



大学英语四六级应试点津系列丛书

上海交通大学 廖怀宝 总主编

A One-stop Reading-attacking
Tutorial Handbook of CET-4

大学英语四级阅读点津 仔细阅读与 快速阅读

叶红卫 主编



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指定教材

2008年6月四六级学员成绩喜报:

四级保过班平均通过率高达80%，六级高分班平均
达标率高达75%

上海交通大学出版社

大学英语四六级应试点津系列丛书

大学英语四级阅读点津

——仔细阅读与快速阅读

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内 容 提 要

本书介绍了快速阅读和仔细阅读的考试要求、题型特点,并结合近5次考试真题,对阅读的命题趋势作了分析,对阅读的技巧与高分策略进行了详细的介绍,书中附有大量模拟练习及解析。本书可供广大大学英语四级考生及教师参考。

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前 言

从 2005 年开始,大学英语四、六级考试进行了一次较大规模的改革,引起了社会各界的广泛关注。改革后的考试在计分方式、考试要求、题型设置、分值分配等各个环节都较前有了较大的改变。广大考生由于对考试信息缺乏了解,在备考过程中往往具有一定的盲目性,缺乏针对性的训练,为了帮助广大考生更好地应对改革后的各种新题型,破解四、六级考试过程中的种种难题,本书编委会几位长期奋战在四、六级培训第一线的教师,合力编写了这套四、六级备考丛书。通过对改革后几次考试的深入研究分析,结合培训课堂的第一手经验,力图给广大考生提供最为可靠、最为实用的备考指导。

本书的内容主要包括:

一、快速阅读

详细介绍了快速阅读的考试要求、题型特点,并结合 5 次考试真题,对快速阅读的命题趋势作了非常精准的分析,对快速阅读技巧、快速定位技巧以及高分策略都有详细的介绍,最后提供了 12 篇模拟练习题并提供了详细的解析。

二、仔细阅读

(一) 多项选择

主要介绍仔细阅读部分的 Section B 部分,即传统的多项选择题。多项选择题是四级考试阅读中每次必考的题型,但是改革后的仔细阅读由原来的 4 篇文章改为 2 篇,难度也有所提高。作者对近几次考试真题进行了解题示例,并对 5 种常见题型作了详细介绍,最后提供了 24 篇模拟练习题,并提供了详细的解析。

(二) 选词填空

选词填空属于仔细阅读部分的 Section A,由于这是改革后新增加的题型,本书特意专辟章节对考生进行指导,对这类题型的解题步骤、词性分类及其判别技巧都作了详尽介绍,并提供了 10 套模拟练习题及详细解析。

与市面上的各类四级应试书籍相比,本书的独到之处在于:

一、分析指导紧扣大纲

本书的编者均为多年从事四、六级考试培训的资深教师,对改革后的四、六级考试大纲烂熟于心,深谙四、六级考试规律和命题趋势,因此书中提供的分析和应试技巧紧扣大纲,极具针对性,考生如能熟练掌握,必将突飞猛进。

二、真题示例步步为营

本书所举例子绝大部分为近几次的考试真题(2006年~2008年),并通过真题示例的方式详细分析解题步骤和注意事项,手把手地指导考生掌握做题技巧,提高考试成绩。

三、模拟练习循序渐进

本书在每种题型后面均配有相应的模拟练习,练习设置时遵循“循序渐进”规律,将所有文章分为二星(★★)、三星(★★★)、四星(★★★★)、五星(★★★★★)4个不同级别,其中前2个级别难度略低于四级水平,第3个级别难度相当于四级水平,第4个级别难度略高于四级水平,考生可以有针对性地进行练习。

最后,感谢“大学英语四、六级考试点津系列丛书”的总主编廖怀宝老师,在繁忙工作之余对本书进行了精心的策划,并给予了悉心的指导。感谢参与编写的诸位老师,本书是大家共同努力的结晶,汇聚了编者们的智慧和心血,相信我们的努力会为广大考生备考四级提供最好的指导,为大家英语学习的飞跃插翅添翼。

