

710分

最新题型快突破

最新四六级快速阅读巅峰训练

主审◎上海交通大学博士 王海华
主编◎隋玉玮 韩 虔 王冬梅

新题型“阅读”考试语料大全

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主 编: 隋玉玮 韩 虔 王冬梅
副主编: 王国鹏 张 静 田素萍
编 者: 赵 巍 崔大志 解宏甲
刘 靖 蒋立真

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前言

Forward

关于本书。新颁布的四、六级新题型考试中增加了“快速阅读”的题型,此题型要求考生在 15 分钟内读完一篇 1000 多词的文章,并根据文章中的信息、资料,做完 10 道判断正误和信息简答题,2008 年 1 月的“快速阅读”试题则替换成 10 道多项选择和信息简答题。设计这些多种试题的目的是培养、训练考生在最短的时间内快速查找信息的能力。要在 15 分钟内完成一篇 1000 多词的文章,这就需要考生适当了解一些阅读策略,例如:回避策略。可以在三个层次上采取回避策略——词汇,句法,篇章。(1)所谓词汇回避就是对不影响文章大意的生僻词汇采取放弃的策略。(2)所谓句法回避就是对于结构复杂的句子,要抓住主体结构,放弃附属结构。(3)至于篇章,则采用非重要信息放弃的回避策略。编者在教学实践中发现在阅读中使用回避策略,可以帮助考生提高逻辑思维能力,养成良好的阅读习惯,激发考生学习的兴趣,从而大大提高考生的阅读速度,理解、判断及推断能力,最终达到培养考生自主学习能力的目的。

本书的特点。本书的编写遵循了现代外语教学理念,注重为考生创造自主学习环境,强调个性化学习,全面培养考生的英语综合应用能力,并以阅读来带动说和写的能力。本书文章所选题材尽可能多地体现现实生活的方方面面,如关于生活哲理、名人轶事、趣味故事及科普等方面的文章,且生词量控制在 5~6 个左右。考生可以在文章中提炼出惯用的或地道的表达方式,以利于其在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。同时,利用接近现实的选材增强考生的社会认知能力和解决生活中所遇到的实际问题的能力。例如,书中收集了一些关于价值观方面的文章,帮助考生有效地解除为学语言而学语言的尴尬。考生通过阅读获取最大量的语言输入,不仅扩大了词汇量而且温习了所学的词汇。死背硬记对在特定语境下应用语言无甚裨益,但在理解的基础上熟记一些好的句型、文章,对考生的说和写的能力的提高有很大的帮助。因此考生在阅读过程中,尽可能多背熟一些好的文章,这样,大脑中储存了大量好的句型、文章,在实际运用过程中,无论是口头还是书面表达都会觉得得心应手。

本书的结构。本书共设计为 80 个单元。四级为 50 个单元(1~50 单元),其中每 10 个单元设计 1 套自测题;六级为 30 个单元(51~80 单元)。从心理学角度构思和设计每单元的框架及内容。考生应在 15 分钟内用快速阅读速度做完题,然后用一般速度阅读,去学习地道的

词句,欣赏文中的语言及故事情节。文章中的黑体字是四、六级的词汇,目的是让考生注意掌握这些词汇,因为它们是用来考查考生对篇章结构及具体信息词汇的理解及判断推理。本书还为考生提供了独特的阅读理解试题,以方便考生自我检测。四级中我们设计的5套自测题是遵照四级设题的要求设计的:一为快速阅读题;二为仔细阅读题;三为翻译题。自测题旨在让考生熟悉题型,检验自己的学习成果,了解自己的阅读水平。

本书的文章材料是编者在两轮教学实践的基础上筛选的。考生应遵照教育部“大学英语课程教学要求”的三个层次中的较高要求来学习,即快速阅读达每分钟120词,仔细阅读达每分钟70词,在阅读中使用有效的阅读方法(在三个层次上采取回避策略)进行略读或寻读,正确理解大意,抓住主要事实和有关细节。这样考生的复习能取得事半功倍的效果。

