

● 大学英语学习指南 ●

如何提高 四、六级阅读应试能力



中国科学技术大学出版社

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内 容 简 介

阅读理解被广泛地用于各种英语测试中,而且所占的份额一般都较高,因此提高英语阅读能力是学好英语以及通过各种英语测试的关键。为此,本书作者特根据他们多年教学经验,尤其是四、六级考前强化训练教学经验编写了此书。

本书比较详细地介绍了各种阅读技巧,列举了阅读理解题的各种类型和解题方法,精选了 70 篇有代表性的文章,内容新颖,题材广泛,语言知识丰富,注释详尽,便于自学。

本书可供大学英语四、六级, EPT, TOEFL 及硕士研究生考前复习和自测之用,并可供不同层次的英语自学者使用。

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如何提高四、六级阅读应试能力

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前 言

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我国大学英语教学大纲明确规定：大学英语教学的目的是培养学生具有较强的阅读能力。一定的听和译的能力以及初步的写和说的能力，由此可见，培养学生具有较强的阅读能力是大学英语教学大纲的核心，是大学英语教学的首要目的。中国科学技术大学自从1987年参加全国大学英语四、六级统考以来，考试成绩连续七年名列全国榜首，其中四级考试的通过率一直保持在94%—96%，其主要原因之一就是中国科学技术大学的英语教学严格按照《大纲》的要求，着重培养学生的阅读能力。

我们多年来的教学实践证明：要提高阅读能力，就必须摆正语言基本功与阅读技能的相互关系，即要认识这两者相辅相成的辩证关系。不具备语言的基本功，不掌握一定的词汇量和语法知识，片面强调阅读技巧，无异于建造空中楼阁；而有了一定的语言基本功，不伴以大量阅读，缺乏阅读技能，那也会事倍功半。本书就是针对那些已掌握一定的语言基本功，渴望通过大量阅读提高阅读技能，增强阅读能力的读者而编写的。

本书共分两大部分：第一部分着重介绍阅读的各种技能并列举出了阅读理解测试题的各种类型及解题方法，这对读者提高阅读能力是大有裨益的；第二部分精选了70篇有代表性的文章，内容新颖，题材广泛，语言知识丰富，由浅入深，难易适中。每篇文章之后附有注释，问题答案及难题解释。该书的最大特点是注释详尽，尤其是对文中的难点作了详细的分析和译注，以满足不同层次读者的需要。

本书可作为大学英语四、六级，EPT，TOEFL及硕士研究生考前强化教材，也可作为读者复习自测自学之用。

参加本书编写工作的还有夏学国，潘江等同志，参加资料收集、誊

写、打印工作的有王燕霞、王蓓芳等同志，在此谨致谢意。

由于时间仓促，水平有限，书中难免有不妥之处，望读者和同行不吝指正。

编 者

1993 年 8 月于中国科学技术大学

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第一部分 如何提高英语阅读能力

1. 提高阅读能力的必备条件

学习外语的人都想获得较强的阅读能力，因为阅读是获取知识及各种信息最重要的手段。即使在知识媒介如此众多的今天，阅读的作用丝毫也没有降低。我国大学英语教学大纲也明确规定：大学英语教学的目的是培养学生具有较强的阅读能力。另外，对阅读能力的要求也在国内外的各种英语测试中得到体现。从各类高校的学期考试、全国性的四级考试（CET-4）和六级考试（CET-6）、研究生入学英语考试到出国人员的英语水平考试（EPT）以及美国的 TOEFL、GRE 考试，阅读理解题都毫无例外地占有相当大的比重。请看下表：

考试类别	阅读理解题题号	阅读理解题占总分的百分比
大学四级	Part I	40%
大学六级	Part I	40%
研究生入学	Part I	20%
EPT	Part II	约 35%
TOEFL	Section III（含词汇）	约 33%
GRE	占两部分（含词汇）	约 33%

