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大学英语 **4** 级考试

**标准阅读**

挑战高分

**160** 篇

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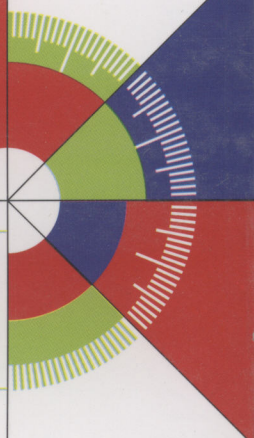
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# 标准阅读

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主 编：王长喜

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电子信箱:xueyuan@public. bta. net. cn

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# 教你如何做阅读

## 你会做阅读吗

今年，四级考试结束后，我们对北京、西安、上海、武汉一些考生做了访谈，说起阅读，他们异口同声：

文章难。平时做了那么多阅读，上场还是感觉那么难，陌生词汇、长难句子，处处牵绊，读来步步维艰。

时间紧。文章感觉难，处处遭牵绊，阅读速度自然上不去，时间一下格外紧张，到后面，几乎没时间读完。

手脚乱。文章难、时间紧，做题一下子变得手忙脚乱、全无章法，而手脚乱、没章法更加剧了时间紧张。

考场阅读如此艰涩、如此忙乱，皆因平时阅读不会读、不会练——80%以上的考生不知如何练阅读：

读而不精——一篇篇测试自己，而不是提高自己。阅读做得不少，可每一篇，都仅仅是在做题，答案对完，也就完了。陌生词汇没有好好掌握，长句难句没有好好分析，这次卡壳，下次还是卡壳。

做而不思——只追求得出答案，不梳理做题思路。题目做完后，不想着总结一下这个题目设题环节在哪、如何定位原文、如何整合信息、如何得出答案，不能形成自己一套稳定清晰的做题思路。

读而不精、提高不快，才会做了很多阅读，上场还是感觉文章难；做而不思、思路不稳，才会做了很多题目，上场还是出现手脚乱。

要想场上行云流水，场下就应多做精读——做一篇提高一篇。要想场上从容不迫，场下就应稳定思路——理清思路，有章有法。

## 看我来做示范

下面，我们选几篇最近的典型真题做例，详细给你演示四种阅读题型的做题思路，教你学会如何做阅读。

### 一、快速阅读

快速阅读，旨在考查考生从大篇文字中快速获取有价值信息的能力，具体包括敏锐发现线索、快速文中定位、简单信息推理、准确形成判断各项能力，其中，敏锐发现线索、快速文中定位最为关键。

做题思路：快速浏览全文，了解每段主题——仔细审视题干，找出定位线索——定位题目出处，限定细读范围——细读涉题信息，清晰分析推理——对



照题目要求，准确得出答案。思路清，做题快。

快速阅读有多项选择 + 句子填空、是非判断 + 句子填空两种可能的出题形式，但最近几年的真题中只出现前一种题型，本着为考生减轻负担的原则，我们这里仅演示“多项选择 + 句子填空”这种题型。

【例】

( 09-12 )

### Colleges taking another look at value of merit-based aid\*

Good grades and high test scores still matter — a lot — to many colleges as they award financial aid.

But with low-income students projected to make up an ever-larger share of the college-bound population in coming years, some schools are re-examining whether that aid, typically known as “merit aid”, is the most effective use of precious institutional dollars.

George Washington University in Washington, D.C., for example, said last week that it would cut the value of its average merit scholarships by about one-third and reduce the number of *recipients* (接受者), pouring the savings, about \$2.5 million, into need-based aid. Allegheny College in Meadville, Pa., made a similar decision three years ago.

Now, Hamilton College in Clinton, N.Y., says it will phase out merit scholarships altogether. No current merit-aid recipients will lose their scholarships, but need-based aid alone will be awarded beginning with students entering in fall 2008.

Now all colleges offer merit aid; generally, the more selective a school, the less likely it is to do so. Harvard and Princeton, for example, offer generous need-based packages, but many families who don't meet *eligibility* (资格) have been willing to pay whatever they must for a big-name school.

For small regional colleges that struggle just to fill seats, merit aid can be an important revenue-builder because many recipients still pay enough tuition dollars over and above the scholarship amount to keep the institution running.

