

大学英语（公外）学习与应试指导丛书

READING

四、六级

吴金根 曹欲晓 编



外语教学与研究出版社

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阅 读

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第一章 阅读总说

第一节 正确认识阅读

一、阅读在外语学习中的位置

语言是工具，其目的在于交流、运用。语言的运用呈现出各种不同的形态，包括听、说、读、写各个方面。听、说、读、写各有其重要作用，缺一不可，不能偏废。对于学习、掌握和运用外语而言，阅读更是具有不可或缺的重要地位。

在母语的习得中，听、说总是领先于读、写，这是特殊的语言环境使然。外语的习得，因条件的限制，往往听和说滞后于阅读，虽然不是绝对如此，但是，现状却是这样。绝大多数的人，是通过阅读开始接触英语的，一般的情况是，在学校的外语课程中，首先是通过阅读了解英语的语言规则和现象。而阅读对于一般的学生来说，似乎也要比听、说、写和译来得更为容易。通常，阅读的水平要高一些。尽管如此，所谓阅读水平要高一些也只是相对而言，考试中反映出来的问题就足以说明这一点。于是，正确认识阅读在外语学习中的地位及其方法，则显得非常重要。

1. 阅读可提供、创造语言环境

外语的学习不同于母语的习得，外语学习过程中最大的问题就是语言环境的问题。受条件的限制，学习者通常不能以听说领先的方法来学习外语，只能通过阅读来给自己提供和创造学习外国语言的环境，阅读虽然不能提供自然的口头交际语言环境，但是各种体裁、题材、风格的外语材料涉及真实生活中的各个领域，能提供自然、完整、系统的书面交际语言环境。随着中国的开放，中外文化交流的增强，以及信息高速公路的引进，外语资料也更加丰富并富有时代感，外语的书面交际环境也更加真实、自然，并日臻完善。

2. 阅读可提高语言素质

由于外语材料中包含丰富的语法结构、词汇、外语信息内容以及其它各种语言现象，读者要想理解、掌握内容，吸收知识，就必须运用已经学过的语言知识和文化背景知识，运用学到的语言技能，也必须在教师或工具书的帮助下学习新的语言知识和语言现象，掌握新的语言技能。因此阅读既可为外语学习者提供运用语言知识、语言技能、文化背景知识的机会，又可巩固、提高其知识、技能。此外，阅读实际上是一种书面交际活动，而阅读的过程本质上也是读者和作者进行思想交流的过程。如同外国人在口头交际时能带动、激活外语学习者的思维一样，外语学习者在阅读过程中也会跟着作者的思维，去体验、领悟作者所传达的信息，并模仿、学习作者所用的语言。因此，阅读既可提供模仿、学习地道外语的机会，也可增加外语学习者对地

道外语的真实体验,并自然而然地增强外语的语感。总之,阅读可以在整体上提高外语学习者的语言素质。

3. 阅读可提高智力和文化修养

在阅读过程中,外语学习者为了理解材料的内容,掌握材料中所含的主要信息,领悟作者的言外之意和真正意图,经常进行分析、综合、判断和推理等逻辑思维活动。这些活动非常有助于提高思维能力和智力水平。另外,阅读不仅可以使外语学习者提高语言素质,也可使他们更多地了解所学语言国家的风土人情,丰富他们地理、历史、文化艺术等各个方面的知识。这样既可充实生活,又可拓宽视野,启迪思想,提高文化修养。

4. 阅读可提高学习兴趣和自信心

多一门语言,多一个世界。外语奉献给读者一个色彩缤纷的世界。各种外语读物为读者真实地展现异国的风土人情、社会习俗、历史文化、经济发展、政治变迁、科技成果等。作者通过表明观点、态度和描述经历、情感向读者展现一个个丰富的内心世界。通过阅读自己喜欢的读物,外语学习者可以满足其求知欲、好奇心和其他各种需要,从而提高学习兴趣。此外,外语学习者在理解、掌握了所读内容,丰富了知识,熟练了语言技能时就会有一种成就感。这可以大大提高学习的积极性和自信心。