由于编者水平有限,纰漏难免,敬请广大读者批评指正,祝广大考生学习、考试顺利。

编 者

2008年6月

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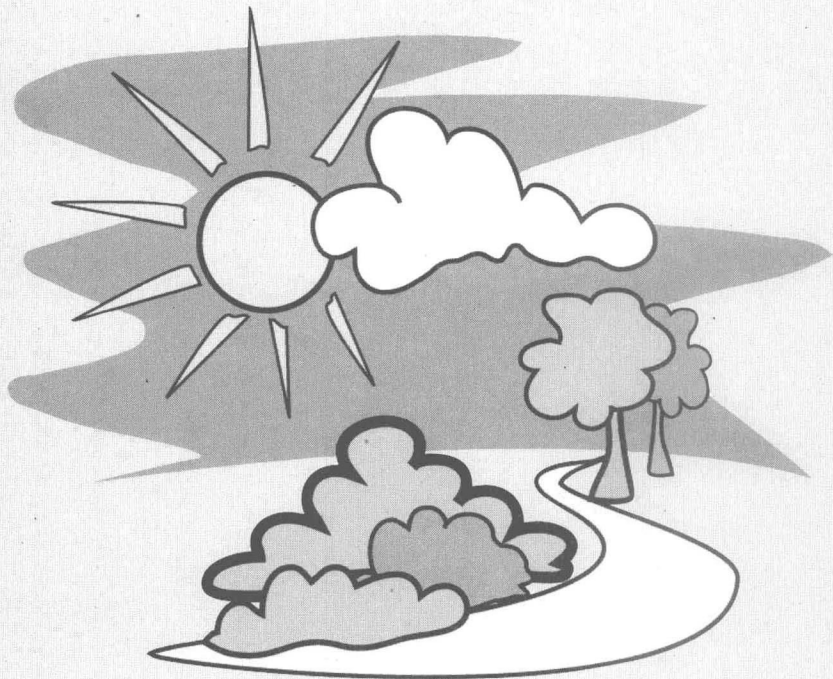
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四级篇





Unit 1

时间及守时在不同的国家及地区有着不同的诠释,但学生上课时不能迟到,社交时应遵守相互约定的时间是全世界人都遵守的准则。看看巴西学生对时间概念的理解,我们就不会为作者在巴西讲学的经历感到惊奇。

SOCIAL TIME

社交时间

“**I**f a man does not keep pace with his companions, perhaps it is because he hears a different **drummer**.” This thought by Thoreau **strikes** a chord in so many people that it has become part of our language. We use the phrase “the beat of a different drummer” to explain any pace of life unlike our own. Such colorful **vagueness** reveals how informal our rules of time really are. The world, children simply “pick up” their society’s time concepts as they mature. No dictionary clearly defines the meaning of “early” or “late” for them or for strangers who stumble over the maddening incongruities (不和谐) between the time sense they bring with them and the one they face in a new land.

I learned this firsthand, a few years ago, and the resulting culture shock led me halfway around the world to find answers. It seemed clear that time “talks.” But what is it telling us?

My journey started shortly after I accepted an **appointment** as a visiting professor of **psychology** at the federal university in Niteroi, Brazil. As I left home for my first day of class, I asked someone the time. It was 9:05 a.m., which allowed me time to relax and look around the campus before my 10 o’clock lecture. After what I **judged** to be half an hour, I glanced at a clock I was passing. It said 10:20! In **panic**, I broke for the classroom, followed by gentle calls of “Hello, professor.” and “How are you, professor?” from unhurried students, many of whom, I later realized, were my own. I arrived breathless to find an empty room.

Frantically, I asked a passerby the time. “Nine forty-five” was the answer. No, that couldn’t be. I asked someone else. “Nine fifty-five.” Another said: “Exactly 9:43.” The clock in a nearby office read 3:15. I had learned my first lesson about Brazilians: their time-pieces are consistently **inaccurate**. And nobody minds.

My class was scheduled from 10 until noon. Many students came late, some very late. Several arrived after 10:30. A few showed up closer to 11. Two came after that. All the latecomers wore the relaxed smiles that I came, later, to enjoy. Each one said hello, and although a few **apologized** briefly, none seemed **terribly** concerned about lateness. They assumed that I understood.

The idea of Brazilian arriving late was not a great shock. I had heard about “manha”, the Portuguese equivalent of “manana” in Spanish. This term, meaning “to-

注释:①四级常用词都用黑体标出



morrow" or "the morning," stereotypes the Brazilian who put off the business of today until tomorrow. The real surprise came at noon that first day, when the end of class arrived.

