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阅读
新题型
分析与
实战训练

倪惠民
编著

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前 言

2004年7月,教育部教学厅下发了[2004]14号文件。根据文件精神,从2005年起,硕士研究生全国统一入学英语考试题型及运作将作一系列重大改革。其一就是阅读理解部分由原先A、B(阅读理解与翻译)两部分改为A、B、C三部分。增加了“补充短文”这一新题项。按新大纲要求,此题项主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。本部分的内容是一篇总长度为500~600词的文章,其中有5段空白,文章后有6~7段文字,要求考生根据文章内容从这6~7段文字中选择能分别放进文章中5个空白处的5段。根据这一变化,我们在考研暑期辅导班后期做了一定量的分析与实战训练。期间,发现有相当一部分考生在对这一新题型的把握能力上与实际要求存在一定距离。因而,笔者根据自己的教学经验,针对广大考生学习的需求,编写了《考研英语阅读新题型分析与实战训练》一书,希望对广大考生在考试中有良好表现起到一定作用。

本书完全按照新大纲样板文设计,共有20篇样题供实践练习。选文全出自英美报刊、杂志。题材丰富,语言多样。并在分析大纲样板文基础上提供了若干科学合理的操作思路 and 策略。

本书由四部分组成:

I. 阅读新题型展示及解题思路;

II. 实战训练(20篇样题);

III. 题解(分3小节:a. 文章要意;b. 词汇注释;c. 题解分析);

IV. 答案。

本书题解部分的分析不是简单的词义、句义配对,更多的是从文章的篇章结构,内容的层次关联,结合写作方法、思路、技巧特点等展开。根据笔者长期教学的体会,这种解题方式在帮助考生正确选项的同时,也可有助于提高考生阅读理解文章时的辨识效度和精度,也对他们提高写作能力、把握优秀作文的宏观和微观层面不无益处。

由于时间紧迫,书中肯定存在不足之处,望广大使用者提出宝贵意见。

编者

2004 年 9 月

目 录

前言

I. 阅读新题型展示及解题思路	(1)
II. 实战训练	(8)
Practice 1	(8)
Practice 2	(12)
Practice 3	(16)
Practice 4	(19)
Practice 5	(22)
Practice 6	(25)
Practice 7	(28)
Practice 8	(31)
Practice 9	(34)
Practice 10	(37)
Practice 11	(40)
Practice 12	(43)
Practice 13	(46)
Practice 14	(49)
Practice 15	(52)
Practice 16	(55)
Practice 17	(58)
Practice 18	(61)
Practice 19	(64)
Practice 20	(67)

III. 题解	(71)
Practice 1	(71)
Practice 2	(75)
Practice 3	(79)
Practice 4	(82)
Practice 5	(85)
Practice 6	(89)
Practice 7	(91)
Practice 8	(95)
Practice 9	(99)
Practice 10	(102)
Practice 11	(105)
Practice 12	(108)
Practice 13	(111)
Practice 14	(115)
Practice 15	(119)
Practice 16	(122)
Practice 17	(126)
Practice 18	(130)
Practice 19	(135)
Practice 20	(139)
IV. 答案	(143)

I. 阅读新题型展示及解题思路

根据考研新大纲,阅读 B 节将提供一篇总长度为 500~600 词的文章,设计了 5 段空白。文章后有 6~7 段文字材料作为备项供选择。考生应根据文章内容,在其间选出能放进文章中 5 个空白处的选项。此题型借鉴了“雅思”相关题型,目前我国某些统一考试中也有采用,如“全国专业技术人员职称外语等级考试”,“全国出国培训备选人员英语水平考试(BFT A-B)”。但与此相比,考研阅读新题型提供的各项文字材料均有相当长度,一般为两句以上,有些本身就是一小段,且多在段首部位,对考生所应具备的语篇逻辑分析能力有较高要求。因此,该题项是一种较高层次的阅读能力测试手段。它主要测试考生的逻辑分析能力,要求考生从宏观和微观两个方面进行分析判断。所谓宏观方面,就是要求考生从文章语篇着手,搞清文章篇章结构、内容脉络,以确定正确选项;而微观方面就是根据空白处前、后一些用词线索,如表示不同语气、逻辑的信号词、前后句中可逻辑串连的若干主义词等来分析判断。而较多情况下,应两种手段并用,相互印证,才更有成功把握。

