

# 大学英语4<sup>级</sup> 阅读理解 测试与详解

CET4  
College English Test

刘宇慧 张俊梅 主编



- ◎ 选词填空题 + 信息匹配题 + 仔细阅读题
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- ◎ 4级阅读理解3大题型解题技巧讲解



化学工业出版社

# 大学英语4级

## 阅读理解测试与详解

刘宇慧 张俊梅 主编

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· 北京 ·

本书根据教育部高教司 2007 年颁布的《大学英语课程教学要求》及全国大学英语四、六级考试委员会 2016 年公布的《全国大学英语四、六级考试大纲(2016 年修订版)》对阅读的要求以及大学英语教材的难易度编写而成。全书分为两大部分,第一部分为阅读理解技巧简介;第二部分为阅读理解实践,包括 120 篇阅读文章,分成 30 个单元,每单元包括 4 篇阅读理解文章,其中,1 篇长篇阅读理解、1 篇词汇理解、2 篇仔细阅读理解,每篇文章后有阅读练习题,每单元后有难点(包括词汇、搭配、语法结构)注释以及练习题答案解析。

本书内容翔实,编排合理,注释与解析深入浅出,有助于包括阅读能力在内的英语水平的全面提高。

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# 前言

《大学英语课程教学要求》(以下简称《要求》)强调培养学生的英语听说能力,以及读写译等英语综合应用能力,其中听说培养的是口头交流能力,读写译培养的是书面交流能力。读、写、译3项能力中,阅读是基础。只有通过大量的阅读,不断地输入与积累,才有可能不断提高写和译的能力。因此,在掌握了一定词汇量的基础上,阅读就成了提高英语书面交流能力的关键。本书旨在帮助读者提高包括阅读能力在内的英语整体水平。

本书具有以下特点。

**选材广泛,可读性强** 书中文章多选自国内外各类英语刊物、专著、同等水平的英语教材等资料。题材广泛,包括社会、文化、日常生活知识、人物传记等社会科学领域以及科普常识、地理等自然科学领域的知识内容;体裁多样,包括叙事文、描述文、议论文、说明文等形式,为读者提供具有可读性与趣味性的读物。

**紧扣《要求》,针对性强** 本书所选的文章在语言和内容上的难易度以及每篇文章和每个单元的阅读量和符合《要求》的要求;练习题的编写既考虑了对文章有关细节和主要事实的理解,更注重对理解文章的主旨及作者的观点和态度的考查;阅读技巧部分也是从以上几个方面入手,并把重点放在概括中心思想、进行推理和推论方面,有助于培养读者理解文章深层意义的能力。

**配有解析,指导性强** 每单元后有难点注释(包括词汇、搭配、语法结构)以及练习题答案解析,有助于读者充分理解文章内容,并在提高阅读理解能力的同时增加词汇量、巩固语法知识、全面提高英语水平;这种编排也便于读者自学、自测。

另外,每单元的4篇阅读文章和练习题编排在一起,其后是文章注释和练习题答案解析。这种编排有助于读者计时阅读以及教师课堂测验使用。

本书编写工作由刘宇慧、张俊梅主持,参加编写工作的还有张俊英、孔延红、张玉娟、梁梅红、李丽华、邢芳、郭玮、周江源、殷红梅。全书由刘宇慧、张俊梅修改、补充、定稿,张俊英、孔延红、张玉娟协助校对与修改工作。在编写过程中,我们参阅了大量的文献、杂志、教材等,得到了许多专家和同仁的支持与帮助,使我们受益匪浅。在此表示衷心感谢。

由于水平有限,书中谬误疏漏之处在所难免,望广大读者及同行专家批评指正。

编者

# 目录

|                     |   |
|---------------------|---|
| 第一部分 阅读理解技巧简介 ..... | 1 |
|---------------------|---|

|                   |     |
|-------------------|-----|
| 第二部分 阅读理解实践 ..... | 19  |
| Unit 1 .....      | 19  |
| Unit 2 .....      | 29  |
| Unit 3 .....      | 39  |
| Unit 4 .....      | 49  |
| Unit 5 .....      | 60  |
| Unit 6 .....      | 72  |
| Unit 7 .....      | 83  |
| Unit 8 .....      | 94  |
| Unit 9 .....      | 104 |
| Unit 10 .....     | 116 |
| Unit 11 .....     | 127 |
| Unit 12 .....     | 139 |
| Unit 13 .....     | 151 |
| Unit 14 .....     | 162 |
| Unit 15 .....     | 173 |
| Unit 16 .....     | 183 |
| Unit 17 .....     | 193 |
| Unit 18 .....     | 204 |
| Unit 19 .....     | 215 |
| Unit 20 .....     | 226 |
| Unit 21 .....     | 236 |
| Unit 22 .....     | 246 |
| Unit 23 .....     | 256 |
| Unit 24 .....     | 266 |
| Unit 25 .....     | 277 |
| Unit 26 .....     | 287 |
| Unit 27 .....     | 297 |
| Unit 28 .....     | 307 |
| Unit 29 .....     | 317 |
| Unit 30 .....     | 328 |