But for rankings-conscious schools in between, merit aid has served primarily as a tool to recruit top students and to improve their academic profiles. “They’re trying to buy students,” says Skidmore College economist Sandy Baum.

Studies show merit aid also tends to benefit disproportionately students who could afford to enroll without it.

“As we look to the future, we see a more pressing need to invest in need-based aid,” says Monica Inzer, dean of admission and financial aid at Hamilton, which has offered merit scholarships for 10 years. During that time, it rose in US News & World Report’s ranking of the best liberal arts colleges, from 25 to 17.

Merit aid, which benefited about 75 students a year, or about 4% of its student body, at a cost of about \$1 million a year, “served us well,” Inzer says, but “to be

discounting the price for families that don't need financial aid doesn't feel right any more."

Need-based aid remains by far the largest share of all student aid, which includes state, federal and institutional grants. But merit aid, offered primarily by schools and states, is growing faster, both overall and at the institutional level.

Between 1995-96 and 2003-04, institutional merit aid alone increased 212%, compared with 47% for need-based grants. At least 15 states also offer merit aid, typically in a bid to enroll top students in the state's public institutions.

But in recent years, a growing *chorus* (异口同声) of critics has begun pressuring schools to drop the practice. Recent decisions by Hamilton and others may be "a sign that people are starting to realize that there's this destructive competition going on," says Baum, co-author of a recent College Report that raises concerns about the role of institutional aid not based on need.

David Laird, president of the Minnesota Private College Council, says many of his schools would like to reduce their merit aid but fear that in doing so, they would lose top students to their competitors.

"No one can take one-sided action," says Laird, who is exploring whether to seek an *exemption* (豁免) from federal anti-trust laws so member colleges can discuss how they could jointly reduce merit aid. "This is a merry-go-round that's going very fast, and none of the institutions believe they can sustain the risks of trying to break away by themselves."

A complicating factor is that merit aid has become so popular with middle-income families, who don't qualify for need-based aid, that many have come to depend on it. And, as tuitions continue to increase, the line between merit and need blurs.

That is one reason Allegheny College doesn't plan to drop merit aid entirely.

"We still believe in rewarding superior achievements and know that these top students truly value the scholarship," says Scott Friedhoff, Allegheny's vice president for enrollment.

Emory University in Atlanta, which boasts a \$4.7 billion *endowment* (捐赠), meanwhile, is taking another approach. This year, it announced it would eliminate loans for needy students and cap them for middle-income families. At the same time, it would expand its 28-year-old merit program.

"Yeah, we're playing the merit game," acknowledges Tom Lancaster, associate dean for undergraduate education. But it has its strong points, too, he says. "The fact of the matter is, it's not just about the lowest-income people. It's the average American middle-class family who's being priced out of the market."

#### **\*A few words about merit-based aid:**

Merit-based aid is aid offered to students who achieve excellence in a given

area, and is generally known as academic, athletic and artistic merit scholarships.

Academic merit scholarships are based on students' grades, GPA and overall academic performance during high school. They are typically meant for students going straight to college right after high school. However, there are scholarships for current college students with exceptional grades as well. These merit scholarships usually help students pay tuition bills, and they can be renewed each year as long as the recipients continue to qualify. In some cases, students may need to be recommended by their school or a teacher as part of the qualification process.

Athletic merit scholarships are meant for students that *excel* (突出) in sports of any kind, from football to track and field events. Recommendation for these scholarships is required, since exceptional athletic performance has to be recognized by a coach or a *referee* (裁判). Applicants need to send in a tape containing their best performance.

Artistic merit scholarships require that applicants excel in a given artistic area. This generally includes any creative field such as art, design, fashion, music, dance or writing. Applying for artistic merit scholarships usually requires that students submit a *portfolio* (选辑) of some sort, whether that includes a collection of artwork, a recording of a musical performance or a video of them dancing.

1. With more and more low-income students pursuing higher education, a number of colleges are \_\_\_\_\_.

[A] offering students more merit-based aid

[B] revising their financial aid policies

[C] increasing the amount of financial aid

[D] changing their admission processes

【线索】low-income students.

