

英语阅读技巧训练

《研究生系列英语》之五

READING
TECHNIQUES
TRAINING

朝良 编

出版社

GETTING THROUGH
GRADUATE SCHOOL ENGLISH
IMPROVING READING
COMPREHENSION

(With Answer Key)

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Graduate School

University of Science and Technology of China

《研究生系列英语》之五
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(附 答 案)

肖朝良 编

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内 容 简 介

我国高等院校绝大多数非英语专业毕业生,在阅读和写作方面一般都很应付当前国内(如EPT)和国外(如TOEFL)广泛采用的英语水平测试,也无法解决阅读大量外文参考资料和写论文摘要的实际需要,本书就是根据这种情况而编写的。中国科技大学研究生院自1983年以来采用本书作为基本教材,供研究生第一学期使用,取得了令人满意的效果。

本书主要包括简单的构词法,句子的分析理解,根据上下文猜出词意,找出主题,抓住中心思想,掌握主要论点,推论和预见,略读和扫描,参照联贯,写作题纲和摘要等十二个单位。选材多样化,既包括一般的自然科学,也包括社会科学,并富有知识性和趣味性。练习形式多样,既有针对性,又有启发性,除了一般采用的多项选择题和综合填空练习以外,还有逐步加深的英语写作练习,所以对提高写作能力也有很大帮助。书本附有答案,可供参考。

本书可供高等院校高年级或研究生作为教材使用,亦可供出国进修人员,有志于报考研究生或TOEFL考试的具有中等以上英语水平的读者自学使用。

Getting Through Graduate School English IMPROVING READING COMPREHENSION

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前 言

中国科技大学研究生院每年接纳来自全国各地、各门学科的近千名大学毕业生。在讲授英语必修课时，教师们发现这些大学毕业生中的绝大多数人不但阅读速度过慢，不会提纲挈领地归纳推论，而且掌握不住全段或全篇文章的中心思想和主要论点，更谈不上用英语拟写作提纲或写论文摘要。一方面由于词汇量小，阅读面窄；另一方面已习惯于逐字译成中文，逐句作语法分析，所以无法适应阅读大量外文资料的实际需要，也不能应付如国内EPT和国外TOEFL这一类英语水平的测试。编写本书的指导思想就是通过由短到长、从易到难的不同题材的文章，具有针对性的形式多样的练习，使读者掌握各种必需的阅读技能，扩大阅读面，增加词汇量，以达到提高阅读速度，增强理解和表达能力的目的。

本书按照不同的阅读技能，分为句子的分析理解，根据上下文猜测词意，找出主题，抓住中心思想，掌握主要论点，推论和预见，略读和扫描，参照联贯，写作提纲和摘要等十二个单元，每个单元又包括几个选篇。本书所选题材广泛，既包括一般的自然科学，也包括社会科学；既有文学名著的片段，也有报刊的报导，科学的论述，哲理的论证，历史文化的介绍等等，都选自英、美原著。所以既有知识性，又有趣味性，可以开阔知识视野和适应各种不同的文体。同时文章从短到长，由浅入深，循序渐进，不使读者有突兀之感。

所有练习根据每个单元所讲的阅读技能，有计针对性地侧重这一方面的运用和掌握，同时又互相关联，在不同的单元里再现，以起到巩固所学技能的目的；练习的难度也是逐渐地加深，练习形式多样，既有一般采用的多项选择题，从易到难的综合填空练习，也有从短到长的英语写作练习，所以对提高写作能力也有很大帮助。

在讲授阅读技能的十二个单元之后，还有两部分作业。第一部分是基本构词法，它对扩大词汇量，根据不同的句子结构变换词性，灵活运用语言等都是必要的。第二部分是不同类型和体裁的文章，以进一步巩固阅读技能的掌握和加深阅读的难度。

所有练习和作业都附有答案，以供参考。

本书自1983年以来作为中国科技大学研究生院研究生第一学期普遍使用的基本教材，经过四年多来教学实践的检验，在所有任课教师集体讨论的基础上不能进行了修订和补充，所以它也是集思广益的成果，不论实际效果或师生反映都是令人满意的。但限于编者的水平，不足之处在所难免，衷心欢迎读者和教师们的批评指正。

编 者

1986年12月

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UNIT ONE

SENTENCE COMPREHENSION

The Sentence Comprehension exercises deal with larger units of meaning than the other drills. Therefore you must read the key sentence carefully and think about it *before* deciding whether the sentences that follow are alike or different.

Read every word of the key sentence. Understand the whole sentence, not just a part of it. Notice whether the statement is broad and loose ("usually", "sometimes"), or limited ("always", "only"). Notice whether it is positive or negative.

