

大学英语四级710分 新题型全攻略

阅读卷

主编 陶文好



电子工业出版社
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北京·BEIJING

内 容 简 介

本书由快速阅读、选词填空、篇章阅读理解、练习答案及详解4部分组成,共150篇短文,其题型、难度及体裁与大学英语四级考试710分新题型阅读部分保持一致。该书编写的目的在于为学生提供大学英语四级考试必备的文化背景知识及语言知识,帮助学生掌握新题型阅读部分的答题技巧,提高阅读速度。

书中提供练习答案及详解,便于学生自测,通过练习使学生从容面对新题型。此书也可供希望提高英语阅读能力的英语爱好者自学使用。

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前 言

如今, 英语阅读是人们获取信息的一种重要手段, 也是人们交流思想的一种便捷途径。在当今日益国际化、全球化的形势下, 通过有效的英语阅读来获得最新的、有用的、广泛的信息和知识, 对一个人的生活、工作和学习都具有极其重要甚至决定性的作用。

在大学英语四级考试中, 阅读亦是占有极为重要的地位和分值比例。

在备考的过程中, 很多学生都会遇到同样的问题: 单词背了又忘了。实际上, 如果他们重视英语阅读, 并且掌握阅读技巧, 在短时间里一定会有很大进步。因为阅读是掌握和记忆词汇的最佳手段之一。阅读文章的时候不但可以掌握大量的信息, 还能掌握很多单词的正确用法, 一举多得。相反, 单独地记忆单词给人一种生涩的感觉, 而且英语学习失去了应有的乐趣。

此外, 学生们常常遇到许多阅读障碍: 要么理解不够准确, 要么阅读速度太慢, 要么难以领会文章的深层寓意, 要么抓不准文章的主题要领等。语言学习实践证明, 只有通过大量阅读才能提高阅读速度, 增强语感, 提高阅读判断能力。阅读量的多少很大程度上决定了英语水平。

为了通过大学英语四级考试, 有些学生拼命做题, 结果却收效甚微, 这又如何解释呢? 问题的症结在于他们没有针对性地复习, 没有随考试的变化来调整自己的步伐。

目前, 大学英语四级考试题型发生了变化, 阅读部分亦是如此: 除标准阅读之外, 增加了快速阅读和选词填空两大部分。为了给学生提供四级考试必备的文化背景知识及语言知识, 帮助学生掌握新题型阅读部分的答题技巧, 提高阅读速度, 我们组织了有关学者精心编写了《大学英语四级710分新题型全攻略》(阅读卷), 希望它能成为莘莘学子们的良师益友。

阅读卷由四部分组成, 共150篇短文, 其题型、难度及体裁与大学英语四级考试710分新题型阅读部分保持高度一致。本书第一部分是快速阅读, 第二部分是选词填空, 第三部分是篇章阅读理解, 第四部分是答案及详解, 便于学生自测。考生也可根据自己的需要就某一部分进行强化训练。

在编写过程中, 我们研究了大学英语四级考试历年试题, 发现阅读理解部分的文章大致涉及到两大类: 一类是人文社会方面的文章, 如文化、历史、婚姻、家庭、教育、语言、交通、环境及其他社会现象; 另一类是科技方面的文章, 涉及到动植物、地质、遗传、医学、空间技术等方面的内容。为此, 本书所编文章力求体裁广泛, 内容新颖。练习形式紧靠新题型, 练习解答部分不仅仅是答案, 还提供阅读的方法和策略, 既授之以“鱼”, 又授之以“渔”。

《大学英语四级710分新题型全攻略》系列丛书包括以下卷本:

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由于编者水平有限, 编写时间仓促, 疏漏之处在所难免, 敬请读者指正。

编 者
2007年9月

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第一章 快速阅读

快速阅读 (Skimming and Scanning), 顾名思义, 它的目的在于测试考生单位时间的阅读量, 其实四级对速度的考察是近几年一直延续的一种结果。快速阅读要求考生在15分钟内阅读一篇1200字左右的文章并完成后面的10道题。前面7道题是判断正误, 要求考生根据文章内容判断句子是否正确或无关, 分别给出Y (yes), N (no) 和NG (not given) 3种可能。后3道是句子填空题, 要求考生用原文中的细节信息——最好是原词或原词的总结性概括, 直接在所给句子的空白处填写单词, 把句子补充完整。

Y/N/NG题所强调的是: 根据阅读文章来判断给出句子的正误。如果原文和给出句子意思一致, 答案就是Y; 如果原文和给出句子意思相反或不一致, 则答案应该是N; 如果原文不曾提及给出句子提及的事物, 或未做判断, 则答案为NG。