众所周知,阅读理解能力与写作能力之间的相关度是相当高的(即阅读理解得分高,一般说来,写作得分也不会低)。而新题型在这一点上尤显突出。如考生写作能力不强,就很难从篇章结构、内容脉络出发理出头绪,作出正确选择。写作在篇章结构上一般包含如下三部分:(1)引出主题;(2)展开讨论或内容展示分析;(3)结论。而文章中不少段落的起首句也是该段的主题句,后续内容均围绕其展开。新题型的操作也要求考生在运作时思考如下问题:

1. 文章主题是什么？
 2. 全文内容展示重心落在何处？（这往往可根据文章开头几句中的有些“转折信号词”如 but, however, although, now 等来确定。）
 3. 文章的写作脉络是何走向？是由远及近，还是由外至内？是根据时间正态顺序展开，还是以不同地点背景来衬托不同事件？
 4. 每小段根据保留的文字信息（可能是含主题信息文字，也可能是含展开内容信息文字），能否判断出缺损信息？
 5. 全文语境中有哪些词和短语能提供有用线索以帮助作出逻辑判断，从而找出正确选项？
 6. 文章的目标对象是谁？（是科学家还是一般民众？是病人还是医生？是领导者还是被领导者？是授者还是受者？等等。（如在 Practice 4 中就有这一现象。）
 7. 如果你是作者，备项中哪项应是起首句？哪项应是全文的结论句？其写作特点是什么？有哪些常用引导词？常用写作手法有哪些？
- 根据笔者经验，考生做题时如能寻找出这些问题的合理解答，就能提供给自己合理正确的选择根据。

新大纲样文

Part B

Directions

In the following article, some sentences have been removed. For Questions 41 – 45, choose the most suitable one from the list A – G to fit into each of the numbered blank. There are two extra choices, which do not fit in any of the gaps. Mark your an-

swers on ANSWER SHEET 1. (10 points):

Long before Man lived on the Earth, there were fishes, reptiles, birds, insects, and mammals. Although some of these animals were ancestors of kinds living today, others are now extinct, that is, they have no descendants alive now. 41) _____

Very occasionally, the rocks show impression of skin, so that, apart from color, we can build up a reasonably accurate picture of an animal that died millions of years ago. The kind of rock in which the remains are found tells us much about the nature of the original land, often of the plants that grew on it, and even of its climate.

42) _____ Nearly all of the fossils that we know were preserved in rocks formed by water action, and most of these are of animals that lived in or near water. Thus it follows that there must be many kinds of mammals, birds, and insects of which we know nothing.

43) _____ There were also crab-like creatures, whose bodies were covered with a horny substance. The body segments each had two pairs of legs, one pair for walking on the sandy bottom, the other for swimming. The head was a kind of shield with a pair of compound eyes, often with thousands of lenses. They were usually an inch or two long but some were 2 feet.

44) _____ Of these, the ammonites are very interesting and important. They have a shell composed of many chambers, each representing a temporary home of the animal. As the young grew larger it grew a new chamber and sealed off the previous one. Thousands of these can be seen in the rocks on the Dorset Coast.

About 75 million years ago the Age of Reptiles was over and most of the groups died out. The mammals quickly developed, and we can trace the evolution of many familiar animals such as the elephant and horse. Many of the later mammals, though now extinct, were known to primitive man and were featured by him in cave paintings and on bone carvings.

[A] The shellfish have a long history in the rock and many different kinds are known.