Remember that the addition of one word can change the entire meaning. It is useful to *paraphrase* the key sentence—to put it mentally into your own words. Then you can recognize the same idea even when the sentence structure is different.

Read the key sentence carefully and think about its meaning. Ten sentences follow the key sentence. Read each one quickly and determine if the central thought is the same as (or similar to) the idea expressed in the key sentence. If it is basically the same, put a check in the right-hand column.

Sentence Comprehension (1)

Key sentence: Your story of the incident would be incredible if I had not witnessed it myself.

- | | |
|--|-------|
| 1. I cannot believe your story of what happened. | _____ |
| 2. You are not telling the truth. | _____ |
| 3. I would not believe you if I didn't know you well. | _____ |
| 4. I would not believe you if I hadn't seen it myself. | _____ |
| 5. You tend to have a low regard for the truth. | _____ |
| 6. You and I really made up a good story. | _____ |
| 7. In this case, seeing was believing. | _____ |
| 8. I believe you because you have a good reputation. | _____ |
| 9. It was a common incident which happens every day. | _____ |
| 10. It's funny how the same incident can seem totally | _____ |

different to two different witnesses.

TIME _____
ERRORS _____

Sentence Comprehension (2)

Key sentence: Our life is frittered away by detail.

1. We should not spend our valuable time regretting past mistakes. _____
2. We waste our lives, little by little, attending to small, unimportant tasks. _____
3. Our breakfast tables are enriched by the sight of corn fritters. _____
4. A man who spends his time wisely achieves more. _____
5. Many people spend hours looking for better ways to occupy their time. _____
6. Insignificant matters take up so much of our time that our lives seem to go by without meaning. _____
7. One should pay more attention to important problems and ignore unimportant matters. _____
8. Our ambitions are frustrated by the interference of petty employers. _____
9. Advance planning saves much wasted time. _____
10. The days of our lives seem needlessly spent in taking care of minor details. _____

TIME _____
ERRORS _____

Sentence Comprehension (3)

Key sentence: Both heredity and environment influence students' academic successes.

1. Where students live has more influence on them than who their parents are. _____
2. Genetic characteristics and living conditions are both factors influencing students' ability to study. _____
3. Atmospheric conditions affect students' ability to study. _____
4. Students' parentage is more important than environment in scholastic progress. _____
5. Students' progress in school is affected by environ- _____

ment and heredity.

6. Making good grades is a result of a highly cultural background.
7. Students' surroundings while growing up and the qualities inherited from their parents affect how well they do in school.
8. Students have difficulty with their homework if their home is noisy.
9. Neither heredity nor environment greatly affect students' progress in school.
10. Community expectations often motivate students to make better grades.

TIME _____
ERRORS _____

Sentence Comprehension (4)

Key sentence: Who can protest and does not is an accomplice in the act.

1. If you do not protest about some wrongful act, you are as guilty as the actor.
2. Ignorance of the law is no excuse.
3. Silence is golden.
4. Protest and dissent are seldom useful to society.
5. Silent disagreement is one good way to combat evil.
6. Free speech and dissent can act as curbs on unlawful acts.
7. Indifference or silence about a crime is the same as helping the criminal.
8. A responsible person does not keep quiet about injustice.
9. Group protest is more effective than individual protest.
10. Good always wins out over evil.

TIME _____
ERRORS _____

Sentence Comprehension (5)

Key sentence: A majority of the women in the United States who work do so because of real economic need, not because they want more spending money for luxuries.

1. Although it is generally believed that most American women

work for extra money, the majority work out of financial need.

2. Too many American women neglect their homes and work for luxuries their husbands cannot buy them.
3. Many women work to send their children to college.
4. Since 1940, the number of mothers who work has increased about nine times.
5. Because of rising inflation, economic needs dictate that more women work now than ever before.
6. The majority of American women spend over half their wages for luxuries.
7. A woman's place is in the home, not in the office or factory.
8. Most wages earned by women are spent for household needs, whereas wages earned by men are spent for larger monthly bills.
9. Statistics prove that more working women than working men give to charities.
10. The main reason that most women in America work is a need for money to buy necessities, not to buy extra items.

TIME

ERRORS

Sentence Comprehension (6)

Key sentence: There is a strong correlation in reading between concentration and comprehension.

1. Ability to concentrate in reading is closely related to understanding what is read.
2. Paying careful attention when reading increases comprehension.
3. Concentrating on punctuation makes oral reading more effective.
4. The ability to comprehend long difficult passages correlates directly to intelligence.
5. Reading rapidly improves both comprehension and concentration.
6. Reading comprehension is improved by good concentration.