【定位】第2段。

【分析】题干中的 With...education 对应该段的 with...population, a number of colleges are 则对应 some schools are。结合下段所举例子可知, 该段中的 re-examining 指学校重新考虑并修改资金援助政策, 故答案为 [B]。

【答案】[B]。

【后记】本题在第二段首句 but 后出题, 定位信息明确, 只需要识别选项 [B] 是对文中 re-examining whether... 的同义转述即可。

2. What did Allegheny College in Meadville do three years ago?

[A] It tried to implement a novel financial aid program.

[B] It added \$2.5 million to its need-based aid program.

[C] It phased out its merit-based scholarships altogether.

[D] It cut its merit-based aid to help the needy students.

【线索】Allegheny College in Meadville。

【定位】第3段末句。

【分析】由 similar 一词断定，本题答案在第3段最后一句话前面的内容中找。其上句中提到的 cut...merit scholarships...pouring the savings...into need-based aid (减少奖学金…将节省下来钱投放…到贫困助学金上) 即 similar decision 所指的内容，而 [D] 是对其的同义转述，故答案为 [D]。

【答案】[D]。

【后记】本题定位信息明确，可迅速找到定位点，这里考查 similar decision 的内容，需要返回上句分析，知其内容是“减少奖学金…将节省下来钱投放…到贫困助学金上”。特别要注意选项 [B] 中所说增加 250 万美元到助学金项目，文中提到的 250 万美元指的是节省下来的钱，是有限定的，如果省去这个限定成分该选项就不对了。考生在做题时由于时间紧张很可能忽略这个细节。

3. The chief purpose of rankings-conscious colleges in offering merit aid is to \_\_\_\_\_.

[A] improve teaching quality

[B] boast their enrollments

[C] attract good students

[D] increase their revenues

【线索】rankings-conscious。

【定位】第7段首句。

【分析】该句提到，对于关注排名的学校，奖学金主要是充当招收优秀学生的工具。由此可知，rankings-conscious colleges (即原文的 rankings-conscious schools) 提供奖学金的主要目的是为了招收优秀学生。[C] attract good students 是对原文 recruit top students 的同义转述，故答案为 [C]。

【答案】[C]。

【后记】本题又是对 but 后的内容的考查，定位点明确，题干只是对原文中部分单词的同义替换，容易识别，选项也是对原文的同义替换。要注意 [A] 项中提到 teaching quality 和 academic profiles 并非一个概念。在快速答题的过程中，一定要记住，正确答案基本上都会经过一定的同义替换，如果有原词出现就要特别留意其后的内容与原文内容的一致性。

4. Monica Inzer, dean of admission and financial aid at Hamilton, believes \_\_\_\_\_.

[A] it doesn't pay to spend \$1 million a year to raise its ranking

[B] it gives students motivation to award academic achievements

[C] it's illogical to use so much money on only 4% of its students

[D] it's not right to give aid to those who can afford the tuition

【线索】Monica Inzer, Hamilton。

【定位】第9段首句。

【分析】快速浏览选项和该句可知，四个选项中的内容均与该句中所引用的 Monica Inzer 的话不对应。该句是文中首次介绍 Monica Inzer 可断定，答案应在下文中寻找。下段中再次引用 Monica Inzer 的话中提到，给不需要经济



援助的家庭打折已不再被认为是合适的事情, [D] 是对此话的同义转述, 故为正确答案。discounting the price 是对 give aid 的一种幽默说法。

【答案】[D]。

【后记】本题是对人物观点的考查, 定位点明确, 具体的信息涉及到多段, 需要同时浏览。答案是对 but 后的内容的理解, 是对原文的同义转述。一般 but 后的内容除了表述作者重点强调的内容外还往往隐含了作者的一种态度, 故在遇到考查人物观点的题时首先留意 but 后的内容, 更有利于快速定位, 节省时间。

5. In recent years, merit-based aid has increased much faster than need-based aid due to \_\_\_\_\_.

[A] more government funding to colleges

[B] fierce competition among institutions

[C] the increasing number of top students

[D] schools' improved financial situations

【线索】merit-based aid, increased.