# 第一部分 阅读理解技巧简介

要提高阅读能力,首先要学好基本的语言知识,不断增加词汇量,熟练掌握特殊语言现象、惯用法等;同时,大量的阅读实践也是必不可少的,只有在大量的阅读实践中,才能培养语感,不断扩大知识面。此外,正确的阅读方法与技巧也不失为提高阅读能力的有效辅助手段。

## 一、掌握正确阅读方法,摒弃不良阅读习惯,提高阅读速度

要达到一定的阅读速度,平时训练就应该模拟考试,在规定时间内完成一定的阅读量,反复练习阅读技巧,养成熟练的解题习惯。因此,平时做题时就应采取正确的阅读方法,摒弃不良阅读习惯。

### 1. 正确阅读方法

#### (1) 成组视读

成组视读是以“意群”(有意义的语法结构)为单位,一组单词一组单词地阅读,这样避免了逐词阅读,大大提高了阅读速度。

#### (2) 略读

略读是指跳过细节,跳过不重要的描述与例子,进行快速阅读,以求抓住文章梗概。这种方法的主要目的是通过略读,了解所读材料的体裁、结构和逻辑关系,了解文章的大意和主旨。为了更好地抓住全文的中心思想,略读时要留心文章中某些反复出现的词语,这些往往与文章的主题有关。还应特别注意文章的开始段、结束段以及每一段的段首句和结尾句,这些往往是对文章内容最好的概括。

#### (3) 查读

查读是用眼睛快速扫视,以最快的速度找到你所要的信息。使用这种方法时,首先弄清你要寻找什么信息,然后估测一下它大概会以什么形式在什么地方出现,达到目的后,就不要再接着往下读,以节约时间。例如,你想知道事件发生的时间、地点,你就得留心查阅日期、地点;你如果想了解谁做了什么事,就要留心查阅人名。

#### (4) 细读

细读即阅读时,先浏览全文,然后再根据需要,在特定范围内逐句阅读,特别对关键词句要仔细推敲,以便对其有较深刻、较准确的理解和把握。不仅要理解其字面意思,而且要通过判断和推理,弄清文章中“字里行间”隐含的意思。在细读中,对生词,可根据上下文或背景知识等来推测其意思;对难以看懂的长句,可借助语法手段对其加以分析,以达到透彻的理解。

#### (5) 计时阅读

计时阅读是指平时进行一定时间的快速阅读,阅读时记住起止时间,再计算一下本次的阅读速度(每分钟所读词数),这样就有明确的时间观念,每次读完之后对自己的阅读速度有所了解,经过一段时间刻苦训

练,一定会达到满意的阅读速度。

### 2. 不良阅读习惯

#### (1) 频繁复读

有些读者担心忘掉已读的内容,读完了一句要读下一句时,又回过头重读一遍上一句,这样循环前进,频繁复读,大大降低了阅读速度。克服这种毛病的方法是充分相信自己能记住已读过的内容,一直往下读完全文。

#### (2) 出声阅读

另一种常见的不良阅读习惯,是在阅读时读出声来,有时还边读边摇头晃脑。有时尽管声音很小,近乎喃喃自语,也是不可取的。出声阅读使阅读速度受到很大限制。为了克服这种不良阅读习惯,一种方法是在嘴唇之间叼一支铅笔,嘴唇动作时,铅笔就会掉下来,保持铅笔不掉,就能克服这一不良习惯;另一种方法是用手指触摸颈部声带部位,如果觉察不到声带的振动,就是克服了出声阅读的习惯。

#### (3) 心读

这是一种广泛的、较难克服的不良阅读习惯。因为心读时,觉察不到嘴唇、舌头或声带的活动,只存在一种说话的内在形式,就像电影或电视中的字幕在脑海中浮现出来一样。这种毛病与初学英语时必须经过逐字、逐句大声朗读方能把课文和单词记住有关。要克服这一毛病,必须大大提高阅读速度,因为速度很快时,你就无暇顾及心读了。

