

TOEFL

阅读理解

俞耀生 郁明亮

复旦大学TOEFL教程之四

阅读策略(Reading Strategies)

阅读练习(Passages Practices)

模拟试题(Model Tests)

Comprehension Strategies

Passages Practices

Model Tests

复旦大学出版社

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俞耀生 郁明亮 主编

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内 容 提 要

本书是复旦大学 TOEFL 系列教材的第四册，重点帮助考生掌握正式考试试卷中阅读理解部分的要点。本书编选了大量模拟试卷，供考生在准备阶段自测用。书末附参考答案。

责任校对 马金宝

TOEFL 阅读理解

俞耀生 郁明亮 编

复旦大学出版社出版

(上海国权路 579 号)

新华书店上海发行所发行 复旦大学印刷厂印刷

开本 850×1168 1/32 印张 12.75 字数 328,000

1991 年 6 月第 1 版 1991 年 6 月第 1 次印刷

印数 1—8,000

ISBN7-309-00619-4/H·69

定价: 5.35 元

GF64/28

前 言

本书系复旦大学 TOEFL 教程之四，介绍语篇阅读的方法和技巧，适合于 TOEFL 考试的应试者和具有中级英语水平的读者使用，以提高英语的阅读水平。

TOEFL 考试的第三部分是词汇和阅读理解。词汇部分已在本教程之二作了系统讲解，本书从略。所选各篇短文是我们编制的模拟试卷，供自测用。为避免重复，本教程之一《TOEFL 考试指导》中出现过的短文均不收入本书。

本书中的短文大致按社会科学和自然科学两大类，分成 16 个专题，每篇后面对部分较难理解的单词和词组作了解释，因着眼于理解，故不注读音，不标明词性。释义只局限于文中出现的意义。全书末尾附有参考答案。

由于经验不足，水平有限，缺点和错误在所难免，恳切希望读者批评指正。

编 者

1991 年 3 月

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阅 读 探 秘

TOEFL 考试的阅读理解部分对非英语国家的多数考生来说是有**一定难度的**。平时在阅读时往往得求助于工具书和参考书，对疑难的问题得到的解答往往不那么令人满意。应考时又不能用词典，读起来会感到茫然，其中关键常常在于缺乏总体意义上的指导。在这里我们打算介绍一些阅读理解的方法。旨在帮助读者掌握阅读方法和技巧，通过实例来剖析试卷中短文的结构，尽力揭示短文阅读的命题奥秘。在此基础上进行大量的训练，经过实践，逐步克服阅读理解这一难关。

(一) 关于阅读理解的方法和技巧

任何阅读都需要有一种自觉的战略，TOEFL 的短文阅读也不例外。关键在于能否把握住试卷命题时的角度和因素，能否在各个环节上不失分寸地融会贯通之。

良好的阅读方法就是要把握住即时即境阅读的要点，进行有效的阅读和解答问题的最佳运筹方法。要改善自己的阅读理解能力，必须从一开始起就自觉地关注和改进自己的方法。这不是说去抽象地、孤立地去“学会”若干种“好方法”，而是应该在阅读实践中形成自己的最佳方法。不断摸索和创造。这里介绍美国阿衣华大学首创的 SQ3R 法，即 Survey (浏览) → Question (发问) → Read (阅读) → Recite (复述) → Review (复习)。这在准备 TOEFL 考试时可借鉴，但是由于各人的情况不尽相同，不能视为唯一的灵丹妙方，生搬硬套，而应该在阅读方法上力求结合自己的具体情况，开拓新路子。

阅读技能，即阅读技巧，是指阅读的技术和娴熟的程度。在平时的

阅读和准备 TOEFL 考试中,不宜过分强调阅读技巧,因为技巧本身不能解决阅读的效率问题,它同人的感知、记忆、思维、兴趣和意志等意识活动与认识活动紧密地联结在一起,语言学家和有经验的(尤其是教阅读课有经验的)教师都不赞成过早地要求掌握阅读规律和技巧。

TOEFL 考试在我国已举办了相当长一段时间。根据统计,阅读部分的平均正确率至多接近 50%,不能令人满意。考生的主要困难在于:

- 1) 似曾相识的词太多,遗忘率高,或者对词义只知其一而不知其二、其三;
- 2) 生词猜测能力差,理解正确率偏低;
- 3) 近义词辨析能力差;
- 4) 对复杂的长句分解不清;
- 5) 文章层次结构分不清,段落要点抓不住;
- 6) 题材不熟悉,背景知识欠缺。

