

· 沈昂老师考研英语系列丛书 ·

考研英语 阅 读

解题思路 and 技巧精讲

主 编 沈 昂 乐柯健
副主编 郭 将

紧扣大纲考点

六大题型精讲

拓展阅读外刊精选文章

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前言

笔者在新东方教授考研英语课程已经 10 多个年头,主讲阅读理解和完形填空部分,之前还讲过考研听力部分(2005 年后该部分被取消)。其中阅读理解部分所占分值最多(多达 50 分),考核能力也最全面,对考生的重要性不言而喻。可以毫不夸张地说:“得阅读者得天下。”阅读理解的得分大体上可以决定考研英语的总分。

阅读理解部分为何在考研英语测试中占有如此重要的地位?研究表明,人的一生所获得的信息中 80% 来自眼睛。阅读能力是人生各个不同阶段中非常重要的能力之一。尤其是在攻读研究生阶段,学生需要研读大量的专业文献。这些文献资料不仅有中文版的,而且越来越多的著作和论文集是用英文来出版的。因此,英语阅读能力就成为读研学生必备的重要能力。当然,用英语写学术论文的能力也是学生所必备的。相应的,研究生入学考试英语卷着重考查考生的两种能力:阅读和写作能力。而阅读部分的分值占 70% 之多(英语二更是高达 75%)。由此可见,考研英语对阅读能力的要求处于压倒性的首要地位。

考研英语阅读分为三个部分:完形填空、阅读理解和翻译。完形填空主要考核上下文的逻辑,而翻译重点测试考生对长难句的理解能力。阅读理解分值最多(50 分),考点一共有 8 个,全面覆盖了完形填空和翻译的考点。

大多数考生都经历过大学英语四、六级考试,但他们在做考研阅读理解题的时候总有种怪怪的感觉,和做四、六级的阅读题不同。考生觉得文章句子晦涩难懂,就算表面意思看懂了,可是题目还是会做错。英语的基本功固然是一个方面,但做题技巧和解题思路也起到关键性的作用。对于英语标准化测试答题技巧的总结和归纳,大概是新东方老师最擅长的工作吧。虽然有人会抨击这样的做法,甚至认为这是投机取巧、哗众取宠的雕虫小技。但是不可否认的一个事实是,以设计著名的标准化测试(如: SAT, TOEFL 和 GRE)的美国权威机构 ETS 在它的各科考试的 OG(官方指南)中明确建议考生多掌握解题思路 and 充分运用解题技巧来答题。

科学的解题思路和解题技巧是从考点出发,充分运用语言学、逻辑学、概率论和统计学等科学提出的解题的“捷径”。不仅可以帮助考生简化做题的思路,提高做题的正确率和效率,而且确实有助于学生切实全面地提高自身的阅读理解能力。

笔者在 10 多年的课堂教学实践中坚持紧扣大纲考点,分类讲解题型,每种题型围绕



着解题思路 and 技巧进行详尽分析,同时给学员补充每种题型所需相应的基本能力。先后有数十万名学员接受了培训,无数的学员受益于这样的解题能力的提升。还有很多热心的学员对笔者的教学内容和教学法给与了及时的反馈 and 宝贵的意见,这对于笔者授课内容的不断完善起到非常大的作用。

为了帮助课堂外更多的考生高效地备考考研英语,笔者将自己多年的课堂讲义组稿成书,并组织团队中具有丰富教学经验的乐柯健 and 郭将老师参与,融入他们多年执教积累的智慧精华,使内容更加全面而严谨。

希望本书的出版能助广大考生一臂之力!

沈 昂

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考点综览

全国硕士研究生入学统一考试英语考试大纲是由教育部考试中心组织编写,高等教育出版社独家出版的,规定当年全国硕士研究生英语入学考试相应科目的考试范围、考试要求、考试形式、试卷结构等权威政策指导性考研用书。它既是当年全国硕士研究生入学考试命题的唯一依据,也是考生复习备考必不可少的工具书。

本书首先立足于考试大纲,针对英语阅读部分中的考试要求提炼出常见的六大类题型,以真题为基准,详述解题技巧,并辅助实战演练,让考生迅速掌握解题方法,识别诱惑选项。期待本书成为考生在考研道路上的得力帮手,使考生顺利到达成功的彼岸。

《经济学家》(*The Economist*)是命题专家最青睐的一本杂志,每年阅读理解中的4篇文章至少有一篇文章选自该杂志。本书的第二部分精选了一些《经济学家》杂志上的文章,从句法入手,分析文章结构,帮助考生了解该类文章的阅读方法,以期让考生掌握文章结构,为阅读理解打下扎实的基础。