那么怎样才能获得较强的阅读能力呢？要想从根本上提高阅读能力和速度，那就必须拥有扎实的语言基础，而扎实的语言基础又来自以下两个方面：①扎实的语法结构知识，②拥有大量的词汇（包括习语、搭配）。在具备这两方面知识的前提下，伴以大量的阅读训练，才

能从根本上提高阅读能力和速度。有的学生之所以阅读能力差，就是因为他们的语言基本功差。有了扎实的语言功底，阅读速度自然就会得到提高。

实践经验也证明：对于其母语不是英语的学生来说，要想获得较强的英语阅读能力必须具备三个条件：①掌握英语语法，②较大的词汇量（包括短语动词、习语和搭配），③丰富的背景知识。这三个条件中，前两者尤为重要。为什么要在掌握英语语法的基础上大量地记忆词汇及短语搭配呢？因为阅读篇章难度的大小取决于词汇、短语搭配及句子结构的变换。如果在一篇阅读材料中，读者几乎没有什么生词和不熟悉的短语搭配，也没有不清楚的语法结构，那么理解起来当然就容易了，阅读起来也就快了。下面略举数例：

例 1 He felt greatly relieved when he found out that the man who was killed in the traffic accident was not his son.

改写为——→

He felt greatly relieved at the *knowledge* that the *victim* of the traffic accident was not his son.

一般水平的读者看了例 1 的原句，意思就一目了然了。但改写后的句子不论在用词上还是在句子结构上都有了较大的变化，难度有所提高，因为该句中用了介词短语“*at the knowledge*”（当了解到），其后又跟一个以 *that* 引导的同位语从句，而这里的“*Knowledge*”又不作“知识”解，却作“了解”、“知道”解。如果读者不熟悉这一用法，那么理解起来就要慢得多了。

例 2 An English-speaking atmosphere can help students speak fluent English.

改写为——→

① An English-speaking atmosphere *contributes to* the fluency of English speech.

② An English-speaking atmosphere *conduces to* the fluency of English speech.

上述改写后的两个句子难度的提高，就在于短语动词的变化上。原句中用了“*help sb. do sth.*”这一短语，较为通俗，易于理解，改写后的句子中用了“*contribute to sth.*”和“*conduce to sth.*”（有助于）就较难

了，读者不得不减慢速度去揣摩、猜测句子的意思了。

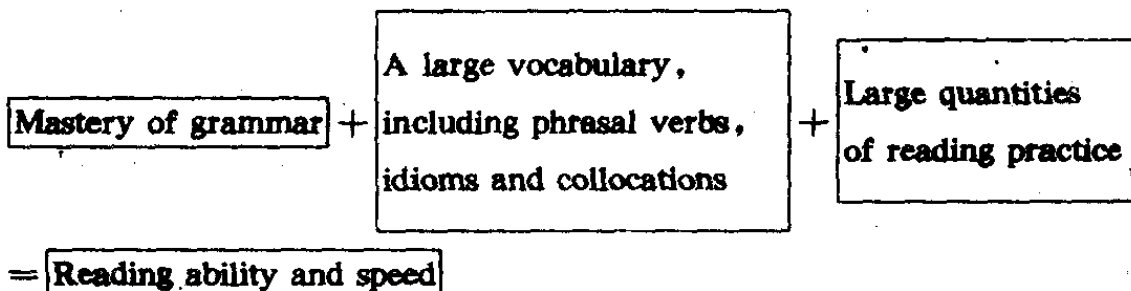
例3 The American family structure has changed considerably because more and more married couples are separating and divorcing.

改写为——→

Changes in the American family structure are *evidenced* by the increasing rate of separation and divorce.