#### (4) 读速太慢

有些人习惯于一个词一个词地阅读,而不能将词连成词组按意群连贯地进行阅读。有人认为读得越慢,记得越牢,理解也越好。其实不然,读得太慢,不易引起大脑皮层高度兴奋,精力不易高度集中。如果拘泥于个别词的理解与记忆,往往会“见木不见林”,忽视对文章的大意及个别重要细节的理解。反之,保持一定的阅读速度则会加强对全篇大意和细节的理解与记忆。

#### (5) 边读边译

在阅读过程中进行翻译(心译),是直接影响阅读速度的重要原因之一。有的读者一面阅读英文句子,脑海里马上浮现出相应的中文句子。这种习惯可能与平时一边阅读英语,一边查阅中文译文的习惯有关。用这种方式进行阅读无疑要耗费过多的时间与精力,必然大大降低阅读速度。要提高阅读速度,我们就得克服在快速阅读时进行心译的不良习惯,学会用英文进行思维,将原文直接吸收和消化。

## 二、运用不同的阅读方法达到不同的阅读目的

阅读的最终目的是为了获取信息,有效地利用不同的阅读方法获取不同的信息,对于达到不同的阅读目的,可起到事半功倍的效果。

### 1. 略读概括主题思想

概括主题思想可用“略读”或“浏览总结”法,即跳过细节,把阅读重点放在与中心思想有关的关键词、句子上。阅读时应注意以下3点。

①首先要学会识别文章中那些最根本、最有概括性的信息。这种信息应能归纳和概括文中其他信息具有的共性。

②主题思想应能恰如其分地概括文中阐述的内容。面不能太窄,即不足以概括全部内容;但是面也不能太宽,即包含了文中没有阐述的内容。



③一段文章的中心思想常常由主题句表达。主题句常常位于段首或段尾处,间或出现在段落中间。同样,一篇文章的中心思想也常常在开始段或结尾段点出。因此在阅读中,要特别注意文章的开头及结尾。

在阅读理解测试中,常见的用于考查对主题思想的掌握的题型如下。

### (1) 要求概括主题思想

这类问题要求考生理解文章的主题思想。一般来说,这类文章中都有概括主题思想的主题句或主题段以及说明主题句或主题段的细节。例如:

#### 2016年12月试题(一)第51题

In the past, falling oil prices have given a boost to the world economy, but recent forecasts for global growth have been toned down, even as oil prices sink lower and lower. Does that mean the link between lower oil prices and growth has weakened?

Some experts say there are still good reasons to believe cheap oil should heat up the world economy. Consumers have more money in their pockets when they're paying less at the pump. They spend that money on other things, which stimulates the economy.

The biggest gains go to countries that import most of their oil like China, Japan, and India. But doesn't the extra money in the pockets of those countries' consumers mean an equal loss in oil-production countries, canceling out the gains? Not necessarily, says economic researcher Sara Johnson. "Many oil producers built up huge reserve funds when prices were high, so when prices fall they will draw on their reserves to support government spending and *subsidies* (补贴) for their consumers."

But not all oil producers have big reserves. In Venezuela, collapsing oil prices have sent its economy into free-fall.

Economist Carl Weinberg believes the negative effects of plunging oil prices are overwhelming the positive effects of cheaper oil. The implication is a sharp decline in global trade, which has plunged partly because oil-production nations can't afford to import as much as they used to.

Sara Johnson acknowledges that the global economic benefit from a fall in oil prices today is likely lower than it was in the past. One reason is that more countries are big oil producers now, so the nations suffering from the prices drop account for a larger share of the global economy.

Consumers, in the U.S. at least, are acting cautiously with the savings they're getting at the gas pump, as the memory of the recent great recession is still fresh in their mind. And a number of oil-producing countries are trimming their gasoline subsidies and raising taxes, so the net savings for global consumers is not as big as the oil price plunge might suggest.

51. What does the author mainly discuss in the passage?

- A) The reasons behind the plunge of oil prices.
- B) Possible ways to stimulate the global economy.
- C) The impact of cheap oil on global economic growth.
- D) The effect of falling oil prices on consumer spending.