二、阅读与听、说、写之间的关系

1. 读与听的关系

外语的学习不同于母语的习得。在外语学习中通常是阅读先于听说。因此阅读对听力具有直接的影响。决定听力好坏的因素除了辨音能力外,还有语言基础知识,如词汇、句法结构等,文化背景知识,以及综合概括、预测等各种能力。要听懂一篇生词很多、句法结构和话题陌生的材料是难以想像的。只有通过阅读增加词汇量,积累和熟悉句法结构,扩大知识面,才能在听的时候更加自如。而且和听相比,阅读是一条相对容易、切实获得语言知识、文化背景知识的途径。听往往是一种一次性的、瞬间性的过程,因为为了理解、记忆所听内容,听者毕竟没有很多的时间去研究、推敲词汇、句法结构等。因此,听在更大程度上说是一种运用语言知识、文化背景知识的过程。而阅读却可以是重复性的、长时间的过程,读者有充裕的时间来详细地、慢慢地研究、吸收所学内容。除了语言知识、文化背景知识,概括、预测等各种能力在听力中也非常重要。由于听的内容一瞬即逝以及各种因素对注意力的分散,听者往往难以抓住每一句话。这就需要听者运用概括能力抓住所听内容的主要意思。另外,通过文化背景知识和已听内容来预测下文也有助于理解、接受说话者传递的信息。而这种概括、预测能力主要也靠阅读来加强训练,因为对外语学习者来说,毕竟阅读的时间和内容比听的要多得多。总之,通过阅读获得的语言知识、文化背景知识和概括、预测等能力对听力的提高有着直接的、极大的意义,阅读在很大程度上是提高听力的基础。

2. 读与说的关系

说话是一种输出过程,是说话者通过运用词汇、语法基本知识,借助体态语言和面部表

情，向他人传递信息的过程。要想说好外语，除了语音、语调好，还需要掌握丰富的词汇、表达法，正确的基本语法结构，还要了解外语国家的文化背景知识。不清楚、不熟练基本的语法结构，就会说出句法结构杂乱无章的、让人难以理解的话。没有丰富的词汇，在说话时就会感到表达思想很困难，或根本无法表达思想。不了解外语国家的文化背景、社会习俗，就不能说出地道、得体的外语。而词汇、语法知识、文化背景的获得除了靠上课，主要还是靠阅读有关书籍、读物来丰富、巩固，通过阅读来反复练习、熟练直至掌握运用。决定外语口语水平的高低除了语音、语调、词汇、语法知识、文化背景知识外，还有一个非常重要的因素，那就是说话者记忆中的外语信息储存量。有的外语学习者对词汇、语法知识和文化背景知识的掌握都不错，但是一说外语时就感到无话可说，原因就是记忆中所存的外语信息过少或不足。所以，外语学习者必须尽量多地阅读各类外语资料，吸收其思想内容，增加记忆中的外语信息量，以提高外语口语水平。总之，阅读既可以丰富词汇、语法知识、文化背景知识，从而丰富表达思想的手段，又可以获取、吸收信息，存入记忆，为口头输出提供丰富的素材。

3. 读与写的关系

外语阅读对外语写作也有着不可缺少的作用。写好一篇文章需要运用词汇、语法和修辞等方面的知识来表达思想、感情。要运用词汇、语法和修辞知识就必须先获得这些知识。要想用外语表达思想、感情，就必须有足够的外语表达法和外语信息量。这需要外语学习者进行广泛的阅读才能获得。此外，一篇外语文章只有符合外语写作习惯、风格才能算得上地道的外语文章。这需要通过阅读来了解外语写作知识，如外语写作格式，写作习惯，写作特点等。通过阅读学习优秀的外语篇章，以其为范例进行模仿写作也是一种极为有效的提高写作水平的途径。外语学习者应多读名家的作品，吸收精华，然后进行实践运用，化为己有，从而提高写作水平。

第二节 阅读的方法与应注意的问题

一、阅读的一般方法和技巧

阅读不仅是人们在学习生活中所必备的能力，同时也是在日常生活中最常见的活动之一。根据阅读目的与内容的不同，需要有不同的阅读方法。以娱乐为目的的小说阅读显然不同于以获取信息为目的的报纸阅读；而旨在开阔视野、扩大知识面的散文阅读则又不同于专业文献的阅读。很显然，阅读的目的决定阅读方法。只有正确的阅读方法才能产生理想的阅读效果。为了能在各类英语考试的阅读部分中取得理想的成绩，考生应注重在平时的学习与训练中培养科学的、有效的阅读习惯和方法，为自己日后的发展打下一个良好、扎实的阅读基础。