句子填空题强调的是: 补充完整的句子必须表达和阅读文章完全一致的思想内容。所要求填写的句子有以下3个特点: ①所填写的句子词汇个数不超过5个, ②所有需要填写的内容都在原文中可以找到, ③题目的顺序和原文答案出现位置的顺序一致。因此, 只要找到需要填写句子在原文中的相关句, 即可得出答案。

快速阅读的具体解题方法如下。

1. 略读 (skimming)

略读又称跳读或浏览, 是指以尽可能快的速度阅读, 如同从飞机上鸟瞰 (birds eye view) 地面上的明显标志一样, 迅速获取文章大意或中心思想。换句话说, 略读是要求读者有选择性地阅读, 可跳过某些细节, 以求抓住文章的大概, 从而加快阅读速度。

略读可以运用下列技巧。

- (1) 要利用印刷细节, 如书或文章的标题、副标题、小标题、斜体词、黑体词、标点符号等, 对文章进行预测略读 (preview skimming)。预测略读要了解作者的思路、文章方式 (模式), 以便把握大意、有关的细节及其相互关系。
- (2) 以一般阅读速度 (200~250wpm) 阅读文章开头的一二段, 力求抓住文章大意、背景情况、作者的文章风格、口吻或语气等。
- (3) 阅读段落的主题句和结论句。抓住主题句就掌握了段落大意, 然后略去细节不读, 以求得略读速度。
- (4) 注意转折词和序列词。转折词如however, moreover, in addition等, 序列词如firstly, secondly等。
- (5) 若无需要, 不必阅读细节。

2. 查读 (scanning)

查读又称寻读, 是一种从大量资料中迅速查找某一项具体事实或某一项特定信息, 如人物、事件、时间、地点、数字等, 而其他无关部分略去不读的快速阅读方法。运用这种方法, 读者就能在最短的时间内掠过尽可能多的印刷材料, 找到所需要的信息。例如, 在车站寻找某次列车或汽车的运行时刻, 在机场寻找某次班机的飞行时刻, 在图书馆查找书刊的目录, 在文献中查找某一日、名字、数字或号码等, 都可以运用这种方法。

寻读可以运用下列技巧。

- (1) 利用章节标题和说明。寻读之后, 首先看看文章标题或章节标题, 确定文章是否包含自

己所需要的材料，或者哪一部分包含哪些材料，这样可以直接翻到那个部分，进行寻找。

- (2) 抓提示词。读者找到包含所需信息的章节，准备寻读，这时要留心与该具体信息有关的提示词。

3. 计时阅读 (timed reading)

养成计时阅读的习惯。阅读时先记下“起读时间”(starting time)，阅读完毕，记下“止读时间”(finishing time)，即可计算出本次阅读速度。长期坚持，必定会收到明显效果。

Passage 1

Started at: _____ Finished at: _____ Comprehension score: _____ %

Open Education

What is your opinion about the open classroom? It always amazes me that when asked for an opinion, we usually can come up with one in very short order. An opinion is a personal value judgment usually held with confidence but not necessarily substantiated (证实) by positive knowledge, definite proof, or even firsthand experience. Therefore we need to remember that not all opinions are created equal nor should they be judged as such. When we are asked for our opinion about something, we should try to provide an informed opinion; that is, we should be able to give good and logical reasons for whichever stand we take. Today many people are concerned about improving classroom instruction. In the opinion of some people, open education will provide the panacea (万能药). By contrast, critics of open education are sure it spells disaster in the classroom. Let us investigate this controversial subject and see what kind of judgment we can make.

Open education differs from traditional education in two major areas: how the teacher relates to the students, and how the teacher manages the classroom. These two aspects are integrally (完整地) related in that the teacher's management of the classroom depends very much on how the teacher views the maturity of the students.

In traditional education, the teacher may feel that the students are not very grown-up. Usually teachers are older than their students and thus teachers feel that because their students are younger and less experienced, therefore their students do not know very much about the world. The teachers feel that they must tell the students what to do most of the time, and they feel obligated to make the students study specific things. By contrast, in open education, the teachers believe that the students are individuals first and students second. They expect the students to be responsible for the things that they do, just as adults are. The teachers believe that a student's ideas and feelings are just as important as the teacher's. Thus the teachers in open education allow their students to decide what they want to do rather than require them to study specific subjects or to undergo a specific sequence of study. The teacher lets the student decide what to study and how to study. It is very important for the teacher to show confidence in the student's ability to make appropriate decisions for himself or herself.