该句用了动词 *evidence* 后，句子的语法结构也随之起了变化，即可称为高级英语句式。动词 *evidence* 在本句中应理解为“show”或“reflect”。

综上所述，我们几乎可以得出这样的结论：



这里没有提到背景知识，并不是说阅读不需要背景知识；但是和以上公式中前三项相比，背景知识的必要性和重要性次要得多。

2. 阅读的基本技巧

在第一部分，我们已说过，扎实的英语语言基础是提高阅读理解能力的关键所在，但我们也不能忽视一些阅读技巧对提高阅读能力和速度有一定的促进作用。能否成功地运用阅读技巧主要还是取决于读者的语言基础。读者的语言基础越好，阅读技巧对他的作用就越大；否则反然。有些人不踏踏实实地去打好语言基础，而妄想学到某种技巧能使他们在阅读测试中理解快速，答题准确，这显然是走入了误区，因为离开语言基础去谈阅读技巧无异于建造空中楼阁，试问：读《扫盲课本》的人能从《写诗技巧》得到多少益处？下面我们只探讨一些在阅读理解测试中较有实用价值和针对性强的阅读方法。

1. 快读法 (Skimming)

所谓快读法，意思是快速浏览全文来了解全文的大意。要想在较

短的时间内迅速抓住全文的大意，一般都采用快读法；在阅读理解测试时，快读法是最合适的方法，尤其在开始答题以前，要想对全文有一个大概的了解，考生必须而且往往也采用快读法。在采用快读法时，不能盲目求快，其速度的快慢应视以下两个因素而定：①读者读一篇材料所拥有的时间；②读者的语言基本功。如果时间充足，读者的语言基础一般，那么，阅读的速度就应该相应放慢；假如时间紧，读者的语言基础较好，则可相应提高阅读的速度。

要想利用快读法在较短时间内了解全文的大意，就必须先学会找主题句 (topic sentence)。如果找到了每段的主题句，那么这些主题句的意思加起来就差不多是全文的中心内容了。但什么是主题句呢？简言之，主题句是一个能概括全段大意的句子，这个句子多数是置于段落开头，这种主题句可称为段首句 (leader)，有些主题句也可能放在段落的结尾，这种主题句可称为段尾句 (concluder)，也有些主题句位于段落的中间。

例 1 用两分钟读一下主题句并快速扫视其它文字，然后回答下面的问题。

A visa is necessary to apply for entry into the United States. Under U. S. law, all aliens seeking admission are presumed to require an immigrant visa unless they establish that they are entitled to receive a visa in one of the nonimmigrant categories. The most widely known nonimmigrant categories are the visitor visa, which is used by aliens who wish to enter the United States temporarily for business purposes (B-1 category) or for tourism or visits with relatives and friends (B-2 category), and the student visa (F-1 category) which is used by aliens who wish to enter the United States temporarily for full-time studies. Other categories of nonimmigrant visas are required for persons with other temporary purposes of entry such as those in transit, crewmen, exchange visitors, journalists, representatives of foreign governments, etc.

A nonimmigrant visa for a particular category is valid for entry only for the purpose for which it was originally issued. For example, a student visa cannot be used for entry as a visit or, nor can the possessor of a visitor visa enter to study.

A visa is not a guarantee of entry into the United States. The bearer of a visa is subject to inspection at the port of entry by U. S. Immigration officials who have authority to deny admission. Therefore, the recipient of a visa should enter with him, for possible presentation to immigration inspectors, the evidence submitted to the consular officer when the visa was obtained.

What's the main idea of the passage?

- A. An account of the types of visas and caution to visa-bearers.
- B. How simulated visas are identified by immigrant officials.
- C. Different countries have different requirements for visa applicants.

例 1 的答案应选 A, 因为本文是介绍进入美国的签证类型及持证人应该注意的事项, 另外两个选择根本不对。

有时, 我们甚至只要看看主题句, 对全文的中心内容就基本清楚了。读读下面几例中三段的主题句, 然后选出文章的正确标题 (即大意):

例 2 Some interesting research is now being done on liquid injection molded (LIM) tires. ...

LIM tires are built in three stages. ...

Because these tires have no carcass, the part of tire that leaves the road reverts to its normal shape almost immediately. ...

- A. Tires That Will Change Our Way of Life
- B. The Revolutionary LIM Tires
- C. New Ideas for Future Transportation

例 2 的正确答案是 B。A, C 两个选择所包含的意义太大且偏离本文可能叙述的内容, 因为从主题句可看出: 本文只是介绍一种新型的车胎。

例 3 In contrast to classical music, which is restricted by form and by tradition, jazz is spontaneous and free form. ...