那么, TOEFL 考试中的阅读理解部分是不是都属于高难度呢?其实未必如此。我们从每句句子的平均词数来判别一下 TOEFL 短文的难度。平均词数在 29 个以上的文句读起来很费劲,属于高难度阅读,即使是英美成年人去读也不轻松。每句平均词数为 21 个的语篇属于标准难度。TOEFL 短文的每句平均词数是 24 个左右,略高于标准难度,但还不至于令人望而却步。因此,考生须防止阅读焦虑症和恐惧症,并认真总结经验教训,找出正确率不高的原因。在一般情况下,其症结恐怕是没有掌握阅读技巧。下面叙述攻克阅读关应考虑的几个方面因素。

要解决 TOEFL 阅读中的困难,出发点应放在基本功上。

首先,要有扎实的语言功底。由文字组成的语句含有三重意义:字面意义,语法修辞意义和情景意义。字面意义由词语通常的含义与正常使用的语法体现出来。TOEFL 考试的阅读部分,如能掌握七、八千词汇足以应付,但必须熟谙构词法知识,善于推断不熟悉词语的用法,通过词语的连接手段来理解短文各部分的关系,能辨认行文中的指示

语(如 on the one hand...on the other; in a word 等等)以及短文中出现在括号内的解释性词语。语法修辞意义是作者采用的语法修辞手段来判断语句的特定含义。在 TOEFL 短文阅读中,常会遇到演绎、归纳、比喻、对照等修辞方法,须加留意。情景意义是根据语句中出现的情景来体现所包含的特定意义。也就是说,要在特定的语言环境中,建立上下文意识,发掘字里行间的含义,才能正确理解作者所表达的意思。

概括地说,可以从三个层次上加以理解,一是根据上下文确定词的意义项,一是通过词语意义和语法意义的理解,再是在规定的时间内完成阅读并能抓住中心大意。

其次,要有相当宽阔的知识面,这是必备的基本功之一。只有通过大量的阅读,才能做到这一点。不但要有历史、地理、哲学、文学、艺术、生物、物理、化学等学科的基本知识,而且要有文化、风土人情等方面的背景知识。同时,还要注意思维与表达方式的差异。

(二) TOEFL 考卷中阅读部分的命题奥秘

在 TOEFL 考试准备阶段,要学会解剖、分析语篇结构和命题样式。

1. 短文结构剖析

作者根据自己对生活的认识,按照表现主题的需要,运用各种手段和方法,把一系列材料、人物、事件等分别轻重主次,合理而均匀地加以组织和安排,这就是语篇的结构。一般说来,文章总会有个标题,阐明一篇文章的主题,可是,TOEFL 考试的短文都没有标题,考生无法一眼看出它的主题。这就需要弄清层次结构,顺藤摸瓜,这样才能抓住中心思想。

写文章无固定章法,全在于作者的运用。但是,如果熟悉语篇结构的基本类型,也许对考生有一定的实用意义。考生在准备阶段可以从

下列各类型的分析中受到启发。

(1) 论题——证明型

论题——证明型(Thesis-Proof Pattern)的目的是用客观的方法来证明某事。一般程序是：提出论题——背景——证明——意义(Thesis-Background-Proof-Significance)。论题是作者试图证明的问题；背景是作者为使读者明白证明而提供的信息；意义是指，如果读者对作者的论题表示认可，他应当怎样去做。

例 1:

结构分析

THESIS

PROOF

Psychiatric tests show that a well-balanced person gets much angrier when provoked than an abnormal person does. At the New York State Psychiatric Institute, Dr. James Page and Professor of Psychology Carney Landis of Columbia University studied the reaction of 200 normals and 210 abnormals. They tested their reactions to maddening situations of every type and variety, such as: being laughed at and ridiculed, being repeatedly disconnected on the telephone, accidentally hitting their thumb with a hammer, being worked on by a backseat driver, being told to “shut up” and mind their own business, discovering someone cheating in a friendly card game, etc. In almost every instance the anger reaction of the normal group was much more intense than that of the abnormal one.

IMPLICATION

“This,” they reported, “is in accord with other psychiatric findings. For one of the out-

standing symptoms of mental unbalance is an emotional apathy.” So if you blow your top when you bang your skin against a piece of furniture, or when your sweetheart goes out with another guy—don’t worry about it. It’s just a sign that you’re normal.