1. 精读与泛读

精读是指对于一篇阅读材料通过借助各种工具书逐字逐句地搞懂文中出现的一切细节和内容、掌握文中出现的语法现象及生词、词组的常见用法。精读的目的在于学习语言知识和一些单词的用法，其重点在于“精”，即不能只“看懂了事”。一篇好的精读材料不仅应当反复阅读，充分吸收营养，而且应当成为写作的模仿范例。

精读材料的选择因人而异。但一般来说，应当考虑到两点因素：内容及难度。内容的选择直接关系到读者的兴趣。如果是自己感兴趣的材料，读者往往会觉得阅读起来有动力，希望把文章彻底看懂。相反，如果材料与自己的兴趣不符，往往会影响阅读的兴趣，久而久之甚至会损害学习的欲望。文章的难度应确定在比自己的阅读水平稍高的程度并具有一定的挑战性，这样才有利于激励自己攻克难关。

泛读是指广泛大量地阅读各种书籍文章，仅在必要的时候借助工具书，搞懂一些至关重要的语言现象和生词。泛读的目的在于大量吸取信息，扩大知识面，以及提高阅读速度。泛读的重点在于“泛”，只要掌握文章的大意即可。

泛读的训练要领在于“量度”和“速度”。“量度”，指的是阅读范围要广泛，通过阅读把握大量的信息。“速度”，指的是要以尽可能快的速度完成大量的阅读。要想同时满足以上两点，就必然要有一定的方法。一般说来，泛读的时候不必查词典或尽量少查词典，不要以句或词而以段为阅读单位，以捕捉全篇文章的大意为宗旨，在做到以上三点的基础上，以最快速度完成阅读。

在泛读时可能会碰到许多生词。碰到生词的时候，可以有两种不同的处理方法。如果生词对于全文的理解不会产生过大影响，则可采取“置之不理”的态度，从上下文中去猜测和把握词义。如果某一个生词在一段话，甚至在全文中反复出现，不弄清楚其意思就会影响全文的理

解,则应该通过词典弄清它的含义。

在平时的阅读中会经常碰到生词,如果每碰到一个生词就去查词典,不仅会大大降低阅读速度,而且会降低阅读的兴趣。猜测生词的词义是一项非常重要的技能。猜测词义最常见的办法就是“联想”和“分析”。可以根据前缀、后缀、词根分析生词。例如 *maltreatment*, *distrust*, *semi-automatic*, *misuse*, *submarine*, *availability*, *midsummer* 等生词的意思基本可以凭借词根和词缀的有关知识来把握。不仅如此,还可以根据已知的单词猜测和把握复合词的意思。例如 *brunch* (*breakfast* + *lunch*), *medicare* (*medical* + *care*), *Eurasia* (*Europe* + *Asia*), *heliport* (*helicopter* + *airport*), *newscast* (*news* + *broadcast*), *smog* (*smoke* + *fog*) 等生词的意思也大致可以猜出。根据生词所在的上下文推测生词的含义是最为简便易行的方法。下列三句中生词的意思就并不难猜出。

The door is so low that I hit my head on the **lintel**.

Rotten food is **detrimental** to your health.

The whole country rose up and drove the **aggressors** out of their country.

泛读应当持之以恒。泛读的材料包括报纸、杂志及小说。事实上,可以把这些材料带在身边,随时阅读。精读与泛读各有各的特点,这是由他们各自的训练目的所决定的。在平时的训练中,应当注意精读与泛读结合使用。

2. 略读与扫读

略读是阅读的一种重要形式,目的在于通过迅速阅读掌握某一份材料的大意。在阅读某一领域或某一学科的材料时经常需要用到这种技能。由于以正常的阅读速度来阅读如此大量的材料几乎是不可能的,因此掌握正确的略读技巧也就显得尤为重要了。一般来说,略读的目的在于从大量的文章中吸取有价值的内容,抽取梗概。要想做到这一点,必须先找到这些重要内容在哪里。

略读就是通过跳跃性阅读来迅速提取梗概。具体做法是从第一段开始阅读,要仔细地读,因为一篇文章的第一段往往介绍了本文的主旨及大意。因此仔细阅读第一段有助于掌握全文的内容,从而简化了下面要做的阅读工作。从第二段开始,不需要再一字一句地仔细阅读了,而应跳过一切与主要内容无关的文字。跳跃性阅读的唯一原则以找到与文章主要内容有关的信息为准,找到以后即可继续向下进行,直至最后一段。最后一段是需要仔细阅读的一段,因为作者往往会在这一部分进行全文的总结。阅读这一段也有助于掌握全文的大意。