【定位】第 12 段。

【分析】题干中的 In recent years 对应该段首句的 2003-04, merit-based aid... need-based aid 则是对原文中的 merit aid...need-based grants 的概括。[B] 与下句所提到的大学这么做的目的 (即原因) in a bid to enroll...in...institutions (州立公办学校为努力争取尖子生) 一致, 故为正确答案。此外, 理解下段的 this destructive competition 指代的是 enroll...institutions 对解答本题也非常有帮助。

【答案】[B]。

【后记】本题定位信息明确, 关键要理解下段提到的 this destructive competition 指的就是学校之间为争取尖子生而进行的激烈竞争。考生在无法判断的情况下, 可以浏览下文, 可能会有一些信息提示。

6. What is the attitude of many private colleges toward merit aid, according to David Laird?

[A] They would like to see it reduced.

[B] They regard it as a necessary evil.

[C] They think it does more harm than good.

[D] They consider it unfair to middle-class families.

【线索】many private colleges, David Laird.

【定位】第 14 段。

【分析】题干中的 many private colleges 对应原文的 many of his schools (这可由 David Laird 的身份介绍中的 Private College 推断出)。[A] 选项表达了很多私立大学的态度, 接下来的一段话验证了 [A] 选项的内容。

【答案】[A]。

【后记】本题定位信息明确，又考查到句中 but 前后的信息。注意考生在选出答案后最好从上下文中验证答案，不能单纯、孤立地看原文一段文字的描述。

7. Why doesn't Allegheny College plan to drop merit aid entirely?

[A] Rising tuitions have made college unaffordable for middle-class families.

[B] With rising incomes, fewer students are applying for need-based aid.

[C] Many students from middle-income families have come to rely on it.

[D] Rising incomes have disqualified many students for need-based aid.

【线索】doesn't Allegheny College plan to drop merit aid entirely.

【定位】第 16 段和第 17 段。

【分析】由线索词定位到 17 段，原文 That 表回指，故应返回上文寻找其指代的内容即答案。16 段首句的 factor 与 reason 对应，由此推测，That 指代 is 后的表语从句中的内容。[C] 是对该从句中的 many have come to depend on it (many 即 many middle-income families) 同义转述，故答案为 [C]。so...that 引导结果状语从句。第 16 段末句只是提到学费的继续上涨使得奖学金和助学金之间的界限变得模糊，这与中产阶级家庭无法支付学费不同，且前句说的是 many，而非所有中产阶级家庭，故排除强干扰项 [A]。

【答案】[C]。

【后记】本题定位点明确，考查 that 指代的内容，需理解上文。在判断时容易受 as tuitions to increase 的干扰。这里只提到了学费增加，并未涉及到其他相关的内容。干扰项 [A] 结合了学费和中产阶级家庭的问题，在选择时需要仔细分析。这里中产阶级不能支付学费，与学费上涨是两个不同的概念，干扰项将二者糅合，是错误的。

8. Annual renewal of academic merit scholarships depends on whether the recipients remain \_\_\_\_\_.

【线索】renewal, the recipients.

【定位】注释部分第 2 段倒数第二句。

【分析】该句提到，只要奖学金获得者继续符合申请的资格，每年都可以继续获得奖学金 (they 即段首提到的 Academic merit scholarships)。由此可知，奖学金获得者能否继续获得奖学金取决于其是否继续够格。题干中的名词短语 Annual renewal of academic merit scholarships 由该句的 they can be renewed each year 转化而来；depends on 和 as long as 一样都表示一种条件；remain 对应 continue，但由于 remain “保持某种状态”是系动词，后接表语，故将 qualify 改为 qualified。

【答案】qualified。

【后记】本题定位信息明确，题干与原文进行了一定的同义句式转换且容易识别，答案也在原文，难度不大。但在填写时关键要识别空格处所填词在句中充当的成分，先判断词性，再选择合适的词形。

9. Applicants for athletic merit scholarships need a recommendation from a coach or

a referee who \_\_\_\_\_ their exceptional athletic performance.

【线索】 recommendation, a coach or a referee.

【定位】 注释部分第3段第二句。

【分析】 题干只是将该句的被动语态变为主动语态, 意思不变。由 be recognized by a coach or referee 可知, a coach or a referee 实施的动作是 recognize, 因其是单数, 且题干时态为一般现在时, 故在 recognize 后加上 s。

【答案】 recognizes。

【后记】 本题定位信息明确, 题干与原文进行简单的主被动句式转换, 答案在原文可以找到, 难度不大, 只需要判断正确的时态即可。

10. Applicants for artistic merit scholarships must produce evidence to show their \_\_\_\_\_ in a particular artistic field.