以下笔者简单地分析考试大纲对英语阅读提出的语言知识和语言技能方面的要求。

考查内容

考生应掌握下列语言知识和技能。

(一) 语言知识

1. 语法知识

考生应能熟练地运用基本的语法知识。

本大纲没有专门列出对语法知识的具体要求,其目的是鼓励考生用听、说、读、写的实践代替单纯的语法知识学习,以求考生在交际中能更准确、自如地运用语法知识。

简析:虽然本大纲对语法知识没有提出具体要求,但是对于基本的句法语法现象,考生必须掌握。例如:长难句结构(包括多种主从复合句:主语从句、宾语从句、定语从句、状语从句、同位语从句、表语从句)、强调句、特殊标点符号、固定结构分离、指代关系等。本书会在细节题部分做一个详细的说明,帮助考生更好地理解长难句。



2. 词汇

考生应能掌握 5 500 左右的词汇以及相关词组(详见附录)。

除掌握词汇的基本含义外,考生还应掌握词汇之间的词义关系,如同义词、近义词、反义词等;掌握词汇之间的搭配关系,如动词与介词、形容词与介词、形容词与名词等;掌握词汇生成的基本知识,如词源、词根、词缀等。

英语语言的演化是一个世界范围内的动态发展过程,它受到科技发展和社会进步的影响。这意味着需要对本大纲词汇表不断进行研究和定期的修订。

此外,全国硕士研究生入学英语统一考试是为非英语专业考生设置的。考虑到交际的需要,考生还应自行掌握与本人工作或专业相关的词汇,以及涉及个人好恶、生活习惯和宗教信仰等方面的词汇。

简析:词汇是阅读的基础,考生应该立足于大纲中的 5 500 个词汇,并且对常见的前后缀、缩写都有一定的了解。

(二) 语言技能

1. 阅读

考生应能读懂选自各类书籍和报刊的不同类型的文字材料(生词量不超过所读材料总词汇量的 3%),还应能读懂与本人学习或工作有关的文献资料、技术说明和产品介绍等。对所读材料,考生应能:

1) 理解主旨要义;

简析:该技能对应的题型为主旨题。主旨题所占考题的比重可能不是很大,但读懂文章主旨则是阅读理解的基础,本书在主旨题部分会从文章结构入手,教考生如何把握文章主题并讲解该题型的解题方法。

2) 理解文中的具体信息;

简析:该技能对应的题型为细节题。考研最大的特点就是精读,考查得特别细,因此,文章当中任何一个细枝末节都可能会成为考点,本书在细节题部分会详解考试特点,总结解题技巧,剖析出题的诱惑手段。

3) 理解文中的概念性含义;

简析:该技能要求考生必须读懂文章出现一个或两个核心概念的定义。而对于核心概念的考查经常会出现在词汇题和推理判断题中,解题方法详见词汇题和推理判断题。



4) 进行有关的判断、推理和引申;

简析: 该技能对应的题型是推理判断题。近几年推理判断题目的比重越来越大, 笔者会在推理判断题解析中讲解高频考点的定位、逻辑上的同义替换(正话反说), 以及推理判断题的解题原则。

5) 根据上下文推测生词的词义;

简析: 该技能对应的题型是词汇题。在词汇题部分中会具体讲解根据上下文的逻辑关系推测生词的方法。

6) 理解文章的总体结构以及上下文之间的关系;

简析: 这是阅读理解中最高层次的理解, 考生应该掌握句和句、段和段之间的逻辑关系, 即作者如何展开核心观点, 如何具体一步步论证的。本书会在主旨题部分中讲述基本理论, 并重点在第二部分中精选《经济学家》杂志中的范文进行分析, 帮助考生最快速读懂文章。

7) 理解作者的意图、观点或态度;

简析: 该技能对应观点态度题。本书会在观点态度题部分详细介绍判定文章作者思想感情、观点态度的方法, 并总结表征观点态度的一些高频考词。

8) 区分论点和论据。

简析: 该技能对应例证题。本书会在例证题部分介绍两大类例证题的解题思路 and 技巧。

六大题型精讲

考 研 英 语 阅 读 解 题 思 路 和 技 巧 精 讲

第一讲 主旨题



大纲考点

理解文章的主旨要义。



题型特征

- 在题干中要求概述文章的主题；
- 在题干中要求识别文章段落之间的关系；
- 标志性的词：mainly about, mainly discuss, best title, appropriate title, to express, to convey the idea...