**解析** 本题题干问的是全文主要讨论的问题,这需要通读全文后进行回答。文章第一段提到,过去石油价格下跌会促进全球经济发展,但是最近尽管石油价格越来越低,据预测,全球经济的增长速度仍将放缓。本文接下来的几段都是围绕着石油价格下跌对于全球经济的影响展开的,并给出了不同经济学家的不同观点。由此可知,本文主要讨论的内容就是石油价格对于全球经济的影响,因此正确答案为C项。其实

只要抓住文章的两个关键词 oil prices 和 world economy, 基本就能确定本题答案了。

(2) 要求归纳文章的主题或中心思想

与第一类问题不同的是,这一类文章没有明显的主题句,因此理解文章的主题或中心思想有赖于对文章中的信息进行高度的综合和概括。例如:

2016年12月试题(一)第50题

As a person who writes about food and drink for a living, I couldn't tell you the first thing about Bill Perry or whether the beers he sells are that great. But I can tell you that I like this guy. That's because he plans to ban tipping in favor of paying his servers an actual living wage. I hate tipping.

I hate it because it's an obligation disguised as an option. I hate it for the post-dinner math it requires of me. But mostly, I hate tipping because I believe I would be in a better place if pay decisions regarding employees were simply left up to their employers, as is the custom in virtually every other industry.

Most of you probably think that you hate tipping, too. Research suggests otherwise. You actually love tipping! You like to feel that you have a voice in how much money your server makes. No matter how the math works out, you persistently view restaurants with voluntary tipping systems as being a better value, which makes it extremely difficult for restaurants and bars to do away with the tipping system.

One argument that you tend to hear a lot from the pro-tipping crowd seems logical enough: the service is better when waiters depend on tips, presumably because they see a benefit to successfully veiling their contempt for you. Well, if this were true, we could all be slipping a few 100-dollar bills to our doctors on the way out their doors, too. But as it turns out, waiters see only a tiny bump in tips when they do an exceptional job compared to a passable one. Waiters, keen observers of humanity that they are, are catching on to this; in one poll, a full 30% said they didn't believe the job they did had any impact on the tips they received.

So come on, folks: get on board with ditching the outdated tip system. Pay a little more upfront for your beer or burger. Support Bill Perry's pub, and any other bar or restaurant that doesn't ask you to do drunken math.

50. What does the author argue for in the passage?

- A) Restaurants should calculate the tips for customers.
- B) Customers should pay more tips to help improve service.
- C) Waiters deserve better than just relying on tips for a living.
- D) Waiters should be paid by employers instead of customers.

解析 本题问作者支持的观点,是一道没有明确关键词的推断题,需要在理解全文的基础上进行综合推断。作者在第一段表示了对 Bill Perry 的观点的认同, Bill Perry 决定取消小费,自己给员工付工资。第三段第三句作者再次表示,应该由老板决定给员工发多少工资。由此可以锁定题目答案为 D 项。

2. 细读全文或部分内容进行判断和推理

对篇章的理解涉及语义学和语用学的范畴。语义学研究的是语言结构,即语句本身的意义;语用学研究的是信息结构,是对语言运用进行整体研究,反映话语和环境的关系,也可以说语用学研究的对象是超出语句本身意义范围的意义。根据以上原则,对一篇文章的理解应该是分层次的,即表层意义、深层意义以及

外延意义。表层意义即字面意义,是可以直接从阅读文章中得到的信息。然而,语言所表达的内容常常超过其字面意义。在许多文章中,作者对所论述的问题的观点、态度、语气、情绪以及问题的结论不是直接表述出来,而是通过大量的有说服力的论证、事实或细节反映出来。要获取这种信息,需要读者读懂字里行间的意义(to read between the lines)。这是对文章深层意义的理解。可以这样说,阅读是读者与作者之间进行的书面交际,一篇好文章会对读者产生影响,引起读者的反应。这种影响和反应也是双向的,读者对文章的深层意义理解得越透彻,文章对读者产生的影响和反应越大。而读者对文章及作者的背景或与此相关的内容产生兴趣,有了继续阅读的动力,从而扩大了这方面的知识面,这应该说是对外延意义的理解。

对文章深层意义和外延意义的理解均需要掌握逻辑判断和推理的方法。判断是对文章中所阐述的事实或细节按照逻辑发展的规律进行分析和概括,并以此为依据得出结论;推理是以已知的事实为依据,来获取未知的信息。因此,利用判断和推理的方法,根据事物发展的自然规律以及语言本身的内在联系,可以从一定的文字符号中获取尽可能多的信息。