【线索】 artistic merit scholarships。

【定位】 注释部分末段首句和末句。

【分析】 分析两句可知, 末句是对首句要求的进一步说明, 学校要求申请者提供选辑的目的是让申请者证明其擅长某个领域。题干将两句融合, produce evidence 对应末句的 submit a portfolio, in a particular artistic field 则对应首句的 in a given artistic area, 显然答案应为 in 前的 excel, 但因 their 后接名词(短语), 故将 excel 改为 excellence。注意 portfolio 即 evidence, 故本题答案不应为 portfolios。

【答案】 excellence。

【后记】 题干糅合了两句的内容, 答案定位于首句, 难度不大, 需要识别所填内容要做的成分。

## 画外音

快速阅读的答题技巧总结:

■ 多数题目, 题干中有较为明显的线索词, 考生只要善于发现, 可以依据线索词快速确定题目在文中的出处。

■ 绝大部分题目出处都在一段内的一句话中, 较少有答案的确定、得出需要整合两处信息的情况, 不太复杂。

■ 句子填空题的答案, 一般为文中原词; 有些需要进行简单转换或调整, 但不复杂。

## 二、篇章词汇

篇章词汇, 旨在考查考生在语篇中准确理解词汇、运用词汇的能力, 即理解、驾驭词汇语义在语篇、语段、句间、句子层次上的连贯性、一致性、逻辑性, 以及词汇在实际语境中的切合性的能力。

做题思路: 浏览全文, 了解主题和结构——分析句子, 理清逻辑和语法——推测空处, 框定词性和词义——梳理备选, 选出合适的选项——通读检查, 确保通篇顺畅。这些都会在演示中体现。

In families with two working parents, fathers may have more impact on a child's language development than mothers, a new study suggests.

Researchers 47 92 families from 11 child care centers before their children were a year old, interviewing each to establish income, level of education and child care arrangements. Overall, it was a group of well-educated middle-class families, with married parents both living in the home.

When the children were 2, researchers videotaped them at home in free-play sessions with both parents, 48 all of their speech. The study will appear in the November issue of *The Journal of Applied Developmental Psychology*.

The scientists measured the 49 number of *utterances* (话语) of the parents, the number of different words they used, the complexity of their sentences and other 50 of their speech. On average, fathers spoke less than mothers did, but they did not differ in the length of utterances or proportion of questions asked.

Finally, the researchers 51 the children's speech at age 3, using a standardized language test. The only predictors of high scores on the test were the mother's level of education, the 52 of child care and the number of different words the father used.

The researchers are 53 why the father's speech, and not the mother's, had an effect.

"It's well 54 that the mother's language does have an impact," said Nadya Pancsofar, the lead author of the study. It could be that the high-functioning mothers in the study had 55 had a strong influence on their children's speech development, Ms. Pancsofar said, "or it may be that mothers are 56 in a way we didn't measure in the study."

|                  |                |                 |                |
|------------------|----------------|-----------------|----------------|
| [A] already      | [B] analyzed   | [C] aspects     | [D] characters |
| [E] contributing | [F] describing | [G] established | [H] quality    |
| [I] quoted       | [J] recording  | [K] recruited   | [L] total      |
| [M] unconscious  | [N] unsure     | [O] yet         |                |

### 词性分析

|     |  |
|-----|--|
| 名 词 | aspects 方面; 模样<br>characters 特性; 字符; 人物<br>quality 质量, 品质<br>recording 录音带<br>total 总数   |
| 动 词 | analyzed 分析<br>characters 写; 刻<br>contributing 捐献; 投稿<br>describing 描述<br>established 确定; 证实<br>quoted 引用; 报价<br>recording 记录<br>recruited 招募, 吸收<br>total 总数达 |
| 形容词 | contributing 起作用的<br>established 确定的; 建成的<br>recording 记录用的<br>total 总的, 全部的<br>unconscious 不省人事的; 未察觉的<br>unsure 不肯定的; 不确定的                                   |
| 副 词 | already 已经<br>yet 仍然, 还; 已经  |