编者

2009年3月

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第一部分 快速阅读

第一章 快速阅读

第一节 题型分析

一、题型介绍

快速阅读是四、六级改革后新增加的一种题型,全国大学英语四、六级考试委员会 2007 年出版的《大学英语四级考试大纲(2006 修订版)》(以下简称《大纲》)规定:快速阅读部分采用 1~2 篇较长篇幅的文章或多篇短文,总长度约为 800~1000 词。要求考生运用略读(skimming)和查读(scanning)的技能从篇章中获取信息。略读考核学生通过快速阅读获取文章主旨大意或中心思想的能力,阅读速度约每分钟 100 词,但在实际考试中,因为只有 15 分钟的时间,所以建议考生将速度提高到每分钟 150~200 词。查读考核学生利用各种提示,如数字、大写单词、段首或句首词等,快速查找特定信息的能力。快速阅读理解部分采用的题型有是非判断、完成句子以及选择题。

快速阅读部分占全卷分值的 10%。作为改革后新增加的题型,快速阅读测试考生在实际语言环境中查询有效信息的能力,并不要求考生像精读那样通篇认真研究,这也反映出四、六级考试要提升考生实际应用能力的改革方向。

二、命题趋势

所谓快速阅读,就是以较快的速度在规定的时间内有目的、有方法、高效率地阅读材料,以便从中准确地获得所需的信息,这也是快速阅读测试的主要目的。下面笔者结合最近几次四级考试的真题,对该题型的命题趋势总结如下。

1. 题型呈多样化

全国大学英语四、六级考试委员会官方公布的四级考试样卷中,快速阅读共 10 道题,前 7 题是是非判断题,后 3 题是句子填空题。近几次四级考试中,大部分都是按照考试样卷来设置的,如四级 2006 年 6 月的考题、2006 年 12 月的考题、2007 年 6 月的考题。但是值得大家关注的是:2007 年 12 月四级中将判断题调整为选择题,2008 年 6 月的考试继续坚持“选择题+填空”这一模式。这让不少一直按判断题来备考的考生措手不及。不过从考生的反馈来看,普遍认为“选择题+填空题”比“判断题+填空题”更为容易,毕竟选择题考生接触得比较多些,而判断题中的 NG 让很多考生颇感头疼。虽然近三次四级快速阅读采用的都是选择题,但并非以后考试都将以选择题形式出现。其实在总的框架保持稳定的前提下,局部的题型变化是改革后四级的一大特点。就快速阅读部分来看,不管采用哪种题型,其宗旨始终是考查学生快速查找有效信息的能力和阅读理解水平。

2. 选材注重原汁原味

与仔细阅读部分不同,快速阅读文章的选材注重时效性,现实性较强,大部分选自英、美等

国家出版的报刊文章和书籍,语言规范,表达生动。题材方面,往往涉及最近的社会热点问题,如科普、环保、学术观点、经济、生活、文化等。体裁方面,从最近几次考试来看,大部分都是说明文。如2008年6月四级快速阅读文章标题是Media Selection For Advertisements(广告媒介的选择),文中共介绍了当今社会最常见的7种广告媒介。从近几年的考题我们不难看出,快速阅读通常是比较客观的介绍或描述,而很少会涉及作者的态度。文章的来源都是国外比较权威的一些刊物,如Time(《时代周刊》)、New York Times(《纽约时报》)、News Week(《新闻周刊》)等,考生们平时可以经常浏览这些刊物的相关网站,选择一些篇幅、难度符合四级考试快速阅读要求的文章进行阅读,这样对应对快速阅读测试会有很大帮助。

3. 文章长度、难度保持稳定

有些四级应试书籍提到,快速阅读部分文章难度、长度都在不断上升,这不免有些背离事实。根据笔者对改革后几次真题的分析,文章的长度是比较稳定的,四级的篇幅稳定在1000词左右,如2007年6月为1036词,2007年12月为1020词,2008年6月为1005词。尽管如此,对于很多不熟悉快速阅读技巧的考生来说,要在15分钟内阅读完1000多词的文章并完成10道题的解答,仍然是个不小的挑战。因此必须针对快速阅读的特点,掌握一些相关的阅读技巧,如预读(pr-reading)、略读(skimming)和查读(scanning)等,并做一些针对性的练习。快速阅读部分文章的难度也是相对比较稳定的。因为近两次都采用了选择题,很多考生在这部分得分率甚至有所提高。