Classroom management depends then on how the teacher feels about the student's ability to make correct decisions. In the traditional classroom, the students are told what to do and when to do it. There is a list of things that the students must do to finish the class. The rules are made by the teacher, and the students must follow them even if they see no reason for the rules. By contrast, in open education, the teacher allows the individual students to choose what they will do at any given moment. Students do what

interests them: they may study or talk, or do nothing at all, if they want to. There are no specific tasks the students must accomplish and no time limits either. Furthermore, there are no traditional rules made by the teacher. The only rules in an open classroom are rules concerning everyone's safety. The students are allowed to discover subjects in the open classroom instead of being made to study them. We can readily see that open education is a relatively complex idea.

Obviously there are some very good things about open education. This method of teaching allows the students to grow as people and to develop their own interests in many subjects. Open education allows students to be responsible for their own education as they will later be responsible for what they do in life. For students who feel hampered (牵制) by the structure of the traditional classroom, the open classroom may allow them freedom to work at their own pace pursuing their own interests; thus they will enjoy learning. Some students will be happier in an open classroom because they will not have to worry about grades, schedules, or rules. For students who worry a lot about such things, it is a good idea for them to study in an open classroom.

But many students will not do well in an open classroom. Some students encounter difficulty in adjusting to a classroom where there are too few rules. Without a ready-made structure, these students will do little or no work; such students have a problem making choices for themselves simply because there are so many options available. Many students want rules in the classroom and tend to worry about the rules even when there are no rules. They feel helpless without an authority figure standing over them telling them what to do, how to do it, and when it must be done.

A final point is that some traditional teachers do not like open education. They may feel threatened by the lack of structure and a potential loss of control over the learning environment. Furthermore, they may strongly disagree with the premise (前提) that adolescents (青少年) are capable of making appropriate choices for themselves. They may also feel their authority in the classroom will be undermined. And some conservative teachers will argue that tradition has served us well and so there is no need to change. Thus teachers who would like to try the open classroom may face many problems from colleagues and students alike.

In theory, open education sounds very exciting. It would be wonderful to observe a classroom of students busily engrossed (使全神贯注) in studying subjects of their own choosing, pursuing new subjects as the need arose, discussing their projects with one another or with their teacher who serves primarily as a resource person and facilitator. On the other hand, in contrast with a traditional classroom, the open classroom might appear chaotic (无序的) with students moving about and perhaps holding noisy conversations that might interfere with another student's concentration or still another student's nap. Also it would be difficult to measure a student's progress in any meaningful way and his general education might contain woeful (遗憾的) gaps. In theory, of course, such gaps would be closed at an appropriate time — that is, when the student became aware that a particular gap existed.

Perhaps it is possible to adapt some of the ideas of an open education to a traditional classroom. Depending on the student's need for rules, the teacher would provide a flexible schedule of activities, providing more structure for those students who work better in a structured atmosphere and less structure for students who can work independently. The teacher can also modify his behavior toward individual students, gradually encouraging the more dependent students to seek independence and to begin to take more responsibility for their own learning. Maybe the best teachers have always encouraged students to take responsibility for their own learning regardless of the classroom setting. What do you think? Do you favor the open classroom or the more traditional one? Why? (1,205 words)

Questions

1. The teachers in open education think that students' ideas and feelings are just as important as theirs.
2. In traditional education, students have to obey the rules even if they see no reason for them.
3. Traditional education treats the students as grown-up adults responsible for what they do.
4. Open education fully recognizes the students' ability to study by themselves.
5. The only problem in open education is that it would be difficult to measure a student's progress in any meaningful way.
6. In open classroom, students are required to write term papers at the end of each semester.
7. Teachers in traditional classroom believe that students are individual first.
8. The difference between open education and traditional education lies in the attitude toward the students and _____.
9. In the author's opinion, those who have always encouraged students to be responsible are _____.
10. According to the author, some people believe that open education is the effective way to _____.

* "The object of education is to prepare the young to educate themselves throughout their lives." -----

Robert M. Hutchins

Passage 2

Started at: _____ Finished at: _____ Comprehension score: _____ %

In the Classroom, a New Focus on Quietening the Mind

The lesson began with the striking of a Tibetan singing bowl to induce mindful awareness.

A student holds an instrument used in mindfulness techniques.

With the sound of their new school bell, the fifth graders at Piedmont Avenue Elementary School here closed their eyes and focused on their breathing, as they tried to imagine "loving kindness" on the playground.