47.【分析】分析句子结构可知, 所填词是该句的谓语动词。由空前的



Researchers及空后的families, interviewing等信息推测, 本句所讲的意思与“采访, 研究, 分析”等行为有关, 故[B] analyzed (分析) 和[K] recruited (招募, 吸纳) 入选。但[B] analyzed (分析) 所表示的行为暗含“一次性”的意义, 而文章后面谈到在这群孩子2岁时和3岁时的多次研究行为表明, 本文所谈的研究是长期的, 而研究对象也是固定的, 故只有[K] recruited (招募, 吸纳) 最符合文意。

【答案】[K] recruited。

【后记】此题难度比较大。在分析词性及词义之后, 重点是要辨认两个词的差异及在文中的意思。可以根据研究的一般步骤来判断, 研究人员最初找的这些孩子只是作为研究对象, 文章随后还有跟踪研究, 故由此判断出recruited更合适。

48. 【分析】分析句子结构可知, 48 all of their speech作该句的伴随状语, 其主语为researchers, 故所填词应为动词的现在分词, 其宾语为speech, 结合前面的videotaped (录制录像) 一词不难确定答案应为[J] recording (记录)。

【答案】[J] recording。

【后记】此题难度不大, 分析句子结构可知该处的词作为伴随状语, 与前面的动词videotaped在语境上是呼应的, 很容易判断出答案。

49. 【分析】由空前的the及空后的名词number可知, 所填词应为形容词。由空后number of utterances及the number of different words的关系推测, 本句逻辑可能是先说utterances总数, 然后是different words (不同单词) 各自的数目, 故答案为[L] total (全体的, 总的)。

【答案】[L] total。

【后记】此题容易判断, 根据空格前后的词判断出所填词的词性, 然后根据提示utterances与words的关系, 判断出最佳的答案。

50. 【分析】空前的other及空后的介词of提示所填词应为名词。前面的number of utterances, the number of different words, the complexity of their sentences和空前的other, 以及空后表示所属关系的of提示, 这一连串名词短语都是关于空后their speech的不同方面的列举, 由此不难得知本空答案应为[C] aspects (方面)。

【答案】[C] aspects。

【后记】此题需要仔细分析。由and可知此空与前面提到的几个短语是并列的成分。根据词性判断出aspects和characters都符合要求。考生在时间紧张的状态下, 可能会忽略other的修饰限定, 单纯地看and前面的修饰sentences的名词complexity就很容易选成characters。故此题关键是要搞明白前面other的修饰, 由other可知空格处的词应该是对前面各种修饰成分的总结, 且of后的speech也可以看成是对utterances, words, sentences的综合, 故可以排除表示一种特性的characters, 选择具有综合性的词aspects。

51. 【分析】分析句子结构可知, 所填词为本句谓语动词。动词组里符合句

意的只有[B] analyzed (分析)。本题也进一步验证了第47题答案应为[K] recruited (招募, 吸纳)。

【答案】[B] analyzed。

【后记】此题简单, 根据句子成分及文意就可以迅速判断, 得出答案, 同时还可以与47相互验证。

52. 【分析】本空显然应填一名词。本句是说the mother's level of education, the 52 of child care和the number of different words the father used三者是决定孩子在测试中取得高分的predictor (潜在决定因素), 备选项名词组里只有[H] quality (质量, 品质) 最符合语境, 构成level, quality和number三者的并列, 故为答案。

【答案】[H] quality。

【后记】此题难度不大, 根据一系列并列的修饰成分就可以直接获取答案。

53. 【分析】由空前的系动词are及空后的疑问句可知, 所填词应为形容词或动词的过去分词, 接why引导的问句, 表达了researchers的疑虑, 备选项里只有[N] unsure (不肯定的, 不确定的) 符合要求。