Jazz is a native American music which was developed by American Negroes in the South. ...

The influence of West African music, spirituals and the blues are evident in jazz. ...

- A. The origins of American Music

B. The Story of Jazz

C. The Future of Jazz in America

例 3 的正确答案应该选 B, 因为从上面所给的三个主题句可清楚地看出: 没有有关美国音乐起源的信息, 也没有爵士音乐未来的前景或发展的内容, 所以只能选 B。

I. 扫描法 (Scanning)

所谓扫描法, 即快速扫视几行文字, 一个段落或整个篇章去搜索重要的细节。

要想在较短时间内迅速了解一篇文章中重要的具体的内容, 一般都采用扫描法。比较有效的扫描法应放在快读法 (Skimming) 之后, 因为先读全文后再用扫描法就大大降低了搜索重要的细节的盲目性。因此, 在阅读理解测试中, 应试者往往也有意识地或无意识地使用扫描法去寻找考题所需要的具体细节。

例 请用扫描法扫视下面的文章, 找出下列问题所需要的细节:

1. When did the American Civil War break out?
2. What were the main causes of the American Civil War?
3. How many states belonged to the Confederacy?
4. Which state first seceded from the Union?
5. Who was the president of the Southern states?
6. Which one was a Confederate general, Lee or Grant?
7. Where was the capital of the Confederacy?
8. When and where did Lee surrender to Grant?
9. What is the name of the novel by Stephen Crane which is inspired by the Civil War?
10. Who is the author of *Gone With the Wind*?

American Civil War (1861--1865) is a war between the U. S. and 11 Southern states which seceded from the Union and formed the Confederate States of America. The war was the result of long-standing social and economic differences between North and South that gradually became apparent after the War of 1812. Sectional conflict over such issues as the tariff and

extension of slavery was temporarily abated by the activities of men such as Henry Clay and Daniel Webster, but in the 1850's the position of each side became progressively more rigid; whether the war could have been averted is still a subject for discussion among historians.

Upon receiving the news of Abraham Lincoln's election in 1860, South Carolina seceded, followed by 10 other Southern states, which then organized the Confederate government and elected Jefferson Davis president early in 1861; with the Confederate attack on Fort Sumter, the actual fighting began. To the North, the principal objective was the preservation of the Union, though emancipation of the slaves became a secondary aim after 1862.

Although Union hopes for a quick victory were dashed by the rout at Bull Run, it gradually became evident that, despite the brilliant leadership of such Confederate generals as Robert E. Lee and Thomas ("Stonewall") Jackson, the superior human and industrial resources of the North would ultimately prevail. This was especially true after the Union victory at Gettysburg and Gen. Grant's successful siege of Vicksburg (1863) ended Confederate hopes of securing foreign recognition and aid. In 1864, Grant now supreme commander of the Union forces, turned to the conquest of Richmond, the Confederate capital, while W. T. Sherman undertook his famous march to the sea. After a gallant defense, Lee was forced to evacuate Richmond (April 2, 1865) and surrendered to Grant at Appomattox Courthouse, Va., on April 9.

With the possible exception of the Napoleonic Wars, no other conflict has produced more books. Among the most famous of the novels inspired by the war are Stephen Crane's *RED BADGE OF COURAGE*, Winston Churchill's *THE CRISIS*, and Margaret Mitchell's *GONE WITH THE WIND*. Other novelists who wrote about the war include Thomas Nelson PAGE, Mary JOHNSTON, Ellen GLASGOW, and Mackinlay KANTOR. Verse dealing with the war was written by such poets as Henry TIMROD, Paul Hamilton HAYNE, John Greenleaf WHITTIER, Walt WHITMAN, and Stephen Vincent BENET. Edmund Wilson's *PATRIOTIC GORE* (1962) consists of essays about 19th century Civil War literature.