在阅读中训练判断和推理能力时,应注意以下几点。

- ①在阅读中,要善于利用文章中明确表示的内容,进行正确的推理,以此为基础挖掘作者的隐含意思。
- ②有时作者先介绍了某一种观点,却接着在后面提出了相反的观点。因此,要正确判断作者的态度或观点,必须将上下文联系起来看。要注意文章中所陈述的内容并非都代表了作者的观点。
- ③有时作者通过使用特定词语的手段,暗示自己对文中某一具体问题所持的态度和观点。这时要特别注意文中所用词语的特点,弄清作者的态度是赞成还是反对,是肯定还是否定。
- ④如果要理解某句或某段的含蓄意义,必须在文中找到涉及的关键词语,仔细阅读,吃透意思,并以此为依据,进行判断和推理。如果需要进行推理判断的内容涉及全文,则必须在理解全文中心思想、掌握全文逻辑发展过程的基础上,进行正确的推理判断。
- ⑤做这类阅读理解题时,要认真审题,注意分析、对比,排除干扰项。特别要注意原文中的意思在题目中的表达形式,准确理解题目的意思和要求。

在阅读理解测试中,判断和推理题型的常见形式如下。

### (1) 言外之意题

这类问题要求通过文章的表层意义,借助常识或上下文逻辑关系来推断无法直接得到的、具有深层含义的某种结论。该类问题的句式通常如下。

It can be inferred from the passage that \_\_\_\_\_.

It is implied in the passage that \_\_\_\_\_.

The author suggests that \_\_\_\_\_.

例如:

2016年6月试题(一)第52题

Why do some people live to be older than others? You know the standard explanations: keeping a moderate diet, engaging in regular exercise, etc. But what effect does your personality have on your *longevity*(长寿)? Do some kinds of personalities lead to longer lives? A new study in the *Journal of the American Geriatrics Society* looked at this question by examining the personality characteristics of 246 children of the people who had lived to be at least 100.

The study shows that those living the longest are more outgoing, more active and less *neurotic*(神经质的) than other people. Long-living women are also more likely to be sympathetic and cooperative than women with a normal life span. These findings are in agreement with what you would expect from the evolutionary theory: those who like to make friends and help others can gather enough resources to make it through tough times.

Interestingly, however, other characteristics that you might consider advantageous had no

impact on whether study participants were likely to live longer. Those who were more self-disciplined, for instance, were no more likely to live to be very old. Also, being open to new ideas had no relationship to long life, which might explain all those bad-tempered old people who are fixed in their ways.

Whether you can successfully change your personality as an adult is the subject of a longstanding psychological debate. But the new paper suggests that if you want long life, you should strive to be as outgoing as possible.

Unfortunately, another recent study shows that your mother's personality may also help determine your longevity. That study looked at nearly 28,000 Norwegian mothers and found that those moms who were more anxious, depressed and angry were more likely to feed their kids unhealthy diets. Patterns of childhood eating can be hard to break when we're adults, which may mean that kids of depressed moms end up dying younger.

Personality isn't *destiny*(命运), and everyone knows that individuals can learn to change. But both studies show that long life isn't just a matter of your physical health but of your mental health.

52. What does the author imply about outgoing and sympathetic people?

A) They have a good understanding of evolution.

B) They are better at negotiating an agreement.

C) They generally appear more resourceful.

D) They are more likely to get over hardship.

解析 由题干中的“outgoing and sympathetic people”定位到第二段“该研究表明,更加外向、更加活跃的人更容易长寿。寿命长的女性也更有可能会富有同情心、乐于助人合作。这些发现与人们期待从进化论中得出的结论一致;那些愿意结交朋友、乐于助人的人会聚集足够的资源,挺过艰难时期”。由此可知,外向并且富有同情心的人更有可能会克服困难。因此正确答案为D项。

再如:

2016年12月试题(三)第48题

Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

It seems higher education has become an industry of meeting-holders whose task it is to “solve” problems—real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired—not to teach but to hold meetings—has increased significantly. Every new problem creates a new job for an administrative fixer. Take our Center for Teaching Excellence. Contrary to its title, the center is a *clearing house*(信息交流中心) for using technology in classrooms and in online courses. It's an administrative *sham*(欺诈) of the kind that has multiplied over the last 30 years.

I offer a simple proposition in response: Many of our problems—class attendance, educational success, student happiness and well-being—might be improved by cutting down the *bureaucratic*(官僚的) mechanisms and meetings and instead hiring an army of good teachers. If we replaced half of our administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher. This would be an environment

in which teachers and students actually knew each other.