理解分析

中心思想：受到激怒时的反应。

论 题：心理平衡状态良好的人受到挑衅或激怒时比不正常人的反应更为强烈。

证 明：教授们对于人们遇到刺激时的反应的研究成果是以哪种方法得出来的。

含 义：发怒或生气是正常的——是正常人的标志。

问 题：

1. This passage deals mainly with the

- (A) similarity to previous psychiatric studies of New York State Psychological Institute’s findings concerning anger reactions.
- (B) absence of apathy in normals.
- (C) nature of incidents tending to provoke anger in normals versus abnormals.
- (D) level of intensity in anger reactions registered by normals versus abnormals.

2. The main idea of this passage is that

- (A) anger is a universal phenomenon among humans.
- (B) psychiatric tests proved that a person who gets angry is well-balanced.
- (C) normal persons are apt to get angry much more easily than abnormal persons.

- (D) normal persons react more intensely to anger-provoking situations than do abnormal individuals.
3. The author recommends that, if you tend to become angry, you should
- (A) treat it as a normal reaction.
 - (B) not worry about what has made you angry.
 - (C) try to control your anger.
 - (D) become concerned.
4. The word "apathy" means
- (A) need for affection.
 - (B) lack of feeling.
 - (C) confusion.
 - (D) undue sensitivity.
5. The last two sentences of the passage contain
- (A) the main idea.
 - (B) an important detail supporting the generalization.
 - (C) a suggestion from the author about what you should do about the generalization.
 - (D) an opinion of Drs. Page and Landis.

题解

第1题为要旨题 (Subject Matter), 正确答案是 D。参见第一段首句和末句, 以及第二段第二句对比陈述。选择项 C 是表明实验数据的细节, 但研究结果与强度有关, 与频率无关。

第2题为总结概括题 (Generalization), 正确答案是 D。从第一段首句和末句可以看出。选择项 A 不对, 不正常人反应冷漠; 选择项 B 不对, 发怒是正常人的表现, 但并不保证百分之百正常; 选择项 C 与内容无关, 短文论述的是发怒的强度而不是频率。

第3题为意义题 (Significance), 正确答案是 A。从第二段的最后两句可以看出。选择项 B 在文中没有提及; 选择项 C 的意义与短文不

符,选择项D的意义与本文意义相反,可从倒数第二句中可以看出。

第4题为词汇题(Vocabulary),正确答案是B。前缀a-=without,词根pathy=feel,组合成一个词,意义相当于“lack of feeling”。

第5题为意义兼概括题,正确答案是C。这个结论是在总结概括的基础上得出的。注意文中“so”这个词的用法,指作者所暗示的意义。

例2:

结构分析

TRANSITION	The Greek's lofty attitude toward scientific (From preced- research—and the scientists' contempt of utii- ing material) ity—was a long time dying. For a millennium after Archimedes, this separation of mechanics from geometry inhibited fundamental technolo- gical progress and in some areas repressed it altogether.
THESIS	But there was a still greater obsta- cle to change until the very end of the middle ages; the organization of society. The social system of fixed class relationships that pre- vailed through the Middle Ages (and in some areas much longer) itself stultified improve- ment. Under this system, the laboring masses, in exchange for the bare necessities of life, did all the productive work, while the privi- leged few—priests, nobles, and kings—concern- ed themselves only with ownership and maina- tenance of their own position.
The one exception	In the interest of their prerogatives they did achieve considerable progress in defense, in warmaking, in government, in trade, in the arts of leisure, and in the extraction of labor

from their dependents, but they had no familiarity with the processes of production. On the other hand, the laborers, who were familiar with manufacturing techniques, had no incentive to improve or increase production to the advantage of their masters.

PROOF

Why class
division
impeded
progress

Thus, with one class possessing the requisite knowledge and experience, but lacking incentive and leisure, and the other class lacking the knowledge and experience, there was no means by which technical progress could be achieved.

Labor

(1) The whole ancient world was built upon this relationship—a relationship as sterile as it was inhuman. | In many of the commonplace fields of human endeavor, actual stagnation prevailed for thousands of years. Not all the glory that was Greece and the grandeur that was Rome could develop the windmill or contrive so simple an instrument as the wheelbarrow—products of the tenth and thirteenth centuries respectively.

(2) For about twenty-five centuries, two-thirds of the power of the horse was lost because he wasn't shod, and much of the strength of the ox was wasted because his harness wasn't modified to fit his shoulders. | For more than five

Examples of stagnation (3) thousand years, sailors were confined to rivers and coasts by a primitive steering mecha-

nism which required remarkably little alteration (in the thirteenth century) to become a rudder.