【答案】[N] unsure。

【后记】此题根据语法结构判断后再进行进一步的语义分析。该词能接why引导的宾语从句, 表达一种疑问。答案很容易判断。

54. 【分析】分析句子结构可知, 所填词应为形容词或动词的分词形式; 本句中It为形式主语, 真正主语为空后的句子the mother's language does have an impact。通观末段, 由本句中表示肯定和强调的does及下文的the high-functioning mothers... had a strong influence及mothers... in a way we didn't measure等关键信息不难发现, 说话者Nadya Pancsofar对于母亲在孩子语言发展中的作用是很肯定的, 备选项中只有[G] established (确定的, 建成的) 在语义和用法上都符合要求, 故为答案。

【答案】[G] established。

【后记】此题有一定难度。需要分析句子的语法结构, 然后根据文意判断that后的真正主语所述的内容与文章所提的主要观点的关系, 如果考生没有纵观全文考虑, 不能判断作者对母亲在孩子语言发展中的作用是很肯定的话, 容易错选。

55. 【分析】分析句子结构, 由空前的had及空后的had a strong influence...可知, 本句不缺少主要成分, 故所填词应为副词, 放于助动词had和实义动词had之间; 由于全段话语表明Nadya Pancsofar肯定母亲在孩子语言发展中的作用, 故副词中[A] already (已经) 符合要求。[O] yet (还, 尚, 仍然) 常用于否定句或疑问句中。

【答案】[A] already。

【后记】此题与上题有一定的关联, 表达同一语义, 都是说明母亲对孩子语言发展的作用。分析句子结构判断, 此处的两个备选项是反义的副词。只要

判断出作者的肯定态度就容易选出表示肯定语气的副词。

56. 【分析】由空前的系动词are及空后的in a way可知，所填词应为形容词或动词的分词形式。结合语境及空后的in a way推测，本句大概就是说母亲对孩子语言发展所起作用的方式是实验中未能得以测量的，备选项中符合语境的是[E] contributing（起作用的）。

【答案】[E] contributing。

【后记】此题可以根据句子结构和语境两方面进行分析，获得答案。

### 画外音

一篇篇章词汇有10道题，但每一道题相当于有15个选项，看似很有难度。这种难度有的来自纯粹的干扰项，有的来自其他题目的正确选项，有的则来自当前题目的正确选项本身。从单个选项的角度来分析，干扰现象可分为四类：一词多性，一词多义，局部通顺，汉语负迁移（学习该单词时所记忆的汉语意思不能确切表达该单词的意思，如doubt和suspect的汉语意思都是“怀疑”，具体意思却截然相反）。不过，如果同学们把逻辑分析透彻了，把语义关系理解清楚了，多数干扰就都自动烟消云散了。

### 三、短句问答

短句问答，旨在考查考生准确理解文章、精简重新表述的能力，具体包括细节理解文章、识别题目出处、整合分析信息、简短做出表达各项能力，其中，细节理解文章、识别题目出处最为关键。

短句问答，问题与原文之间常常会做一些巧妙转换，识别这些转换，对于定位原文、清晰解题至关重要。

短句问答，是篇章词汇的替换题型，四级真题中还没出现过，我们选择六级中典型的一篇进行思路演示。

【例】

（六级 09-12）

Many countries have made it illegal to chat into a hand-held mobile phone while driving. But the latest research further confirms that the danger lies less in what a motorist's hands do when he takes a call than in what the conversation does to his brain. Even using a "hands-free" device can divert a driver's attention to an alarming extent.

Melina Kunar of the University of Warwick, and Todd Horowitz of Harvard Medical School ran a series of experiments in which two groups of volunteers had to pay attention and respond to a series of moving tasks on a computer screen that were reckoned equivalent in difficulty to driving. One group was left undistracted while the other had to engage in a conversation using a speakerphone. As Kunar and Horowitz report, those who were making the equivalent of a hands-free call had an average reaction time 212 milliseconds slower than those who were not. That, they calculate, would add 5.7 metres to the braking distance of a car travelling at 100kph. They also found the group using the hands-free kit made 83% more errors in their

tasks than those who were not talking.

To try to understand more about why this was, they tried two further tests. In one, members of a group were asked simply to repeat words spoken by the caller. In the other, they had to think of a word that began with the last letter of the word they had just heard. Those only repeating words performed the same as those with no distraction, but those with the more complicated task showed even worse reaction times — an average of 480 milliseconds extra delay. This shows that when people have to consider the information they hear carefully, it can impair their driving ability significantly.