The teachers must be free to teach in their own way—the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course. Additionally, they should be allowed to teach, and be rewarded for doing it well. Teachers are not people who are great at and consumed by research and happen to appear in a classroom. Good teaching and research are not exclusive, but they are also not automatic companions. Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at. It is utterly confusing to me that people do not recognize this, despite the fact that pretty much anyone who has been a student can tell the difference between their best and worst teachers.

48. What does the author imply about the classes at present?

- A) They facilitate students' independent learning.
- B) They help students form closer relationships.
- C) They have more older students than before.
- D) They are much bigger than is desirable.

**解析** 文章的主要内容是说,大学里行政人员太多,教师太少。该题的主要线索是第三段第二、第三句“如果用教师替换掉一半的行政人员,就有可能每个教师带 20 个或更少的学生,这是师生能真正相互了解的一个教学环境”。言外之意,现在的班级太大,不利于课堂教学。因此正确答案为 D 项。

再如:

2016 年 12 月试题(三)第 55 题

The secret to eating less and being happy about it may have been cracked years ago—by McDonald's. According to a new study from Cornell University's Food and Brand Lab, small non-food rewards—like the toys in McDonald's Happy Meals—stimulate the same reward centers in the brain as food does.

The researchers, led by Martin Reimann, carried out a series of experiments to see if people would choose a smaller meal if it was paired with a non-food item.

They found that the majority of both kids and adults opted for a half-sized portion when combined with a prize. Both options were priced the same.

Even more interesting is that the promise of a future reward was enough to make adults choose the smaller portion. One of the prizes used was a *lottery ticket*(彩票), with a \$10, \$50 or \$100 payout, and this was as effective as a tangible gift in persuading people to eat less.

“The fact that participants were willing to substitute part of a food item for the mere prospect of a relatively small monetary award is interesting,” says Reimann.

He theorizes that it is the emotional component of these intangible prizes that make them effective. In fact, vaguely-stated possibilities of winning a prize were more effective than options with hard odds included.

“One explanation for this finding is that possible awards may be more emotionally provoking than certainty awards,” says Reimann. “The uncertainty of winning provides added attraction and desirability through emotional ‘thrills’. The possibility of receiving an award also produces a state of hope—a state that is in itself psychologically rewarding.” In other words, there's a reason why people like to gamble.

How might this knowledge be used to help people eat more healthily?

One possibility is a healthy option that offers the chance to win a *spa* (温泉疗养) weekend. Or maybe the reward of a half-sized portion could be a half-sized dessert to be claimed only on a future date. That would get you back in the restaurant—and make you eat a little less.

55. What can we infer from Martin Reimann's finding?

- A) People should eat much less if they wish to stay healthy and happy.
- B) More fast food restaurants are likely to follow McDonald's example.
- C) We can lead people to eat less while helping the restaurant business.
- D) More studies are needed to find out the impact of emotion on behavior.

**解析** 该题的线索在文章的最后一段的最后两句“奖赏也可能是半份甜点,但要在下次就餐时才能享用。这既能让你再次光临餐馆(有助于餐馆业的发展),也能让你少吃一点”。这与C项的内容是吻合的,因此正确答案为C项。

## (2) 理解作者及文中人物的态度题

在日常生活中,人们可以通过手势、语调、脸部表情等来表露自己的态度,同样,解决该类问题要求注意把握作者及文中人物的措辞、阐述问题的角度和倾向以及文章中能够表露其态度和情感的修饰性词语。要把握作者及文中人物对某一问题所持的态度,理解其对某一问题是主观还是客观,是支持、反对还是中立等。题干中的关键词用 *attitude*、*view*、*think of*、*feel* 等。例如:

2016年12月试题(三)第49和50题

The teachers must be free to teach in their own way—the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course. Additionally, they should be allowed to teach, and be rewarded for doing it well. Teachers are not people who are great at and consumed by research and happen to appear in a classroom. Good teaching and research are not exclusive, but they are also not automatic companions. Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at. It is utterly confusing to me that people do not recognize this, despite the fact that pretty much anyone who has been a student can tell the difference between their best and worst teachers. (全文见 P6~7)

49. What does the author think of teaching ability?

- A) It requires talent and practice.
- B) It is closely related to research.
- C) It is a chief factor affecting students' learning.
- D) It can be acquired through persistent practice.