7. Many corporations have encouraged executives to learn speed reading. _____
8. The challenge of reading every other line improves concentration. _____
9. Good readers choose a reading environment without distracting noises and sights. _____
10. Retention of factual detail is dependent upon reading the material twice. _____

TIME _____
ERRORS _____

Sentence Comprehension (7)

Key sentence: Reading for ideas instead of words will increase reading rate.

1. Reading rate is increased by reacting to ideas, not single words. _____
2. It is more difficult to grasp ideas than to merely recognize words. _____
3. How well one understands ideas in reading material is often related to how well one understands the vocabulary used in the material. _____
4. Ideas are more important than isolated words. _____
5. In increasing speed, reading word for word is not as effective as reading for ideas. _____
6. A poor vocabulary often means a slower reading rate. _____
7. It is easier to read faster when reading interesting material. _____
8. One can read faster when one stops reading word for word and starts reading for ideas. _____
9. Wordy sentence structure sometimes obscures the meaning of a reading passage. _____
10. The rate of understanding ideas can be dependent on the rate of reading. _____

TIME _____
ERRORS _____

Sentence Comprehension (8)

Key sentence: Slow readers often lose the train of thought because of the length of time taken to get through a reading passage.

1. Few people read as fast as they can because they don't realize that the mind is quicker than the eye. _____
2. If readers take a long time to get from the beginning of a sentence to the end, they may lose the point of the sentence. _____
3. The longer it takes to read a paragraph, the more discouraged a reader gets. _____
4. It's difficult to connect thoughts in a reading passage when reading slowly. _____
5. Faster readers can put ideas together more efficiently because they can get through a passage so quickly they don't lose their thought pattern. _____
6. It is much easier to read the newspaper fast than it is to read a history text. _____
7. Fast readers are happy readers. _____
8. Reading slowly can cause a person to lose the train of thought before reaching the end of a sentence. _____
9. Many readers read slowly because they are thinking of other things. _____
10. Poor lighting can cause eyestrain for fast and slow readers alike. _____

TIME _____

ERRORS _____

Sentence Comprehension (9)

Key sentence: There are twenty-six letters in the English alphabet, but these stand for over forty different sounds.

1. Each of the twenty-six letters in our alphabet has only one sound. _____
2. The more than forty different sounds in the English language are made by only twenty-six letters. _____
3. Some letters in the English alphabet obviously make more than one sound, since the ratio of letters to sounds is 2.6 to 4. _____
4. The more than forty different letters in the English alphabet _____

- have only twenty-six sounds.
5. There are almost twice as many sounds in the English language as there are letters.
 6. Each of the twenty-six letters in our language makes at least two sounds.
 7. Each of the twenty-six sounds in our language makes at least two letters.
 8. In the English language, the twenty-six letters make more than forty sounds.
 9. Any letter in the English language, whether it is a vowel or a consonant, will make more than one sound.
 10. The English language makes no sense at all.

TIME _____
 ERRORS _____

Sentence Comprehension (10)

Key sentence: People who score high on vocabulary tests are usually successful in school and work.

1. The more words you know, the more people you impress.
2. We learn new words through listening to television and radio, as well as through reading.
3. A large vocabulary helps a person succeed in business and school.
4. People who know a lot of words can usually express themselves well.
5. People who score low on vocabulary tests are usually not successful in school and work.
6. Knowledge of a large variety of words improves communication.
7. A large vocabulary often means better grades in school.
8. People with limited vocabularies frequently express themselves poorly.
9. It is difficult to understand complex ideas without knowing the words used to express those ideas.
10. Knowing more words increases one's chances of academic and professional success.

TIME _____

ERRORS _____

Sentence Comprehension (11)

Key sentence: A poor listener will often think about what he will say next instead of listening carefully to what the other person is saying.

1. Instead of being attentive to another's words, we often think ahead to our own next words. _____
2. People who don't listen carefully sometimes have a hearing problem. _____
3. If you don't hear everything a speaker has said, ask for a repetition. _____
4. We often don't hear an important point made by a speaker because we are concentrating on what we will say next. _____
5. When the listener stops paying attention, it usually means the speaker is boring. _____
6. Listeners would hear more if they paid attention to the speaker instead of thinking about their turn to speak. _____
7. Not paying attention while someone is talking is impolite. _____
8. If you look as if you are listening, there is less need to actually pay attention to the speaker. _____
9. Poor listening habits are caused by a lack of interest in the subject being discussed. _____
10. If someone isn't listening to you, speak louder and carry a big stick. _____

TIME _____

ERRORS _____

Sentence Comprehension (12)

Key sentence: Faster readers usually understand more than slow readers because faster readers are more alert and aggressive.