根据阅读目的不同,略读又可分为预习型略读、全面型略读和复习型略读三种。预习型略读的目的在于通过快速阅读一篇以前没有看过的文章来确定今后有时间时应采取什么方法进行最有效的阅读。当得到一份材料但一时又没有时间仔细阅读时,预习型略读正是所需要的技能。通过预习型略读读者应该搞清楚手中的材料的主要内容是什么,作者的行文结构是什么,以及确定以后再阅读该材料时应采取何种阅读方式最为有效。预习型略读就好像是在

旅行之前先查看一下地图，了解在旅途中都会遇到哪些情况，从而决定应当在哪些地方停留更长的时间，经济有效地利用整个旅行时间。

手中有许多材料而只想用尽可能少的时间了解这些文章的大致内容时，全面型略读就是所需的技能。事实上，在日常生活中最常用的正是这种阅读技能。也许读者以后并不准备再阅读这些材料，因此在略读过程中，大可不必关心作者的行文结构，而只去注意文章中的主要信息。换言之，全面型略读可以帮助你决定是否有必要将某些文章阅读第二遍。

复习型略读用来复习已经阅读过的文章。作为学生，在整个学习过程中，尤其是考试前夕，会经常用到这种技能。复习的目的在于通过短时间浏览已经学习过的材料达到温故而知新的目的。

例如：

You are not likely to see this advertisement: "Spies wanted. Apply side door." In any case, volunteers from the general public are rarely accepted for secret service work.

Nevertheless, intelligence departments in many countries receive numerous letters from people who have been misled by exciting stories of amateurs who rush abroad and return triumphantly with "the Plans". Nearly all of them overlook what should be an obvious essential — fluency in a foreign language, which means not only a formal command of it, but also an acquaintance with local dialects. One German agent sent to England during World War II spoke excellent formal English, but when he was instructed to go to Newcastle-upon-Tyne, the local accent so confused him that he had to ask each question several times before he understood the answer.

A spy must necessarily be very carefully selected. A navy, army, or air force officer who shows a flair for intrigue, has a gift for languages, and at the same time is thoroughly trained in the technical side of his work may be considered for active employment. A businessman who travels a great deal may be approached — after his background has been thoroughly investigated. A man living abroad for a genuine reason might be useful as a spy, but not in a cloak-and-dagger fashion. He might simply be asked to keep his eyes open, to serve as a post-box for active agents, or to function as a cut-out man, who passes orders from a spy chief to his agents in the field.

During World War II, spies and saboteurs were needed urgently and in great numbers, and consequently their training was usually brief. In Britain prospective spies were sent to one of three large country houses and subjected to psychological tests. For instance, a candidate would be confronted by a high barrier of barbed wire and told to cross it safely. An intelligent search might reveal a length of rope or a substitute, which he could attach to a tree branch and use to swing himself over the wire. After his initiative had been tested in this way, the recruit would be interrogated by psychiatrists and "retired" spies, whose function was to measure the recruit's loyalty and devotion to his country, level of intelligence, ability

as an actor — and courage, for a spy must be unusually courageous. The soldier fights supported by his comrades, but the spy risks death alone.

The German system of spy training during World War II was more dramatic. One man I knew described the methods used to test his nerves. After being given a thorough medical examination, he was led to a shooting range, where a machine gun suddenly opened fire and, to his horror, a group of men fell to the ground, apparently dead. The doctor immediately took his pulse and tested his heart. Another test involved a revolving chair, which whirled him round and round at a terrific pace. Anyone who could maintain a normal heartbeat and a steady hand throughout was not likely to be troubled by danger or combat.

Today a prospective recruit is sent to what might be called a spy school, where his training is more extensive than was possible during wartime. He must master codes and ciphers and develop a prodigious memory, because writing them down will be too dangerous. "Secret" inks are still useful, however, and he must learn how to carry them inconspicuously or manufacture his own. He must become a skilled radio operator and be able to repair his own equipment, and he must be able to drive any make of car, especially those he might encounter in the country to which he will be assigned. He must learn a great deal about demolition charges and booby traps, because sabotage is still an essential part of espionage, and he must become an expert in unarmed combat. He must be trained in the art of burglary and be adept in picking locks and improvising skeleton keys. He must also be able to teach others to use the tools of his trade: some spies operate as part of an organization, and the man in charge must be able to brief his subordinates, who may be untrained local people.