[B] Nevertheless, we know a great deal about many of them because their bones and shells have been preserved in the rocks as fossils. From them we can tell their size and shape, how they walked, the kind of food they ate.

[C] The first animals with true backbones were the fishes, first known in the rocks of 375 million years ago. About 300 million years ago the amphibians, the animals able to live both on land and in water, appeared. They were giant, sometimes 8 feet long, and many of them lived in the swampy pools in which our coal seam, or layer, formed. The amphibians gave rise to the reptiles and for nearly 150 million years these were the principal forms of life on land, in the sea, and in the air.

[D] The best index fossils tend to be marine creatures. These animals evolved rapidly and spread over large areas of the world.

[E] The earliest animals whose remains have been found were all very simple kinds and lived in the sea. Later forms are more complex, and among these are the sea-lilies, relations of the star-fishes, which had long arms and were attached by a long stalk to the sea bed, or to rocks.

[F] When an animal dies, the body, its bones, or shell, may often be carried away by streams into lakes, or the sea and there get covered up by mud. If the animal lived in the sea, its body would probably sink and be covered with mud. More and more mud would fall upon it until the bones or shell become embedded and preserved.

[G] Many factors can influence how fossils are preserved in rocks. Remains of an organism may be replaced by minerals, dissolved by an acidic solution to leave only their impression, or simply reduced to a more stable form.

分析

41) 根据第一、二句的内容,尤其是第二句中“although”及“extinct”这两个词,可判断全文将围绕“灭绝动物信息”展开,而文章保留内容中多次出现的“rocks”、“fossils”也表明“灭绝动物信息的来源”是此题选项的焦点。在备项中,B、C、G 是可能的目标选项。而 B 应是最终选项。第一,有些动物既然已“extinct”,但全文又显示人们根据“fossils”了解了大量信息,那就应由一词或词组来串联这一转折语气,而三项中只有 B 项开头处的“nevertheless”能满足这一需求;其次,B 项中的一些词及短语,如“we know a great deal about From them we can tell ...,”与下段中的“the

rocks show ..., we can build up a reasonably accurate picture ..., ... the remains ... tell us ...”也提供了相互回应的逻辑线索。

42) 根据这段的保留文字, 此段重心内容应围绕“preserved”的外部条件“water”展开。据此, 备项 F、G 均有可能。G 项符合“preserved”这一内容点, 但“water”这一外部条件点未涉及, 显然不对, 而 F 项这两点均能满足, 故应选 F。

43) 此题操作可先从宏观角度着手。文章第一段引入了主题, 第二、三段围绕“灭绝动物的信息的来源及其保存外部条件”展示, 后几段则展示了“信息源所提供的具体信息内容”。文章的第一句显示“具体信息内容”的展开方式是按“由近及远”或“从低到高”的顺序展开。因而, 43 题的内容应与“fishes”有关, 而其后句中的“crab-like creatures”也印证了这点。据此, 显然只有 E 项中“The earliest animals ... sea-lilies ... star-fishes...”能满足这些条件。

44) 此段保留文字内容中“They have a shell ..., grew a new chamber ...”表明此段重心应是“shellfish”, 显而易见, 只有 A 项内容符合。

45) 此项本身为一段。按文章写作特点来分析, 7 项中能独立成段的应是 C、E、F 三项, 而做题到了这一步, 去掉已选的备项, 答案应是较明显的。此外, 前面谈到本文的内容展开顺序是 fishes→reptiles→birds→insects→mammals。全文最后一段谈的是“mammals”, 那么, 前段内容应是“fishes”与“mammals”间的动物, 符合要求的只能是 C 项。此外, C 项中的时间信息与下段中的时间信息也构成了合理的时间信息链, 这类细节也可进一步印证选择 C 项的合理性。