解题思路

(一) 把握文章的结构

想要判定文章的主题,首先必须了解文章的结构特点。根据英语演绎法的论证结构,考研英语阅读理解的文章结构基本如下表所示:

开 篇	通常前两段	1. 直接式: 开篇第一段直接出现文章的核心概念或主题。 2. 间接式: 开篇第一段是一个引子,在首段末句或第二段首句出现文章的核心概念或主题。
展 开	通常二至五段	文章中间最大篇幅为一个具体论证的过程,所有的论据都是围绕文章的主题展开。考研英语常见的论证逻辑关系分为三类: 例证、对比和因果。
总结 (可有可无)	通常末段	总结段可有可无,如果出现总结段,它是主题的再现,而且最后一段往往展现的会是作者的观点态度。

由上表可见,文章的主题最可能出现在开篇或结尾处,而且出现在开篇处的可能性更大,接下来我们具体分析一下开篇的特点。

1. 直接式: 文章开篇第一句直接提出文章的主题或者核心概念,而主题或者核心概



念往往是一个抽象的、难以理解的句子。经常可能会是一个长难句。

例 1 1994 年 Text 1

The American economic system is organized around a basically private-enterprise, market-oriented economy in which consumers largely determine what shall be produced by spending their money in the marketplace for those goods and services that they want most. Private businessmen, striving to make profits, produce these goods and services in competition with other businessmen; and the profit motive, operating under competitive pressures, largely determines how these goods and services are produced. Thus, in the American economic system it is the demand of individual consumers, coupled with the desire of businessmen to maximize profits and the desire of individuals to maximize their incomes, that together determine what shall be produced and how resources are used to produce it.

An important factor in a market-oriented economy is the mechanism by which consumer demands can be expressed and responded to by producers. In the American economy, this mechanism is provided by a price system, a process in which prices rise and fall in response to relative demands of consumers and supplies offered by seller-producers. If the product is in short supply relative to the demand, the price will be bid up and some consumers will be eliminated from the market. If, on the other hand, producing more of a commodity results in reducing its cost, this will tend to increase the supply offered by seller-producers, which in turn will lower the price and permit more consumers to buy the product. Thus, price is the regulating mechanism in the American economic system.

The important factor in a private-enterprise economy is that individuals are allowed to own productive resources (private property), and they are permitted to hire labor, gain control over natural resources, and produce goods and services for sale at a profit. In the American economy, the concept of private property embraces not only the ownership of productive resources but also certain rights, including the right to determine the price of a product or to make a free contract with another private individual.

文章开篇第一句是一个长难句：“The American economic system is organized around a basically private-enterprise, market-oriented economy in which consumers largely determine what shall be produced by spending their money in the marketplace for those goods and services that they want most.”从中得知,美国经济体系围绕两个概念展开,分别是“private-enterprise”(私有企业)和“market-oriented economy”(市场经

济)。文章的第二段和第三段开始就出现了私有企业和市场经济两个核心概念,接着围绕这两个核心概念展开论证。由此可见,本文是典型的总分结构,开篇第一句就是文章的主题句。

例 2 1999 年 Text 5

Science, in practice, depends far less on the experiments it prepares than on the preparedness of the minds of the men who watch the experiments. Sir Isaac Newton supposedly discovered gravity through the fall of an apple. Apples had been falling in many places for centuries and thousands of people had seen them fall. But Newton for years had been curious about the cause of the orbital motion of the moon and planets. What kept them in place? Why didn't they fall out of the sky? The fact that the apple fell down toward the earth and not up into the tree answered the question he had been asking himself about those larger fruits of the heavens, the moon and the planets.

How many men would have considered the possibility of an apple falling up into the tree? Newton did because he was not trying to predict anything. He was just wondering. His mind was ready for the unpredictable. Unpredictability is part of the essential nature of research. If you don't have unpredictable things, you don't have research. Scientists tend to forget this when writing their cut and dried reports for the technical journals, but history is filled with examples of it.

In talking to some scientists, particularly younger ones, you might gather the impression that they find the "scientific method" a substitute for imaginative thought. I've attended research conferences where a scientist has been asked what he thinks about the advisability of continuing a certain experiment. The scientist has frowned, looked at the graphs, and said "the data are still inconclusive." "We know that," the men from the budget office have said, "but what do you think? Is it worthwhile going on? What do you think we might expect?" The scientist has been shocked at having even been asked to speculate.