1. Slow readers usually understand more than fast readers because slow readers are more careful. _____
2. Slow readers often don't comprehend as much as fast readers because slow readers are not as alert or aggressive. _____
3. Rapid reading is frequently more efficient than slow reading because rapid reading forces greater concentration. _____

4. Fast reading is better than slow reading because of time saved. _____
5. Read different materials at different speeds. _____
6. Reading too fast will cause eyestrain. _____
7. Reading with good comprehension, in most cases, is a result of reading with speed and concentration. _____
8. Wide awake, aggressive readers usually have the best comprehension. _____
9. Reading in haste makes waste. _____
10. Readers who plod along half asleep don't get as much out of their reading as fast readers do. _____

TIME _____
 ERRORS _____

Sentence Comprehension (13)

Key sentence: No man is an island. _____

1. People aren't made of clay. _____
2. We can learn to ignore our surroundings. _____
3. Everydody's life affects another person in some way. _____
4. We are not our brother's keeper. _____
5. People should keep their feelings to themselves. _____
6. No person can exist without the help of another. _____
7. It's not necessary that I be aware of your existence. _____
8. Not all islands are above water. _____
9. Still waters run deep. _____
10. People need each other. _____

TIME _____
 ERRORS _____

Sentence Comprehension (14)

Key sentence: If you want something done, ask a busy person. _____

1. Busy people are often too frantic to accomplish anything. _____
2. People who are busy can't say no. _____
3. A person with a full schedule is more likely to get things done. _____
4. If yon need help, ask someone with plenty of time. _____
5. Busy people are active people who will get your job done. _____
6. Busy people usually don't have time to do a job right. _____

- 7. Most people are too busy to help their friends. _____
- 8. The person most likely to finish an extra task is the person
who is already able to handle a lot of jobs. _____
- 9. Lazy people don't value hard work. _____
- 10. If you want a thing well done, do it yourself. _____

TIME _____
ERRORS _____

UNIT TWO

FINDING THE SUBJECT OF A PARAGRAPH

It is important to learn to find the subject of a paragraph, because the subject tells us what the paragraph is about. Some paragraphs have topic sentences which contain the subjects of the given paragraphs, while others have not. It is more difficult to find the subject of a paragraph without a topic sentence. In this case, you must refer to the whole paragraph in order to find the subject. Anyway, the subject, or heading, of any paragraph should cover the same area of meaning as the paragraph.

Usually we choose a few words that refer to important ideas in the paragraph, then arrange them in a short phrase or sentence, adding any words necessary for the meaning while omitting and shortening words where possible.

Paragraph reading (1)

Plant can be limited in their growth rates by a variety of factors. Mineral nutrients must diffuse through the soil to the roots, and from there they must be carried through the body of the plant. Carbon dioxide must be taken into the leaves. Sufficient light must fall upon the plant to cause a rate of photosynthesis greater than the rate of consumption of energy by the plant.

1. Is there a topic sentence? If so, which one?
2. Select the subject which fits the paragraph well:
 - a) Factors limiting plant growth rate
 - b) Mineral nutrients and plant
 - c) Photosynthesis and consumption of energy by plant

Paragraph reading (2)

The speed with which men travel from one time zone to another may have bad effects on the health. An airline pilot, for example, who flies from New York to Tokyo is still on New York time, biologically speaking, when he arrives in Tokyo. It is several days before his pulse rate, body temperature and system of digestion adjust to Tokyo time. By then he

may be on his way back to New York. After several such trips he may develop various unpleasant symptoms. These may include a loss or gain in weight, insomnia and a general sense of tension.

1. Is there a topic sentence? If so, which one?
2. Select the subject which fits the paragraph well:
 - a) Travel from one time zone to another
 - b) From New York to Tokyo
 - c) Bad health effects caused by speed of travel from one time zone to another

Paragraph reading (3)

Low temperatures slow down the rate of chemical and physical processes in the body. This fact can be used to advantage by a surgeon who intends to perform a heart operation which will take a long time. If he cools down the body, the brain will require less oxygen from the blood. This will make the operation much safer, since during an open heart operation the brain must of necessity be deprived of its normal supply of fresh blood.

1. Is there a topic sentence? If so, which one?
2. Select the subject which fits the paragraph well:
 - a) Low temperatures and surgical operation
 - b) Surgeon operates on heart
 - c) How cooling can help surgeons in heart operation

Paragraph reading (4)

As traffic congestion spreads, increasing amounts of time and fuel are wasted. More fumes are released into the air, increasing the likelihood that cities will be covered by smog. The lives of sufferers from chest diseases are endangered. Others find that their eyes water and they have a tickling sensation in the nose. The smell of exhaust fumes increasingly covers up nicer smells and scents that are part of the pleasure of life.

1. Is there a topic sentence? If so, which one?
2. Select the subject which fits the paragraph well:
 - a) How time and fuel are wasted
 - b) Fumes and smog
 - c) Effects of traffic congestion