A spy must also learn some details of disguises. Wigs and false whiskers are too easily detected, but he can appear to be about two inches shorter by practicing a slouch, or he can temporarily alter the shape of his face by stuffing slices of apple or potato under his cheeks. (One agent I knew used to put a small metal spring up each nostril, completely changing the outline of his nose.) Most important of all, however, is that the spy must be taught to remember his disguise at all times. One agent limped up to a frontier and was allowed to pass, but then he forgot to limp and was promptly arrested. His spy school training must have been poor, for he should have been taught to put a pebble in his shoe to remind himself to limp.

Once trained, the spy is given a new background. This is usually "borrowed" from a real person, and the spy must rehearse the details of his newly acquired family and early life until they become a part of him. He must also learn to think in the language of the country in which he is going to operate. During World War II one English spy in occupied France saved his life by exclaiming in French when he was awakened suddenly by Gestapo agents.

All spies are taught that simplicity and attention to trifling details are the keys to successful espionage, for even the most elementary slip can have serious results. A German agent who landed in Scotland during World War II went to a local railway station and asked

for a ticket to Aberdeen. When the clerk asked for "two and ten," the agent put down two pounds ten shillings, which was far more than the two shillings ten pence required for the fare. This did not prove he was a German spy, but it did prompt the clerk to report him to the police, and he was put under observation and subsequently arrested.

Spying is, at any time, a lonely, dangerous, and difficult profession. It is probably just as well that spy schools are not open to everyone, because still another quality is required in a recruit. He must be a man of integrity; otherwise his employers could not trust him. Yet he must be prepared to stoop to the meanest crimes in order to complete his assignments successfully. This contradiction is the cause of failure for many spies, and its importance is not usually recognized by the enthusiastic amateur volunteers. One young man I know, who had done intelligence work during World War II, decided to take up espionage as a career. His practical experience was of great value, and his character and intelligence were unquestionably high. Eventually, however, he was rejected because he could not bring himself to lie, cheat, and perhaps even murder without scruple should an assignment demand it. As this young man discovered, spying is hardly an attractive way to earn a living.

In order to do sabotage work, a spy must be skilled in _____.

- A) **using explosives**
- B) making skeleton keys
- C) operating radios
- D) driving various cars

The author's central purpose was to _____.

- A) encourage young people to train as spies
- B) **point out the dangers and difficulties of spying**
- C) recount his wartime experiences with spies
- D) frighten those who love espionage stories

During World War II, British recruits were confronted by barbed-wire barriers in order to _____.

- A) measure their loyalty and devotion
- B) **test their ability to think quickly**
- C) determine their courage in the face of danger
- D) see whether they are able to use ropes

在阅读时可能会碰到需要在许多资料中寻找自己所需要的内容这种情况。这一过程叫做扫读。扫读的主要作用在于通过迅速的阅读，大致确定所要寻找内容的位置，然后再进行详细的阅读。扫读对于每一个学习英语的人都不会陌生，因为我们平时所做的查词典就是这样

一种阅读。

在正式阅读开始之前读者应当做一定的准备工作，即了解自己即将阅读的材料的结构安排。一般来说，任何一本供查阅的资料都是按照一定的顺序排列起来的，最常见的顺序是按英文字母的顺序排列，如词典，百科全书以及电话簿。当然并不是所有的材料都是按照字母顺序排列的。但不管按什么顺序排列，资料都有一定的编排规律可循，这就为我们的阅读提供了极大的方便。在简单地了解了一本资料的编排顺序之后，我们即可循序找到所要查寻的内容。

由于扫读是为了快速定位所要查找的内容，因此，阅读速度就显得尤为重要了。在找到某一章节之后，扫读还没有达到目的，因为我们真正需要的具体细节还没有找到。这就需要我们要迅速地排除一切与目标材料无关的信息，准确具体找到所需材料的具体位置。简言之，扫读就是在保持高速阅读的前提下准确迅速地为所需内容定位。

例如：

I am a time-lapse photographer, which means that I take motion pictures at slower-than-normal speeds and then project the film at a normal rate. This makes a slow action, like the opening of a flower bud, appear to be happening quickly.