4. 文章设有小标题

在快速阅读文章中,是否设置小标题对于考生至关重要。从近几年考题来看,除2006年6月四级的Highways和2007年12月的Universities Branch Out两篇文章外,其他四级快速阅读的文章都配有小标题。小标题相当于段落的主题句,把握住小标题就把握住了文章的主要内容。这些小标题在寻读时也显得格外重要,从题干中的定位信息可以快速找到相关的小标题(模糊定位),再在小标题下的内容中查找相关信息(精确定位),这对于提高做题速度非常有帮助。今后考试快速阅读部分文章大部分仍会配有小标题,便于读者快速把握文章大意和进行细节定位。对于没有小标题的文章,重要的是浏览每段的段首和结尾(尤其是段首的一两句话),对每一段的主题和内容获得一个粗略印象。建议考生在浏览时将本段的主题词用笔圈出,这些主题词将起到小标题的作用。

第二节 快读技巧

快速阅读部分对考生的阅读速度要求很高,很多考生都感觉时间不够用。按考试要求,完成一篇四级快速阅读文章的时间是15分钟,而考生往往需要20多分钟的时间。其原因是很多考生仍然采用传统的仔细阅读的方法来阅读快速阅读部分的文章。要攻克四级快速阅读,掌握基本的快速阅读技巧是十分重要的。一个有效的阅读者能借助各种不同的方法和技巧进行阅读,而这些技巧和方法的掌握反过来会极大地提高阅读速度和理解能力。

一、预读(Pre-reading)

预读是每位考生必须掌握的一项基本阅读技巧。对文章的预读主要包括阅读标题、小标题、作者姓名以及浏览照片和插图等。有些考生不知道预读的重要性,或者觉得它是浪费时间。特别是在对四级快速阅读部分,时间一紧,很多考生就忽略预读,捧起文章就埋头看正文。由于跳过了预读这一重要环节,他们的阅读在相当长时间内是在盲目的探索中进行的。正确的方法是先用1分钟左右的时间进行预读,重点预读文章的大小标题、第一段首句等,并根据

这些材料预测文章的内容。

二、略读(Skimming)

略读是在较短的时间内快速把握文章主旨大意的阅读策略,这是一种高效、有选择性、有针对性的阅读技巧。掌握略读这一技巧的关键就在于学会在阅读过程中区别文章的重要部分和非重要部分,全局部分和细节部分。对于一些次要信息如文章中的数据、举例等可以大胆略去不读,把注意力集中在找出文章及各段的主题句(topic sentence)上,以迅速推测作者的写作意图,概括出全文大意,并了解文章的结构模式。

在略读文章时,要特别注意:①文章的大小标题;②文章的首段和尾段;③文章各段的首句及反映段落中心思想的主题句等。如果我们找到了每段的主题句,再将这些主题句集中在一起,就差不多能够把握住全文的主要内容了。

三、查读(Scanning)

查读也称为扫描式阅读,是指用较短的时间快速扫视文章、查找具体信息或相关事实与细节的阅读技巧。查读有一定的目的性,是带着问题寻找答案的阅读方法,由于四级快速阅读题中绝大部分都是要求考生就一些细节信息做出判断或选择,因此这种阅读方法在考试中具有很高的实用价值。