Ⅱ. 扩大注视范围 (Broadening Eye Span)

扩大注视范围是培养和提高阅读速度的有效方法之一。

实际上，阅读是一个用眼睛注视文字的过程，并且在眼睛注视文字的同时，大脑迅速地将眼睛所注视的文字符号翻译成词义；因此，眼睛所注视的范围越大，阅读的速度自然就越快。我们将快读者和慢读者的注视范围作一比较。

例 Most doctors agree that lung cancer is at least partly caused by excessive smoking.

快读者和慢读者看这行文字的速度差别就是体现在眼睛注视范围的大小上。

快读者的读法：

Most doctors agree that lung cancer is at least partly caused by excessive smoking.

从上句看出，像 most doctors agree，我们只需注视这三个单词的中心点，同时迅速扫视两边，这样注视的范围扩大到了三个单词所跨的空间，而用下面的方法速度当然要慢得多。

慢读者的读法：

Most doctors agree that lung cancer is at least partly caused by excessive smoking.

这种将每个单词都作为注视点毫无注视跨度可言的方法自然就比上面的方法慢得多。

这种扩大注视范围的能力通过大量的阅读训练是可以获得的。

Ⅳ. 意群阅读法 (Reading in Thought Groups)

以意群为单位进行阅读是一个比较容易且有效地培养和提高速度的方法。这种方法同扩大注视范围的方法相似：在阅读时，用眼睛的视野将每句按意群为单位分割成“块状”，与此同时，眼睛只须注视每个“块状意群”，不必每个单词都注视，这样，阅读和理解起来速度就会大大提高。例如：

Tom's girl friend Helen sent him a note saying that she wouldn't meet

him again unless her father allowed her to.

此句以意群为单位来读则是（圆点为注视点）：

Tom's girl friend Helen

sent him

a note

saying

that she wouldn't meet him again

unless her father allowed her to.

或

// Tom's girl friend Helen // sent him a note //

saying that she wouldn't meet him again //

unless her father allowed her to. //

读这句话时，大脑中出现的理解模式应是：

海伦 →

给汤姆 →

便条 →

说 →

不见 →

除非她爸同意

而理解过程在大脑中不应是完整的翻译过程：

汤姆的女朋友海伦 → 送给他一张便条 → 说不再见他 → 除非她爸同意

请分别用意群法和不用意群法阅读下面的段落，然后比较一下两种方法所耗的时间：

Read in thought groups

// The problem of population control // has to be recognized and approached // in a world environmental context. // In coping with population pressure or anything else // that affects the environment, // the most important need // is to protect human life on this planet. // The situation today // is that the world's population is increasing // faster than // the supply of food and

available resources. // At the present rate // of population expansion, // land depletion, // reduction of available water, // and exhaustion of natural resources, // within 30 years // this planet // will experience survival tensions // the like of which // have never existed before. //

Time used: _____ minutes

Read not in thought groups

/The/problem/of/population/control/has/to/be/recognized/and/ap-
proached/in/a/world/environmental/context. /In/coping/with/popula-
tion/pressure/or/anything/else/that/affects/the/environment, /the/most/
important/need/is/to/protect/human/life/on/this/planet. /The/situation/
today/is/that/the/world's/population/is/increasing/faster/than/the/sup-
ply/of/food/and/available/resources. /At/the/present/rate/of/popula-
tion/expansion, /land/depletion/, reduction/of/available/water, /and/ex-
haustion/of/natural/resources, /within/30/years/this/planet/will/experi-
ence/survival/tensions, the/like/of/which/have/never/existed/before/

Time used: _____ minutes

V. 用上下文线索猜词义 (Guessing word meanings by using context clues)

不管我们是平常阅读还是做阅读理解试题,总会遇到生词。平常阅读时如果碰到生词就查辞典,那样太耗时间,而考试中又不允许用辞典;因此掌握一点猜词义的技巧对提高理解能力大有裨益。

猜词义所利用的上下文线索或暗示主要的有五种:

1) 释义 (Definition)

有时在一篇文章中,某些生词的词义在其后面的一个短语或一个句子中得到解释。例如:

- ① He takes a special interest in **botany**—the study of plants.