**解析** 文章第四段都是作者在谈论对教师和教学的看法。该题的线索是该段倒数第四行的一句话“教学是艺术,是技巧,是才华,是实践,不是任何什么人都擅长的”。因此正确答案为A项。

50. What is the author's suggestion for improving university teaching?

- A) Creating an environment for teachers to share their teaching experiences.
- B) Hiring more classroom teachers and allowing them to teach in their own way.
- C) Using high technology in classrooms and promoting exchange of information.
- D) Cutting down meetings and encouraging administrative staff to go to classrooms.

**解析** 文章的第二、第三段论述了大学里行政人员太多,教师太少,大学里缺少的是授课教师。第四段一开始就说“教师必须以自己的方式授课,课程大纲应该是灵活的,以便教师能够运用自己的才华达到教学

目标”,句子中 must, should 等情态动词的运用也表明这是作者的看法或建议。因此正确答案为 B 项。

再如:

2016 年 12 月试题(二)第 52 题

You may have heard some of the fashion industry horror stories: models eating tissues or cotton balls to hold off hunger, and models collapsing from hunger-induced heart attacks just seconds after they step off the runway.

Excessively skinny models have been a point of controversy for decades, and two researchers say a model's body mass should be a workplace health and safety issue. In an editorial released Monday in the *American Journal of Public Health*, Katherine Record and Byrn Austin made their case for government regulation of the fashion industry.

The average international runway model has a body mass index (BMI) under 16—low enough to indicate starvation by the World Health Organization's standard. And Record and Austin are worried not just about the models themselves, but about the vast number of girls and women their images influence.

“Especially girls and teens,” says Record. “Seventy percent of girls aged 10 to 18 report that they define perfect body image based on what they see in magazines.” That's especially worrying, she says, given that *anorexia* (厌食症) results in more deaths than does any other mental illness, according to the National Institute of Mental Health.

It's commonly known that certain diseases are linked with occupations like lung disease in coal miners. Professional fashion models are particularly vulnerable to eating disorders resulting from occupational demands to maintain extreme thinness.

Record's suggestion is to prohibit agents from hiring models with a BMI below 18.

In April, France passed a law setting lower limits for model's weight. Agents and fashion houses who hire models with a BMI under 18 could pay \$82,000 in fines and spend up to 6 months in jail. Regulating the fashion industry in the United States won't be easy, Record says. But with the new rules in France, U. S. support could make a difference. “A designer can't survive without participating in Paris Fashion Week,” she says, adding, “Our argument is that the same would be true of New York Fashion Week.”

52. What are Record and Austin advocating in the Monday editorial?

- A) A change in the public view of female beauty.
- B) Government legislation about models' weight.
- C) Elimination of forced weight loss by models.
- D) Prohibition of models eating non-food stuff.

**解析** 由题干中的“the Monday editorial”定位到第二段第二句。该句指出,两位作者主张政府监管时尚界,结合前面提到的模特过分控制体重,影响到了健康和安全,可以说作者主张政府就模特体重立法。因此正确答案为 B 项。

### (3) 推理判断题

推理判断题是出现最多的题型。除了上述题干明晰的言外之意、观点态度题外,还有很多需要根据全文、某一段或某几段内容进行综合推理和判断,也有根据一句话或几句话进行细节推断的题目。很多时候一篇阅读文章的 5 个题全部是综合或细节推断题。例如:

2016年6月试题(二)第51—55题

The most important thing in the news last week was the rising discussion in Nashville about the educational needs of children. The *shorthand* (简写) educators use for this is “pre-K”—meaning instruction before kindergarten—and the big idea is to prepare 4-year-olds and even younger kids to be ready to succeed on their K-12-journey.

But it gets complicated. The concept has multiple forms, and scholars and policymakers argue about the shape, scope and cost of the ideal program.

The federal Head Start program, launched 50 years ago, has served more than 30 million children. It was based on concepts developed at Vanderbilt University’s Peabody College by Susan Gray, the legendary pioneer in early childhood education research.

A new Peabody study of the Tennessee Voluntary Pre-K program reports that pre-K works, but the gains are not sustained through the third grade. It seems to me this highlights quality issues in elementary schools more than pre-K, and indicates longer-term success must connect pre-K with all the other issues related to educating a child.

Pre-K is controversial. Some critics say it is a luxury and shouldn’t be free to families able to pay. Pre-K advocates insist it is proven and will succeed if integrated with the rest of the child’s schooling. I lean toward the latter view.

This is, in any case, the right conversation to be having now as Mayor Megan Barry takes office. She was the first candidate to speak out for strong pre-K programming. The important thing is for all of us to keep in mind the real goal and the longer, bigger picture.

