passage, we learn that the people ____.

- [A] spend more money than they earned
- [B] saved more money than previously
- [C] spent their money wisely
- [D] invested and consumed at an accelerated pace

第5题则是一个综合性的题，提问的是整篇文章的内容，因此，应该选择两方面都包括的D，选项D中包括了三个关键词：invest, consume, accelerate，相比之下，A、B、C表达的内容则都是指消费方面。

再看对第6篇文章的分析：

第6篇文章共三段，第一段是对人类学的定义；第二段是人类学研究的原则和对象，

该段第一句是本段的主题；第三段指出重视人类学研究的重要性，该段第一句从反面引出本段的主题，即：用重视不够引出应该给予足够的重视，并说明了为什么应该重视。

文章大体结构如下：

Anthropology is the study of human beings as creatures of society. It fastens its attention upon those physical characteristics and industrial techniques, those conventions and values, which distinguish one community from all others that belong to a different tradition.

第一段是一个典型的定义，Anthropology is the study of ... It fastens its attention upon ...

The distinguishing mark of anthropology among the social sciences is that it includes for serious study other societies than our own. For its purposes any social regulation of mating and reproduction is as significant as our own, though it may be that of the Sea Dyaks, and have no possible historical relation to that of our civilization. To the anthropologist, our customs and those of a New Guinea tribe are two possible social schemes for dealing with a common problem, and in so far as he remains an anthropologist he is bound to avoid any weighting of one in favor of the other. He is interested in human behavior, not as it is shaped by one tradition, our own, but as it has been shaped by any tradition whatsoever. He is interested in a wide range of custom that is found in various cultures, and his object is to understand the way in which these cultures change and differentiated, the different forms through which they express themselves and the manner in which the customs of any peoples function in the lives of the individuals.

第二段的主题是该段的第一句，其他四个句子都反复说明这一句阐明的道理，实际上，其他四句与第一句说的都是一个意思，所以把握住了任何一句，都对理解整个段落提供了可靠的线索。

Now custom has not been commonly regarded as a subject of any great moment. The inner workings of our own brains we feel to be uniquely worthy of investigation, but custom, we have a way of thinking, is behavior at its most commonplace. As a matter of fact, it is the other way round. Traditional custom is a mass of detailed behavior more astonishing than what any one person can ever evolve in individual actions. Yet that is a rather trivial aspect of the matter. The fact of first-rate importance is the predominant role that custom plays in experience and belief, and the very great varieties it may manifest.

第三段第一句从反面先提出本段旨在说明的问题，第二句再引申一句，然后第三句来一个转折，进入正题。

1. According to the passage, we can say that anthropology ____.

- [A] can deal with human beings as one group of the creatures in the living world
- [B] can reveal an enormous diversity of traditions
- [C] can provide insights into the relationship between human beings and nature
- [D] can distinguish the human race from other creatures

第1题实际上提问的是全文的主题，实际上，这一主题不仅第一段已表达，而且贯穿全文。答案应该是B。