例①中“the study of plants”已把生词“botany”解释得很清楚了。

- ② A bird **sanctuary** is a place where birds can breed and take refuge from hunters.

例②从全句的信息可以判断出: sanctuary 是一个“地方”,鸟在那里不受到危害,这些信息对理解来说是足够的。

- ③ This man thought he was *omniscient*, that is, he felt he knew everything.

例③从后面一句“he felt he knew everything”可以看出：“omniscient”是“无所不知者”的意思。

- ④ Tom is *obstinate*, i. e., it is hard to persuade him to change his mind.

例④请思考一下，本句中的“obstinate”是什么意思呢？

2) 重述 (Restatement)

重述即在某个篇章中作者对前面一句话作一重新或补充的陈述，这种重新的陈述中往往包含前面句子中某个生词的词义。例如：

- ① He is very *fastidious*. It is extremely hard to please and satisfy him.
② We can't put up with the chairman's *arbitrariness*. He often makes decisions without consulting other members of the committee.
③ Carbon monoxide is a *noxious* gas, it is almost *fatal*. People exposed to it too long will die without immediate medical help.

例①和例②中排黑斜体的单词的意思分别从后面的重述中可以清楚地看出来：*fastidious* 意为“挑剔”，*arbitrariness* 意为“武断”。例③中的两个单词，即使读者一个都不认识，从随后的陈述中还是能判断出它们意思，即“对人特别有害的”或“甚至会危及生命的”。这种意思虽然和单词的原义不完全一样，但对理解本句的内容来说，已经足够了。

3) 相关信息 (Related Information)

有时候，读者可以从上下文的有关信息获得某个单词意思的线索或暗示。

试通过下面两例中的相关信息判断下面排黑斜体部分的意思。例如：

- ① Tom's father often gets angry at his laziness. But this time he *flew into a rage* when he was told about Tom's misbehaviors at school.
② Whenever John is taking maths exams, he becomes so nervous that his hands tremble as if they had a life of their own and even he isn't able to hold his pen. He really has a *phobia* about taking maths tests.

4) 举例 (Examples)

有时，运用上下文所举的例子，读者也能够悟出某个单词的词义。例如：

- ① His hobby is reading *periodicals*, such as Time Magazine, Newsweek, Reader's Digest, etc.

即使不知道“periodical”这个词，也可由其后的“such as...”悟出其含义。

- ② She is held in high esteem for her outstanding research on *cataract* and other diseases of the eye.

此句虽没有告诉读者 cataract 的准确意义，但读者可以看出 cataract 是一种眼病。

- ③ The animals inhabiting this area of the forest are chiefly *antelopes*, and a few sheep of other kinds.

此句也没有告诉我们 antelope 的准确词义，但是，我们凭现有的信息可以知道 antelope 是一种羊，这样对理解一篇文章来说是足够的。

5) 对照 (Contrast)

读者也可以利用语句中所使用的对比表达法得到某个单词词义的线索。例如：

- ① Eliza's roommates were all discussing noisily about the latest clothes fashions, but she remained *reticent* all the while.
② Smith and Tom are close friends; they never *fall out*.
③ Nowadays some young people are not *thrifty*, since they often squander (浪费) money.

这里的“对照”，指的是前后两句（并列的或主从的）在意思上是对立的或相反的。这种意思上的“对立”或“相反”给读者提供了判断前后两句中某个生词意思的线索。譬如，例①的前一个分句中是“吵吵闹闹地谈论”，后一个分句为转折，那末其中的“reticent”的意思肯定是“不大开口”，此意就基本符合该单词的原义了。

VI. 区别事实和观点 (Distinguishing Fact from Opinion)

能否准确地区分事实和观点对理解一篇文章的主题思想是十分重要的，这种能力在阅读理解测试中显得尤为重要。

事实是客观的，因此用来描述事实的词汇具有不受个人情感影响 (impersonal)、不带感情色彩 (unemotional) 的特征。例如：

- ① Advertisements are shown on TV.