运用查读方法时,我们首先要了解需要回答何种问题。我们可先在问题中找出2~3个关键词语,作为快速定位的指示牌。然后到文章中迅速扫描,以确定答案可能所在的区域,最后将文章中与之匹配的部分标出,确定正确答案。在查读文章前,先要阅读题干,明确待查询信息的特点。例如:如果问题或选项中涉及人名、地名,则主要寻找首字母大写的单词;对于有关日期、数字的问题,则主要查找具体数字;如果待查询信息是某个事件、某种观点等,就需要寻找与此相关的关键词。在查读过程中,我们可以一目十行地快速扫描整篇文章,查看所要寻找的具体内容,对那些与想要查找的信息无关的内容可一带而过甚至不必阅读。

在查读过程中,我们主要培养自己对英语中一些逻辑关系词的敏感度,这些逻辑关系词并非仅仅是衔接文章的句子,从阅读的角度来看,它们同时在我们某种提示,告诉我们哪些句子是有效信息,是相对重要的信息,哪些信息是相对不重要的信息。现将四级快速阅读文章中常见的逻辑关系词列举如下:

1. 因果关系

连接词:as, because, for, since, owing to, thanks to, which in turn, lead to, as a result, result in, consequently, therefore, thus, hence等。

例句:The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U. S. team.

2. 对比与转折关系

连接词:but, however, though, although, yet, nevertheless, on the other hand等。

例句:Even Hilton Hotels has shown interest in the space tourism industry and the possibility of building or co-funding a space hotel. However, the company did say that it believes such a space hotel is 15 to 20 years away.

3. 顺承和递进关系

连接词:also, apart from, besides, moreover, furthermore等。

如: But at 19 years old, I believed I deserved inferior treatment from professional adults. Besides, people responded to me differently after I told them I was in college. Customers would joke that one day I'd be sitting at their table, waiting to be served.

4. 相似关系

连接词: like, as, likewise, similar to, in the same way 等。

例句: "An animal that can't detect danger can't stay alive," says Joseph LeDoux. Like animals, humans evolved with an elaborate mechanism for processing information about potential threats.

5. 时间先后关系

连接词: now, later, then, before, after, when, first, second, next, at last, finally 等。

例句: Start by asking everyone you meet. "How are you?" as if you really want to know. then listen to the reply. Be the one who hears. Most of us also need to smile more often. If you don't smile at the person you love first thing in the morning, you're sucking energy out of your relationship. Finally, help another person-and make the help real, concrete.

6. 排列次序

连接词: another, the second, even more, the most, the best, the least 等。

例句: Newspapers are often the most important form of news for a local community, and they develop a high degree of loyalty from local reader.

7. 举例或说明关系

连接词: that is to say, in other words, i. e., such as, for example, for instance 等。

例句: When advertisers create a brand, for example, they want to impress consumers with the brand and its image. Television provides an ideal vehicle for this type of communication.

以上列举的是连接文中上下句、表示句子间的关系的词汇及短语,其重要意义在于给予读者的提示,就如我们在路上行驶时碰到的红、绿交通灯。平时做阅读训练时,要培养自己借助这些信号词查找信息的意识,这将有助于你把握各细节间的相互关系,大大提高捕捉相关细节信息的速度。

第三节 真题示例

一、2007年12月真题

(一) 名师点拨

- 第一步:速览短文,把握大意。本文是近几年四级考试中少见的没有小标题的快速阅读文章,浏览这类文章时要特别关注第一段,尤其是第一段中的转折词(如 but, however 等)后面的信息。由本文中第一段的“*But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability(但是,与此同时,随着国门的打开,商品、服务、信息尤其是人才的流动,使得大学成了全球融合、相互了解和地缘政治的重要力量)*”可以确定,文章的主题是大学在全球化中扮演的

角色。

- 第二步:速览题干,划出要词。尽管没有小标题,但是考生完全没有必要紧张,因为命题人员在设置题目时给我们准备了非常明显的关键词,如第1题的 the first paragraph;第2、3题4个选项中的各种数据;第3题中的 Yale and Harvard;第8题中的 September 11 等。
- 第三步:查找出处,确定答案。根据上文提到的那些关键词迅速到文中找到相应信息:在解答第2、3两道和数字有关的题目时,直接到文中查找相关数字,答案应该很快就能确定,其他题中绝大部分也都是细节题。

(二) 真题原文

Universities Branch Out

As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative (合作的) research programs to advance science for the benefit of all humanity.

Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U. K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.

Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer internships (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity and providing the financial resources to make it possible.

Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, post doctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, post doctors and faculty get on-the-job training from a world-class scientist and his U. S. team.

As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet infrastructure (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have setup shop, around the university.

For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U. S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U. K. . Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.

Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and-like immigrants throughout history-strengthen the

nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

1. From the first paragraph we know that present-day universities have become _____.
A) more and more research-oriented B) more popularized than ever before
C) in-service training organizations D) a powerful force for global integration
2. Over the past three decades, the enrollment of overseas students has increased _____.
A) by 2.5 million B) at an annual rate of 3.9 percent
C) by 800,000 D) at an annual rate of 8 percent
3. In the United States, how many of the newly hired professors in science and engineering are foreign-born?
A) 10%. C) 30%. B) 20%. D) 38%.
4. How do Yale and Harvard prepare their undergraduates for global careers?
A) They organize a series of seminars on world economy.
B) They offer them various courses in international politics.
C) They arrange for them to participate in the Erasmus program.
D) They give them chances for international study or internship.
5. An example illustrating the general trend of universities' globalization is _____.
A) Yale's collaboration with Fudan University on genetic research
B) Yale's helping Chinese universities to launch research projects
C) Yale's student exchange program with European institutions
D) Yale's establishing branch campuses throughout the world
6. What do we learn about Silicon Valley from the passage?
A) It houses many companies spun off from MIT and Harvard.
B) It is known to be the birthplace of Microsoft Company.
C) It was intentionally created by Stanford University.
D) It is where the Internet infrastructure was built up.
7. What is said about the U. S. federal funding for research?
A) It has increased by 3 percent. B) It has been unsteady for years.
C) It has been more than sufficient. D) It doubled between 1998 and 2003.
8. The dramatic decline in the enrollment of foreign students in the U. S. after September 11 was caused by _____.
9. Many Americans fear that American competitiveness may be threatened by foreign students who will _____.
10. The policy of welcoming foreign students can benefit the U. S. in that the very best of them will stay and _____.

(三) 答案解析

【文章概要】 大学作为推动全球融合、推动科学发展和密切各国联系的重要因素,已经成为很多国家推动和平与参与竞争的重要工具。本文可以分为两个部分:第1到第5段为第1部分,介绍了大学走向全球化的两种途径,即加强国内外学生交流和开展合作型研究项目;第6至第

9 段介绍了美国对待科研经费投入和国际学生交流还存在很多担心。

【答案详解】

1. D)。根据题干提示,直接定位到第 1 段,最后一句“... has made universities a powerful force for global integration, mutual understanding and geopolitical stability(使大学成为推动世界融合、增进理解和维持稳定的重要力量)”中的 a powerful force for global integration 与 D)完全一致。
2. B)。题干部分 over the past three decades 可以帮助我们定位到第 3 段,但在实际考试中,由于 4 个选项都有数字,以这些数字作为定位词更合理、更快捷。显然,4 个选项中只有 B)符合原文说法,其中的 overseas student 是原文中的“... students leaving home each year to study abroad”的同义转述。
3. B)。本题题干中的专有名词 United States 以及选项中的数字都是非常好的定位词,第 3 段最后一句提到“In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born...”,显然 B)与之相符。
4. D)。题干中的 Yale and Harvard 是最好的定位词,文章第 4 段最后一句以耶鲁和哈佛为例,说明美国大学也鼓励学生去其他国家研究和实习,为他们提供相应的机会和资金,以便学生为未来从事 global careers(全球性职业)做好准备。
5. A)。根据题干中的 universities' globalization 和 4 个选项都包含的 Yale's 定位到文章第 5 段,通过第 1 句提到大学全球化改变了科研方式,其中一种新的趋势就是与其他高校开展科研合作、资源共享。随后通过耶鲁大学与复旦大学的合作进行举例说明。
6. C)。根据题干中的 Silicon Valley 定位到文章第 6 段第 2 句“Silicon Valley was intentionally created by Stanford University”,C)的表述与此信息完全一致。
7. B)。根据题干中的 US federal funding 定位到文章第 7 段开头部分,其中第 2 句提到许多政客知道投资与经济生长的联系,但“support for research funding has been unsteady(对研究经费的支持却不稳定)”。
8. changes in the visa process。根据题干中的 September 11 定位到文章倒数第 2 段。其中第 2 句提到“In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U. S. universities, ... (由于 9·11 的影响,在签证审批程序方面的变化导致申请到美国大学求学的留学生人数大幅减少...)”。题干中的 enrollment 是原文 seeking admission to 的同义转述。
9. take their knowledge and skills back home。根据题干中的 fear, competitiveness, threatened 等词定位到最后 1 段第 1 句。两句意思一致,但原文中 fear 后面的宾语从句为主动句,而在题干中则变成了被动句,因此填空时注意相应的调整。由于题干最后一个单词是 will,可知后面应该以动词原形开头,故应将 taking 改为 take。
10. strengthen the nation。根据题干中的 welcoming students 和 the very best way 定位到最后一段。题目对原文进行了简化,空缺前为 stay and,可以判断后面应填与 stay 并列的动词原形。