One of my most difficult assignments was to film the growth of an apple. Since it was hardly practical to move an apple tree into my house, I built a miniature time-lapse studio on a scaffold by an apple tree in my front yard. The studio looked like a box with a glass window in the top, and it was equipped with shutters that would close to keep the sunlight out momentarily each time an individual frame was exposed on the moving film. It also contained timing equipment to operate three cameras, the overhead shutters, and photographic lights. Two automatic thermostats controlled an electric heater and a ventilating fan to maintain a proper temperature inside the box and to prevent overheating in direct sunlight.

I selected the branch with the best-looking buds and placed the studio around it. Both the branch and the equipment were completely protected from wind and rain, and the branch was securely fastened so that it would not move during the time required for the dormant buds to develop into juicy red apples. The entire tree also had to be fastened with many wires to hold it still during severe thunder or wind storms.

Everything was ready by the middle of March, the switch turned on, and the project officially started. If all went well, the film would be completed by apple harvest time in October. Until then I had to check the cameras at least once a day and watch carefully for any insects or disease that might harm the fruit.

All did go well for a while. The buds opened on schedule and looked large and healthy. It was then that I faced my first difficulty. It was easy enough to pollinate the blossoms I was photographing: I collected pollen from several other varieties of apple trees and hand-

pollinated the blossoms with the aid of a camel's-hair brush, but I still needed a close-up picture of a bee itself on a blossom — and bees never stay long enough to allow time for a photographer to set up a camera and focus it properly. Also, the blossom would have to remain perfectly still.

Finally I found what I thought was an ingenious solution. I fastened a freshly opened apple blossom on one end of a board painted sky-blue, while at the other end I mounted my camera. This allowed me to carry the entire unit around, with the camera properly focused on a perfect blossom at all times. I thought that if I held the board near the opening of a beehive, I would have bees swarming all over the blossom in no time. But when I approached a nearby hive, the bees completely ignored both me and the blossom, although I kept poking it closer to the hive opening where the bees were streaming in and out. Suddenly, as though someone had given a command, the bees rushed at me, getting in my hair and buzzing and swarming all over. Surprisingly enough, I was not stung. But I realized that my presence near the hive was not appreciated, and I retreated quickly.

I was discouraged, but not ready to give up. So I tried again, this time with a swarm of bees in another nearby yard. I placed the apple-blossom end of the board up in a tree and found that there the bees would accept it. And so I was able after all to get a good close-up of the bee at work collecting nectar and pollen.

Soon the blossoms had dropped, and the small apples began to take shape. As the film later showed, apples grow during the day and relax at night. On the screen, the effect is similar to a balloon being blown up a little at a time.

During the entire summer I watched the apples on the branch inside the time-lapse box and compared their growth with that of other apples on the same tree but in the open air. Everything seemed to be perfectly normal until the outside apples began to mature and turn red. The apples inside the box remained green and continued to grow larger and larger. Spraying these apples with various chemicals that were supposed to make fruit develop better color had no effect. The apples stayed green.

At last the apples outside my box began dropping off the tree. Those inside kept on growing until the weather turned so cold that they froze solid — with the apples still a disgustingly healthy-looking green. I thought about this problem all winter and discussed it with many friends and apple experts. We finally decided the best thing to do would be to try the experiment again the next year, using a different variety of apple. To make doubly sure of getting the pictures I needed, I chose two other varieties of apple trees and built scaffolds to hold the studio boxes as before.

The following summer I watched and waited anxiously. The blossoms opened and I hand-pollinated them again. As the season progressed, I saw small apples take shape and then grow large. Finally faint traces of red coloring began to show in all the apples — except those being photographed in my two time-lapse boxes. There the green color persisted, and

as before the apples continued to grow larger and larger. I double-checked the temperature controls in both boxes and found only a two-degree variation between the inside and the outside. Since there is a great fluctuation of temperature from day to day and between night and day, I felt this two-degree variation could not be important. What then could be preventing the apples in the boxes from maturing?

Finally, in desperation, I removed the glass from the windows of the boxes and replaced it with a new plastic material that let more of the sun's rays penetrate.