The weight of the evidence is on the side of pre-K that early *intervention* (干预) works. What government has not yet found is the political will to put that understanding into full practice with a sequence of smart schooling that provides the early foundation.

For this purpose, our schools need both the talent and the organization to educate each child who arrives at the schoolhouse door. Some show up ready, but many do not at this critical time when young brains are developing rapidly.

51. What does the author say about pre-kindergarten education?

- A) It should cater to the different needs of individual children.
- B) It is essential to a person’s future academic success.
- C) Scholars and policymakers have different opinions about it.
- D) Parents regard it as the first phase of children’s development.

**解析** 本题是推理判断题。文章第一段简单介绍了幼儿园前教育,但4个选项的内容均和第一段无关。第二段作者提到“但是情况变得复杂起来,这个概念有多种形式,而且学者和政策制定者在这一理想项目的形式、范围以及费用方面争执不下”。其中的“这个概念”就是指幼儿园前教育的概念,对此学者和政策制定者有不同的看法。因此正确答案为C项。

52. What does the new Peabody study find?

- A) Pre-K achievements usually do not last long.
- B) The third grade marks a new phase of learning.
- C) The third grade is critical to children’s development.
- D) Quality has not been the top concern of pre-K programs.

**解析** 本题是细节推断题。根据题干关键词“new Peabody study”可以将答案定位在第四段第一句



“Peabody 教育学院一项针对田纳西州志愿幼儿园前教育项目的新研究报告指出,幼儿园前教育是有用的,但是从中所受的教益无法维持到三年级后”。换言之,幼儿园前教育取得的成果通常不会维持很久。因此正确答案为 A 项。

53. When does the author think pre-K works the best?

- A) When it is accessible to kids of all families.
- B) When it is made part of kids' education.
- C) When it is no longer considered a luxury.
- D) When it is made fun and enjoyable to kids.

**解析** 本题是推理判断题。题干中的关键词“pre-K works the best”在文章中没有明确出现,但第五段第三句提到“幼儿园前教育的拥护者坚持认为,已经证明如果将幼儿园前教育与儿童的其他学校教育结合到一起是会成功的”。即当其成为儿童教育的一部分时,它能起到最好的作用,作者是赞成这一观点的。因此正确答案为 B 项。

54. What do we learn about Mayor Megan Barry?

- A) She knows the real goal of education.
- B) She is a mayor of insight and vision.
- C) She has once run a pre-K program.
- D) She is a firm supporter of pre-K.

**解析** 本题是细节推断题。根据题干中的关键词“Mayor Megan Barry”可以将答案定位在第六段第一、二句“无论如何,在 Megan Barry 就任市长一职之际讨论幼儿园前教育是恰当的,她是第一位公开支持加强幼儿园前教育的候选人”。因此正确答案为 D 项。

55. What does the author think is critical to kids' education?

- A) Teaching method.
- B) Kids' interest.
- C) Early intervention.
- D) Parents' involvement.

**解析** 本题是推理判断题。题干中没有明显关键词。文章倒数第二段首句指出“早期干预有效的证据明显支持了幼儿园前教育”。即人们还是认为幼儿园前教育,也就是早期干预对儿童的教育是十分重要的。最后一段末句也指出“但仍有许多儿童在大脑发育极为迅速的这一关键时期还没准备好”。也就是说这些儿童没有在关键时期进行早期干预。因此正确答案为 C 项。

### 3. 查读有关内容猜测语义或寻找特定细节

语义及细节这类信息,常常可从文章中直接找到,属于表层意义上的理解,比较容易。但在猜测语义时,应注意有些词语在特定的语言环境中产生的不同于本义的特定含义。要猜出这类词的词义,也需要对文章内容深层理解。

做阅读理解细节题时需注意的是问题的表述常常不是采用文章中的原话,而是用同义词语进行提问。因此做题时,首先要认真审题,读懂问题。然后,根据所涉及的问题,快速扫视到文章中相应的部分,找到与问题内容相关的关键词或短语,在确信理解了原文的基础上,来确定答案。

语义和细节题主要有以下几类。

#### (1) 语义理解题

当遇到生词时,理解会发生障碍,这就好像完整的意思形成了一个缺口。这时要根据上下文的信息以及常识来确定该词的特定含义,使其能够弥补缺口,使意思完整,然后选择 4 个选项中和该特定含义最接近的 1 个。例如:

2016 年 12 月试题(二)第 50 题