- (4) With any ingenuity at all, the ancient plough could have been put on wheels and the ploughshare shaped to bite and turn the sod instead of merely scratching it—but the ingenuity wasn't forthcoming. And the villager
- (5) of the Middle Ages, like the men who first had fire, had a smoke hole in the center of the straw and reed thatched roof of his one-room dwelling (which he shared with his animals), while the medieval charcoal burner (like his Stone Age ancestor) made himself a hut of small branches.

理解分析

中心思想：技术进步

论 题：古代和中世纪的社会制度限制了技术进步。

例外：军事装备。

牧师、贵族占有；佃农劳动。

证 明：知识阶级缺少刺激；劳动者缺乏知识。

奴隶众多，就没有寻求做事的更佳方式的需要。

各种各样简单的小发明到了中世纪以后才出现。

问 题：

1. Lack of technological progress in the ancient and medieval worlds was primarily due to the absence of
 - (A) natural resources.
 - (B) an attitude of respect toward mechanics on the part of philosophers.

- (C) inventive ability.
- (D) proper social organization.
2. We may infer that a change in class relationships after the close of the Middle Ages produced greater productivity because
- (A) freemen had incentive to produce more.
- (B) masters had greater incentive to work their workers harder.
- (C) slaves never starved, no matter what they produced.
- (D) thinkers looked down on utility as a valid subject for thought.
3. During the Middle Ages, productivity of labor
- (A) was a primary concern of society.
- (B) was hampered by class relationships.
- (C) began to improve over levels reached by the Greeks.
- (D) was in a period of technical progress.
4. In supporting his contentions about the ancient world, the author relies mainly on illustrations drawn from
- (A) statements about the deficiencies of the medieval world in the areas of government and war.
- (B) examples of the separation of mechanics and geometry.
- (C) technology.
- (D) case studies of lack of social communication between classes.

题解

第1题为总结概括题(Generalization), 正确答案是D。文中提到古代人对效用(utility)持轻蔑态度, 但很重视社会组织结构。

第2题为结论题(Conclusion), 正确答案是A。就技术处理来说, 作者在叙述短文范围内的情形, 并非在描写短文以外的新情况。

第3题为总结概括题(Generalization), 正确答案是B。从第一段第四句中可以看出。

第4题为表达技巧题(Communication Technique), 正确答案是C。这与作者怎样着手证明主题有关, 可参见最后一项证明。

(2) 见解—推理型

见解—推理型(Opinion-Reason Pattern)的目的是用主观的方法来证明某事。一般程序是从提出见解到背景、推理和建议(Opinion—Background—Reason—Recommendation)。“见解”指对于尚未解决的问题的某种看法;“背景”指为使道理更加明白易懂而作的简要说明;“推理”指证实作者观点的理由;“建议”指作者劝告他人采取的行动。

例 1:

结构分析

OPINION

The change in the treatment of his characters is a significant index to Shakespeare's growth as a dramatist.

Earlier plays

In the earlier plays, his men and women are more engaged with external forces than with internal struggles. In as excellent an early tragedy as “Romeo and Juliet,” the hero fights more with outside obstacles than with himself.

REASON

Later plays

In the great later tragedies, the internal conflict is more emphasized, as in the cases of “Hamlet” and “Macbeth.” He grew to care less for mere incident, for plots based on mistaken identity, as in the “Comedy of Errors”, he became more and more interested in the delineation of character, in showing the effect of evil on Macbeth and his wife, of jealousy on Othello, of indecision on Hamlet, as well

as in exploring the ineffectual attempts of many of his characters to escape the consequences of their acts.

理解分析

中心思想：莎士比亚的戏剧人物处理

见解：革新是莎士比亚作为一个戏剧家成长的标志。

推理：在早期剧本中，人物冲突是由外力引起的。

在晚期剧本中，内在冲突是他的描写特色。提及细节的作品有《哈姆莱特》和《麦克佩斯》，揭示了剧中人物的激情、犹豫不决和他们的行为的后果。

问题：

1. In his later plays Shakespeare became more interested in
 - (A) plots based on mistaken identity.
 - (B) great characters from history.
 - (C) the study of his country.
 - (D) the study of human nature.
2. The development of Shakespeare as a dramatist is marked by his
 - (A) improved treatment of complications.
 - (B) increased use of involved plots.
 - (C) increased variety of plots.
 - (D) increased interest in emotional conflicts.
3. The author feels that growth on the part of a dramatist includes an increased ability to
 - (A) explore human nature.
 - (B) weave engrossing plots.
 - (C) show the helplessness of man in the confrontation with his environment.
 - (D) master the technique of the stage.