"I was losing at baseball and I was about to throw a bat," Alex Menton, 11, reported to his classmates the next day. "The mindfulness really helped."

As summer looms, students at dozens of schools across the country are trying hard to be in the present moment. This is what is known as mindfulness training, in which stress-reducing techniques drawn from Buddhist (佛教的) meditation (冥想) are wedged (插入) between reading and spelling tests.

Mindfulness, while common in hospitals, corporations, professional sports and even prisons, is relatively new in the education of children. But a small but growing number of schools in places like Oakland and Lancaster, Pa., are slowly embracing the concept — as they did yoga (瑜伽) five years ago — and institutions, like the psychology department at Stanford University and the Mindfulness Awareness Research Center at the University of California, Los Angeles, are trying to measure the effects.

During a five-week pilot program at Piedmont Avenue Elementary, Miss Megan, the "mindful" coach, visited every classroom twice a week, leading 15 minute sessions on how to have "gentle breaths and still bodies." The sound of the Tibetan bowl reverberated (回响) at the start and finish of each lesson.

The techniques, among them focused breathing and concentrating on a single object, are loosely adapted from the work of Jon Kabat-Zinn, the molecular biologist who pioneered the secular (世俗的)

use of mindfulness at the University of Massachusetts in 1979 to help medical patients cope with chronic pain, anxiety and depression. Susan Kaiser Greenland, the founder of the InnerKids Foundation, which trains schoolchildren and teachers in the Los Angeles area, calls mindfulness “the new ABC’s — learning and leading a balanced life.”

At Stanford, the psychology department is assessing the feasibility of teaching mindfulness to families. “Parents and teachers tell kids 100 times a day to pay attention,” said Philippe R. Goldin, a researcher. “But we never teach them how.”

The experiment at Piedmont, whose student body is roughly 65 percent black, 18 percent Latino and includes a large number of immigrants, is financed by Park Day School, a nearby private school (prompting one teacher to grumble that it was “Cloud Nine-groovy-hippie-liberals bringing ‘enlightenment’ to inner city schools”).

But Angela Haick, the principal of Piedmont Avenue, said she was inspired to try it after observing a class at a local middle school.

“If we can help children slow down and think,” Dr. Haick said, “they have the answers within themselves.”

It seemed alternately loved and ignored, as students in Ms. Graham’s fifth-grade class tried to pay attention to their breath, a calming technique that lasted 20 seconds. Then their coach asked them to “cultivate compassion” by reflecting on their emotions before lashing (鞭打) out at someone on the playground.

Tyran Williams defined mindfulness as “not hitting someone in the mouth.”

“He doesn’t know what to do with his energy,” his mother, Towana Thomas, said at a session for parents. “But one day after school he told me, ‘I’m taking a moment.’ If it works in a child’s mind — with so much going on — there must be something to it.”

Asked their reactions to the sounds of the singing bowl, Yvette Solito, a third grader, wrote that it made her feel “calm, like something on Oprah.” Her classmate Corey Jackson wrote that “it feels like when a bird cracks open its shell.”

Dr. Amy Saltzman, a physician in Palo Alto, Calif., who started the Association for Mindfulness in Education three years ago, thinks of mindfulness education as “talk yoga”. Practitioners tend to use sticky-mat buzzwords like “being present” and “cultivating compassion”, while avoiding anything spiritual.

Dr. Saltzman, co-director of the mindfulness study at Stanford, said the initial findings showed increased control of attention and “less negative internal chatter — what one girl described as ‘the gossip inside my head: I’m stupid, I’m fat or I’m going to fail math,’ ” Dr. Saltzman said.

A recent study of teenagers by Kaiser Permanente in San Jose, Calif., found that meditation techniques helped improve mood disorders, depression, and self-harming behaviors like anorexia (厌食) and bulimia (易饿病).

Dr. Susan L. Smalley, a professor of psychiatry at U.C.L.A. and director of the Mindful Awareness Research Center there, which is studying the effects on schoolchildren, said one 4-year-old noticed her mother succumbing to road rage while stuck in traffic. “She said, ‘Mommy, Mommy, you have to sing the breathing song,’ ” Dr. Smalley said.

Although some students take naturally to mindfulness, it is “not a magic bullet,” said Diana Winston, the director of mindfulness education at the U.C.L.A. center. She said the research thus far was “inconclusive” about how effective mindfulness was for children who suffered from trauma-related disorders, for example. It is “a slow process,” Ms. Winston added. “Just because kids sit and listen to the