Back home in California, I never need to look at a clock to know when the class hour is ending. The shuffling of books is accompanied by strained expressions that say plaintively, "I'm starving; I've got to go to the bathroom; I'm going to suffocate(窒息) if you keep us one more second". (The pain usually becomes unbearable at two minutes to the hour in undergraduate classes and five minutes before the close of graduate classes.)

When noon arrived in my first Brazilian class, only a few students left immediately. Others slowly **drifted out** during the next 15 minutes, and some continued asking me questions long after that. When several remaining students kicked off their shoes at 12:30, I went into my own "starving/bathroom/suffocation" routine.

I could not, in all honesty, attribute their lingering to my superb teaching style. I had just spent two hours lecturing on statistics. Apparently, for many of my students, staying late was simply of no more importance than arriving late in the first place.

During the year, I learned that the "manha" stereotype oversimplified the real Brazilian differences in conceptions of time. Research revealed a more complex picture. With the assistance of colleagues, I compared the time sense of 91 male and female students in Niteroi with that of 107 similar students at California State University in Fresno. The universities are similar in academic quality and size, and the cities are both secondary metropolitan(大都市的) centers with populations of about 350,000.

We asked students about their perceptions of time in several situations, such as what they would consider late or early for a lunch appointment with a friend. The average Brazilian students defined lateness for lunch as 33.5 minutes after the scheduled time, compared to 19 minutes for the Fresno students. But Brazilians also allowed an average of about 54 minutes before they'd consider someone early, while the Fresno students drew the line at 24.

And how does this relate to the stereotype of the apathetic(冷淡的), **irresponsible** Latin nature? When we asked students to give typical reasons for lateness, the Brazilians were less likely to attribute it to a lack of caring than the North Americans were. Instead, they pointed to unforeseen circumstances that the person couldn't control. Because they seemed unwilling to feel personally responsible for being late, they also expressed less regret for their own lateness and blamed others less when they were late.

We found similar differences in how students from the two countries characterized people who were late for appointments. Unlike their North American counterparts, the Brazilian students believed that a person who is consistently late is probably more successful than one who is consistently on time. They seemed to accept the idea that someone of status is expected to arrive late. Lack of punctuality(守时) is a badge of success.

Even within our own country, of course, ideas of time and punctuality vary considerably from place to place. Different regions and even cities have their own rhythms and rules. Seemingly simple words like “now”, snapped out by an impatient New Yorker, and “later”, said by a relaxed Californian, suggest a world of difference. Formal “clock time” may be a standard on which the world agrees, but “social time”, the heartbeat of society, is something else again.

As you **envision** tomorrow’s international society, do you wonder who will set the pace? Americans or the Japanese? In both countries, speed is frequently confused with progress. Perhaps looking carefully at the different paces of life around the world will help us **distinguish** more accurately between the two qualities. Clues are everywhere but sometimes hard to distinguish. You have to listen carefully to hear the beat of even your own drummer.

(1071 words)

➤ Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: You will have 15 minutes to go over the text quickly and answer the questions as follows.

For questions 1–7, mark

Y (for YES) if the statement agrees with the information given in the text;

N (for NO) if the statement contradicts the information given in the text;

NG (for NOT GIVEN) if the information is not given in the text.

For questions 8–10, complete the sentences with the information given in the text.

- The author was governed by the American tradition of punctuality.
(Y N NG)
- Timepieces are consistently inaccurate in Brazil.
(Y N NG)
- The author was shocked by the fact that many students were late for his class.
(Y N NG)
- The author understood why the late comers were not concerned about lateness.
(Y N NG)
- American understanding of time is typical of Western cultures in general.
(Y N NG)
- Brazilian students seemed to accept the idea that lack of punctuality led to success.
(Y N NG)
- People within one culture may hold different perceptions of time.
(Y N NG)
- People use the phrase “the beat of a different drummer” to explain _____.
- In the research conducted by the author and his colleagues, they asked the students about their _____.
- Even within one country, ideas of time and punctuality _____.