Punishing people for using hand-held gadgets while driving is difficult enough, even though they can be seen from outside the car. Persuading people to switch their phones off altogether when they get behind the wheel might be the only answer. Who knows, they might even come to enjoy not having to take calls.

### 主题结构

说明文。本文采用G(General)—S(Specific)的结构模式，主要讲了由一系列实验得出的实验结果，即表明开车时打电话对司机的干扰更多地在于谈话内容对大脑的影响，而不在于打电话用不用手。

47. Carrying on a mobile phone conversation while one is driving is considered dangerous because it seriously distracts \_\_\_\_\_.

【分析】本题要求填入驾车时打电话被认为很危险的原因。由题干中空前distracts一词与原文首段末句的divert相对应，seriously与to an alarming extent相对应可知divert后的宾语即为答案来源；但题干前后涉及的是同一个人，故应将原文a driver's attention中不定冠词改为定冠词。

【答案】the driver's attention.

【后记】本题就篇首处设题。首先题干是对原文三句话的整合，考生需要此种句际把握能力。其次，还需准确识别同义转述词distract和divert即可正确解出该题。

48. In the experiments, the two groups of volunteers were asked to handle a series of moving tasks which were considered \_\_\_\_\_.

【分析】空前的considered表明本题要求填入的内容是实验中a series of moving tasks被认为有何特点。原文第二段谈到了题干中的experiments，其中a series of moving tasks后跟了一个定语从句来说明其性质，其中reckoned与题干中的considered相对应，故其后equivalent in difficulty to driving即为答案。

【答案】equivalent in difficulty to driving.

【后记】该题的难度不大，只要识别出reckoned与considered属于同义转述词，该题便可迎刃而解。注意定语从句的引导词由原文中的that转换成了题干中的which。

49. Results of the experiments show that those who were making the equivalent of a



hands-free call took \_\_\_\_\_ to react than those who were not.

【分析】空前的took（花费）及空后的than表明本题要求填入一个由比较级修饰的表示时间多少的名词。原文提到那些受到相当于使用免提电话这种干扰的人的反应时间比那些不受干扰的人慢212 milliseconds，但该词组填入空中与句子前后不搭配，故取其大意，将表示时间快慢的212 milliseconds转为表示多少的more time作为答案。

【答案】more time。

【后记】该题考查考生的综合概括能力。因为原文中只提到实验的具体时间比较，而所填词要求考生根据实验过程总结出实验的结果来。没有这种概括能力是得不出该题答案的。

50. Further experiments reveal that participants tend to respond with extra delay if they are required to do \_\_\_\_\_.

【分析】空前的do表明本题要求填入一名词短语。原文倒数第二段倒数第二句中第二个以with短语修饰的该句中的第三个those，表明这些人所做的任务，而破折号后显示这个those指代的就是表现出extra delay的人，由此可知with后的短语便是本题答案出处，但题干有泛指意义，故将the改成a，答案为a more complicated task。

【答案】a more complicated task。

【后记】题干对原文进行了一定的转换，一是句型之间的转换，即原文中的简单句转换成复合句，简单句中的主语成分（该主语由代词those后加with短语作定语来修饰）转换成题干中的条件状语从句。二是还需判断出原文中的members of a group，在题干中却同义转述成participants，如果识别出这两点文题转换，答案便可得出。

51. The author believes persuasion, rather than \_\_\_\_\_, might be the only way to stop people from using mobile phones while driving.

【分析】本题需要填一与persuasion相对应的名词，是被否定的处理问题方法，原文末段首句指出punishing开车打电话的人是difficult enough，接着下句提到对这些人进行persuading也许是the only answer，由此可知punishing应为本空所填词的来源，为与persuasion对应，将其转为punishment作为答案。

【答案】punishment。

【后记】题干是对原文两句话的概括，考生需要此种句际把握能力。同时还考查同一意思的不同词形的表达方式。

### 词汇积累

1. confirm vt. 确认，批准
2. divert vt. 转向，转移；娱乐
3. reckon v. 认为；猜想；计算
4. equivalent a. 相等的 n. 等价物

5. reaction n. 反应；反作用
6. undistracted a. 注意力集中的
7. impair vt. 损害；削弱
8. gadget n. 小配件，小机械