二、2008 年 6 月真题

(一) 名师点拨

- 第一步:速览短文,把握大意。阅读文章标题,通过文章的大标题“Media Selection for Advertisements(广告媒介的选择)”基本可预测文章主要介绍各种广告媒介的选择,再通

过浏览 7 个小标题,预测得到进一步确认,此时可以直接进入阅读的第二步。

- 第二步:速览题干,划出要词。本文 10 道题都是围绕文中介绍的 7 种广告媒介展开的,定位的关键词就是题干中各种广告媒介,如根据第 1 题中的 Television、第 2 题中的 TV channels 可以直接将这两题定位到 Television 这个小标题下。
- 第三步:查找出处,确定答案。根据题目中的关键词迅速到文中找到相应信息,10 道题中绝大部分都是细节题,第 10 题属于主旨大意题,应该到文章第 1 段中去找答案。

(二) 真题原文

Media Selection for Advertisements

After determining the target audience for a product or service, advertising agencies must select the appropriate media for the advertisement. We discuss here the major types of media used in advertising. We focus our attention on seven types of advertising: television, newspapers, radio, magazines, out-of-home, internet, and direct mail.

Television

Television is an attractive medium for advertising because it delivers mass audiences to advertisers. When you consider that nearly three out of four Americans have seen the game show *Who Wants to Be a Millionaire?* You can understand the power of television to communicate with a large audience. When advertisers create a brand, for example, they want to impress consumers with the brand and its image. Television provides an ideal vehicle for this type of communication. But television is an expensive medium, and not all advertisers can afford to use it.

Television's influence on advertising is fourfold. First, narrowcasting means that television channels are seen by an increasingly narrow segment of the audience. The Golf Channel, for instance, is watched by people who play golf, Home and Garden Television is seen by those interested in household improvement projects, thus, audiences are smaller and more homogeneous (具有共同特点的) than they have been in the past. Second, there is an increase in the number of television channels available to viewers, and thus advertisers. This has also resulted in an increase in the sheer number of advertisements to which audiences are exposed. Third, digital recording devices allow audience members more control over which commercials they watch. Fourth, control over programming is being passed from the networks to local cable operators and satellite programmers.

Newspapers

After television, the medium attracting the next largest annual ad revenue is newspapers. The New York Times, which reaches a national audience, accounts for \$1 billion in ad revenue annually. It has increased its national circulation (发行量) by 40% and is now available for home delivery in 168 cities. Locally, newspapers are a less expensive advertising medium than television and provide a way for advertisers to communicate a longer, more detailed message to their audience than they can through television, given new production techniques, advertisements can be printed in newspapers in about 48 hours, meaning newspapers are also a quick way of getting the message out. Newspapers are often the most important form of news for a local community, and they develop a high degree of loyalty from local readers.