Within two days the apples in the boxes were turning red. Evidently apples must receive certain wavelengths of energy from normal sunlight if they are to mature and ripen properly. Having at last discovered this fact, I was able to complete my pictures without further difficulties. They were ready just in time to be included in a new film.

In preparation for his apple assignment, the writer _____.

- A) planted a tree on his lawn
- B) bought special equipment
- C) **built an outdoor studio**
- D) built an indoor studio

The bees swarmed over the writer when he _____.

- A) captured several of them
- B) **came too close to the hive**
- C) poked a blossom into the hive
- D) took some honey from the hive

The writer learned that _____.

- A) apples need two years to ripen
- B) **apples need certain sun rays to ripen**
- C) apples seldom turn red
- D) plastic is always more useful than glass

二、阅读中应注意的问题

1. 把握词语用法

对于大多数英语学习者来说，“词汇量”是一个令人头痛的问题。如果词汇量不够大，在阅读时就“举步维艰”，因此，一个较大的词汇量是必不可少的。词汇量的扩充对于阅读往往会产生“立竿见影”的效果。也就是说，随着词汇量的扩大，阅读速度会有明显的提高，而且原来晦涩难懂的文章也会变得容易得多。词汇量的扩大，需要注意平日积累、勤于查检。俗话说，熟能生巧。

在平时的阅读与听力训练中,碰到不认识的单词要借助词典将其搞懂,最好能记在一个专门的本子上,以供日后复习之用。单词要反复记忆,反复记忆的最好的办法就是运用。在运用中掌握是最佳的办法。另外,在碰到较为陌生、难懂或重要的词语时,需通过词典尽量地搞清楚,包括读音、词性、词义、惯用法等方面。不仅要了解单词、词语的外延,还要掌握词语的内涵。对于生词,一定要努力使用,只有会使用,才算真正掌握。

对于阅读理解而言,除了生词之外,还要留意文章中表示各种关系的标识词语,从而帮助自己在阅读的时候努力把握文章的思路以及承转起合。由于标识词可以向读者暗示文章下面的内容与读者刚刚阅读到的内容之间的关系,使读者在看到这些标识词的时候可以考虑是否有必要放慢还是加快阅读速度,从而有助于提高阅读效率。不难看出,识别标识词是一项重要的技能,它不仅可以帮助我们提高阅读速度,还有助于我们更好地理解文章。所以掌握表示并列、转折、因果、递进、从一般到个别、从个别到一般等关系的标识词语非常重要。

如果对于表示各种关系的标识词语及其运用非常熟悉的话,可以在无形中提高自己的理解能力,并且大大提高阅读的速度。例如,见到 *furthermore, more than that, likewise, moreover, in addition, what is more* 等词语,就可断定,作者的话还没有完或还想要进一步表达自己的观点,把话说清楚、说透彻;见到 *as a result, because, therefore, consequently, for, for this reason, as, thus, so* 等词语,就可以分辨出前后的因果关系,把握文章的意脉,了解作者的观点;见到 *all in all, in summary, in conclusion, therefore, to sum up, in short, in brief, to conclude, in closing, in a word, finally, to put it in a nutshell, consequently, thus, so* 等词语,就可以预计作者会总结文中阐述的主要观点和看法。因此,文章的结尾在文章中总占有较为重要的地位,通过它读者可以重新理清文章的思路并可矫正自己对文章理解上的偏差。

在实际阅读中,有时也会碰到一些表示多种关系的标识词,即,有些标识词不仅限于表示某一种关系。碰到这种情况时,应尽量通过上下文判断出该标识词表示的是何种关系。当然,这要求读者有一定的阅读经验才行。在阅读过程中,通过标识词的提示作用捕捉和预测作者的写作意图和文章的思路可以控制自己的阅读速度,达到提高阅读效率的目的。

在文章中,为了避免过多的重复,往往频繁地出现代词指代的用法。使用代词指代可以使文章显得简洁、明了,同时也会给读者带来一定的麻烦。如果不能通过上下文熟练地辨别指代的对象,不仅会影响阅读的速度,有时还会影响对文章意思的理解。

例如:

Surrounding Alaska on all but one side are two oceans and a vast sea, giving this state the longest coastline in the United States. In fact, if the coastlines of all of its peninsulas and islands are considered, Alaska has a longer coastline, more than all the other 49 states together.

Most of the state lies on a peninsula, bounded by the Arctic Ocean to the north, the