Unit 2

阅读是各类考试中的重头戏，也是得分关键。本文向读者介绍了三种不同的提高阅读速度方法，读者可根据自己的阅读需要进行选择：对那些有一定难度，且要求读者学习研究的阅读材料，作者建议慢速阅读；对那些较简单的资料如教科书、报刊、杂志等用一般速度阅读；还可利用寻读法快速阅读，查找读者所需信息和资料。

SKIMMING AND READING FLEXIBILITY

让你的阅读更灵活

There are many kinds of reading speed, which depend on the difficulty of the material being read as well as the student's own reading ability and background knowledge.

In order to **simplify** the subject, let us state that there are three speeds. The teacher will of course realize that there is no clear **distinction** between the three different types of reading speed, but they are separated here so that we may study them.

The first reading speed we might call 'study speed'. This is the slowest reading speed, and it is used for difficult material. It is also used when one wishes to have a high rate of understanding as well as good **retention** (记忆). In this type of reading the student attempts to study the material carefully so that he will not miss a single point. He also hopes to remember the material at a large time. Unfortunately, many students use this slow study speed when really they should be using a 'study technique'. Study techniques involve such things as reading the material once rapidly then going back over it to pick up more of the details, or underlining, or outlining, or thinking of questions on the material and answering them, and so on.

The second reading speed we shall call average speed. Reading of average speed is what a student does most of the time. Average reading speed would cover easier text-books, novels, newspapers, and so on. It is difficult to say exactly what average reading speed should be, but the author's experience with courses in the United States suggests that it should certainly be faster than 250 words per minute, while many students can read quite comfortably at 500 words per minute after training. **Comprehension** at average speed is about 70%.

Average reading speed varies considerably from person to person and from time to time. A good reader's average reading speed might vary from 250 words per minute to 500 words per minute, while a poor reader's average reading speed might vary from 150 to 180 words per minute. Note that the poor reader's speed has little variation; this is one mark of a poor reader. Variations in speed can be caused by unfamiliarity

of the subject being read, the reader's motive or intention in reading, and external conditions such as noise or type-size.

Skimming is reading at the fastest speed which a person can accomplish. It is used when a reader wishes to cover material in a hurry. It is also used when high comprehension is not required. This does not mean that in skimming a person accepts a **ridiculously** low standard of comprehension: Merely that he will accept a level of comprehension somewhat lower than that which can be obtained at study speed or at average reading speed.

It is difficult to say exactly how fast skimming should be, but a safe rule of **thumb** is that it should be twice as fast as the fastest average reading. If, for example, a student begins a reading course at 200 words per minute, it is **reasonable** to expect that at the end of this course, if the course has been successful and the student has tried hard, he will be reading at 400 words per minute, average speed. Hence we expect this student's skimming to be 800 words per minute or better.

Now, in order that the student shall achieve this tremendously fast rate of skimming, we must ascribe those characteristics of skimming which make it different from average reading. In average reading the student does not skip any material; he covers the entire amount of reading matter. This does not mean that his eyes fixate or stop on every word, neither does it mean that he can skip any whole sentences or halves of paragraphs. In skimming, however, it is fair to leave out material. Often a reader will leave out half or three-quarters of a paragraph if he feels he has got the main idea. Thus skimming differs from average reading in the fact that readers selectively leave out chunks of material.

Skimming also differs from average reading in that the student **intentionally** accepts lowered comprehension. In average reading the student attempts to get as good comprehension as he can; this usually means 70 or 80%.

Now we come to the problem faced by the student who is about to do a skimming exercise. Precisely what does the student do to get going at this extremely fast rate? What material does he leave out?

Let us say that the student wishes to skim a **factual** (事实的) article of several thousand words. He should first read the opening paragraph or two at his fastest average rate. That means that he leaves out nothing, but goes at his top reading speed of 300 or 400 words per minute. He reads the whole of the first several paragraphs in order to get started, to get the idea of the story, the setting, a little of the author's style, the tone or mood, and so on. Frequently an author will give an introduction in the first few paragraphs and this will help to give the reader an overall **gestalt** (完整结构) of the story. But very shortly, if the student is to achieve a skimming rate of 800 words per minute or better, he must begin leaving out material. Hence, on the third or fourth paragraph he reads only the key sentence, struggles to get the main idea of the paragraph, and skips the second half. Perhaps he will read the key