此外,要想在这一题项上获取理想分数,除了上述操作思路外,考生的词汇掌握与信息宽度状态也会令结果产生相当的差异。样文中出现了若干重要语言信息点,如 impression of skin, horny substance, compound eyes, index fossils, ammonites, sea-lilies, amphibians 等,如它们对考生不造成“理解障碍”,那么,结果显然会比较理想。同样,如果考生对“化石”、“进化”及进化过程中不同阶段生物体的不同特点、出现顺序等信息有一定了解,无疑也将提高操作的准确率。

II. 实战训练

Practice 1

Whenever I want to feel optimistic, I think about work in progress in the laboratory of Seymour Benzer of the California Institute of Technology. 1) _____ Now, at 77, Benzer is searching through our genes for a sort of clock of clocks that tells us where we are in the sweep from the crane to the grave and decides how fast we age. Recently he discovered a mutant fruit fly that lives more than 100 days, about one-third longer than the rest of the madding crowd in a fly bottle. What makes the difference is a single gene, which Benzer calls Methuselah.

2) _____ They might concoct Methuselah pills or inject Methuselah genes into fertilized eggs and fool our mortal bodies into believing that we are forever young. “Perhaps,” Benzer muses, “aging can be better described not as a clock but as a scenario, which we can hope to edit.” If we died in old age at the same rate we die between ages 10 and 15, then most of us in the US would live 1,200 years. We would outdo the first Methuselah, whose years were 969.

Of course, on this question of old age, science is still a baby. There are plenty of biologists who believe that aging and death are as inevitable as taxes. No one really knows if human longevity will come up against a fixed barrier somewhere or if,

like the sound barrier, it is there only to be broken. 3) _____

After more than 50 years in the laboratory, Benzer has too much respect for life's complexities to believe in quick cures or fountains of youth. He often works through the night on his mutant Methuselah. He feels that aging should now be studied as a disease, and he would love to spend his next career, he says, "unraveling the facts." But he hates to see the study of longevity being overblown by the press. "I hope the hype will not result in the same letdown as Nixon's all-out war on cancer." Even if there is a central clock, it may be harder to control than cancer.

4) _____ Today in Japan a clothing company is cashing in with 'antistink' underwear for middle-aged men, who (according to the company) begin to emit odors. But by the time we die, or shortly thereafter, the expansion of youth and the postponement of old age may become one of the greatest enterprises of the 21st century. "I see it as inevitable," says evolutionary biologist Michael Rose, who breeds strains of long-lived flies in his laboratory at the University of California at Irvine. "I'm confident that Benzer's work — and the worm people's and maybe my work — will someday be used by a bunch of avaricious corporations who'll make billions of dollars a la Microsoft by giving people what they've always wanted."

5) _____

[A] Some gerontologists say the limit of the average life-span is 85 years; others, 95, 100, 150 and beyond. No one understands the economic barriers either. Ronald Lee, a demographer at the University of California, Berkeley, calculates that for

each year we add to the average life-span, the economy will have to grow 1% to pay for our care.

[B] I wouldn't want to live as long as Methuselah, myself. But I would like to reach old age alive and kicking. My hope is that the science of life will mature fast enough so that 30 years from now, when my sons begin to ask those eternal questions about growing old, I can look at them and say, "I recommend it."

[C] Benzer made the first detailed map of a gene's interior, and he and his student Ronald Konopka discovered the first so-called clock gene, which ticks away inside virtually every living cell, helping tell our bodies where we are in the daily sweep from morning to night.

[D] Sure, the discovery of the gene is of great significance, as predicted that by controlling the tempo of its ticking, human longevity will go beyond any limit that we could dare to imagine.

[E] If one gene can do that much for flies (or worms or mice — genetic engineering has created a growing zoo of Methuselahs), then what can our genes do for us? Maybe there really is a clock of clocks, and maybe, just maybe, 21st century biologists will figure out how to twiddle and reset the hands.

[F] But Benzer's work does not win 'thanks' from every line. The society is already groaning heavily under the large burden of the cost for the increasing number of the aged.