What this amounts to, of course, is that the scientist has become the victim of his own writings. He has put forward unquestioned claims so consistently that he not only believes them himself, but has convinced industrial and business management that they are true. If experiments are planned and carried out according to the plan as faithfully as the reports in the science journals indicate, then it is perfectly logical for management to expect research to produce results measurable in dollars and cents. It is entirely reasonable for auditors to believe that scientists who know exactly where they are going and how they will get there should not be distracted by the necessity of



keeping one eye on the cash register while the other eye is on the microscope. Nor, if regularity and conformity to a standard pattern are as desirable to the scientist as the writing of his papers would appear to reflect, is management to be blamed for discriminating against the “odd balls” among researchers in favor of more conventional thinkers who “work well with the team.”

文章开篇第一句: “Science, in practice, depends far less on the experiments it prepares than on the preparedness of the minds of the men who watch the experiments.” (在实践中, 科学与其说是取决于实验准备好与否, 不如说是取决于实验观察者们的思维准备好与否。)第二句开始出现的大写字母人名 “Isaac Newton” 明显是一个具体的例证, 我们能够判定第一句就是全文的主题句。

例 3 2005 年 Text 4

Americans no longer expect public figures, whether in speech or in writing, to command the English language with skill and gift. Nor do they aspire to such command themselves. In his latest book, *Doing Our Own Thing: The Degradation of Language and Music and Why We Should, Like, Care*, John McWhorter, a linguist and controversialist of mixed liberal and conservative views, sees the triumph of 1960s counter-culture as responsible for the decline of formal English.

Blaming the permissive 1960s is nothing new, but this is not yet another criticism against the decline in education. Mr. McWhorter's academic speciality is language history and change, and he sees the gradual disappearance of “whom,” for example, to be natural and no more regrettable than the loss of the case-endings of Old English.

But the cult of the authentic and the personal, “doing our own thing,” has spelt the death of formal speech, writing, poetry and music. While even the modestly educated sought an elevated tone when they put pen to paper before the 1960s, even the most well-regarded writing since then has sought to capture spoken English on the page. Equally, in poetry, the highly personal, performative genre is the only form that could claim real liveliness. In both oral and written English, talking is triumphing over speaking, spontaneity over craft.

Illustrated with an entertaining array of examples from both high and low culture, the trend that Mr. McWhorter documents is unmistakable. But it is less clear, to take the question of his subtitle, *Why We Should, Like, Care*. As a linguist, he acknowledges that all varieties of human language, including non-standard ones like Black English, can be powerfully expressive — there exists no language or dialect in

the world that cannot convey complex ideas. He is not arguing, as many do, that we can no longer think straight because we do not talk proper.

Russians have a deep love for their own language and carry large chunks of memorized poetry in their heads, while Italian politicians tend to elaborate speech that would seem old-fashioned to most English-speakers. Mr. McWhorter acknowledges that formal language is not strictly necessary, and proposes no radical education reforms — he is really grieving over the loss of something beautiful more than useful. We now take our English “on paper plates instead of china.” A shame, perhaps, but probably an inevitable one.

文章开篇第一句: “Americans no longer expect public figures, whether in speech or in writing, to command the English language with skill and gift. Nor do they aspire to such command themselves.” (不管是演讲还是在写作中, 美国人已不再期待公众人物能够运用技巧和文采来驾驭英语, 而公众人物自己也不渴望这样。) 紧接着文章出现了一连串斜体字书名、人名, 开始进行一个具体的论证过程, 因此文章首句就是本文的主题句。

2. 间接式: 文章开篇首先出现的是引子, 接着出现文章的主题。根据引子和主题的关系, 还可以分为三类: 对比、类比和问题答案。

(1) 对比类: 所谓对比就是强调引子和主题之间的区别, 在目前的考研阅读中一般开篇首先出现大众观点, 紧接着引出作者观点, 而作者观点往往和大众观点相反; 或者开篇首先讲述过去的状况, 紧接着描述现在的状况, 而现在和过去一定是不一样的。如果出现对比的引子, 主题句往往会出现首段第二句、首段末句或者第二段首句, 主题句的标志是文中会出现表征强转折关系的词, 如: but, yet, however。

例 1 2012 年 Text 1

Come on — Everybody's doing it. That whispered message, half invitation and half forcing, is what most of us think of when we hear the words peer pressure. It usually leads to no good — drinking, drugs and casual sex. But in her new book *Join the Club*, Tina Rosenberg contends that peer pressure can also be a positive force through what she calls the social cure, in which organizations and officials use the power of group dynamics to help individuals improve their lives and possibly the world.

Rosenberg, the recipient of a Pulitzer Prize, offers a host of example of the social cure in action: In South Carolina, a state-sponsored antismoking program called Rage Against the Haze sets out to make cigarettes uncool. In South Africa, an HIV-