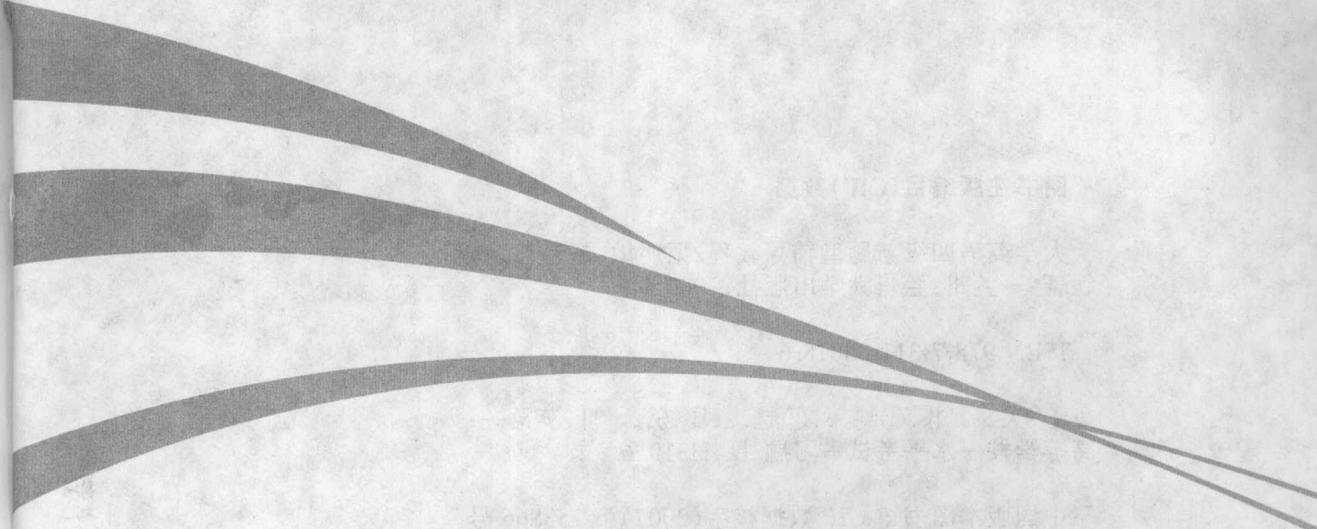


大学英语  
**四级新题型**  
辅导教程  
A Course for CET4

栗明敏 赵菲菲 杨莉 主编



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LANZHOU UNIVERSITY PRESS

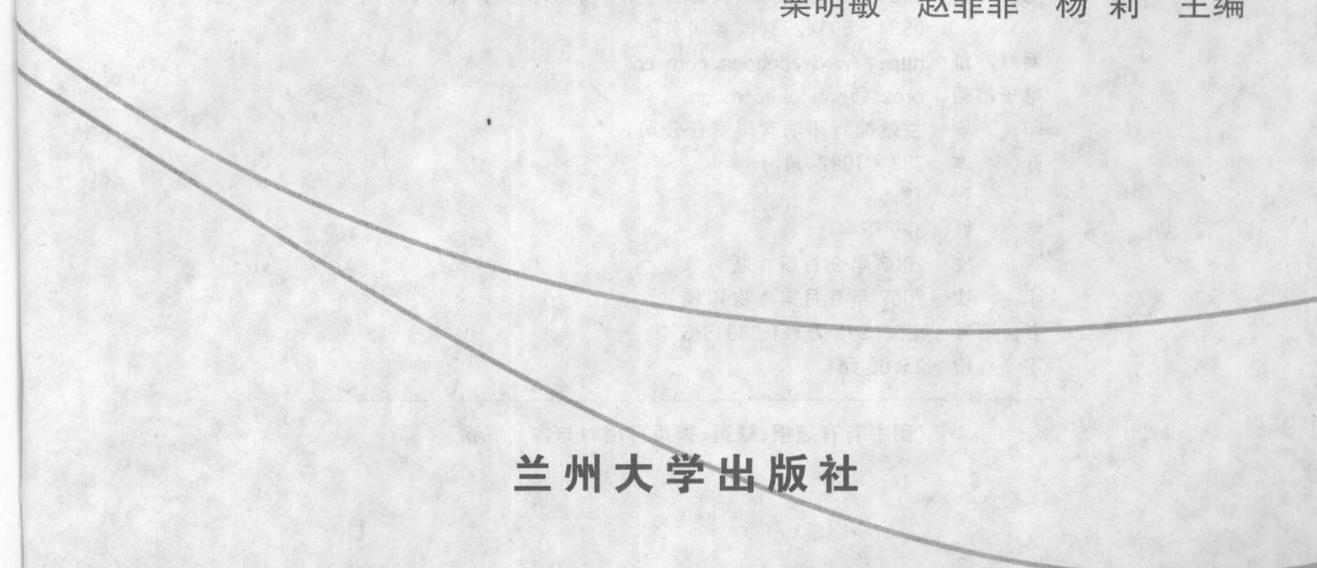


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图书在版编目(CIP)数据

大学英语四级新题型辅导教程/栗明敏,赵菲菲,杨莉  
编著. —兰州:兰州大学出版社,2007.9

ISBN 978-7-311-03018-6

I.大... II.①栗...②赵...③杨... III.英语—  
高等学校—水平考试—习题 IV.H319.6

中国版本图书馆 CIP 数据核字(2007)第 153866 号

A Course for CET4

大学英语

四级新题型辅导教程

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封面设计 张稳移

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书 名 大学英语四级新题型辅导教程  
作 者 栗明敏 赵菲菲 杨莉 主编  
出版发行 兰州大学出版社 (地址:兰州市天水南路 222 号 730000)  
电 话 0931-8912613(总编办公室) 0931-8617156(营销中心)  
0931-8914298(读者服务部)  
网 址 <http://www.onbook.com.cn>  
电子信箱 [press@onbook.com.cn](mailto:press@onbook.com.cn)  
印 刷 兰州德辉印刷有限责任公司  
开 本 787×1092 1/16  
印 张 13.5  
字 数 375 千字  
版 次 2007 年 9 月第 1 版  
印 次 2007 年 9 月第 1 次印刷  
书 号 ISBN 978-7-311-03018-6  
定 价 25.00 元

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(图书若有破损、缺页、掉页可随时与本社联系)

兰州大学出版社

# 前 言

为了进一步提高大学生英语语言知识的综合运用能力,贯彻执行最新《大学英语课程教学要求》,全国大学英语四级考试内容委员会对大学英语考试的内容和形式做出了重大改革。改革后,四级考试由四部分构成:听力理解、阅读理解、综合测试、写作;考试成绩由原来的100分制改为710分的记分体制。这无疑对大学生的英语学习提出了更高的要求,对促进大学英语教学也有很大的推动作用。为了使考生尽快适应改革后的四级考试,我们编写了本书,旨在帮助考生在掌握语言知识和答题技巧的基础上,提高应试能力。

本书完全按照改革后的四级考试新题型编排,共分九章。第一章 快速阅读理解;第二章 听力理解;第三章 篇章词汇理解和短句问答;第四章 篇章阅读;第五章 完形填空;第六章 改错;第七章 翻译;第八章 四级写作;第九章 大学英语四级考试模拟题。全书在设计和编写上主要突出了以下特点:

## 一、分析命题规律

本书对四级考试新题型的测试手段、考查角度、考点范围和难点设置进行了深入系统的研究,在分析历年试题和四级考试考纲的基础上,归纳出科学、严密的命题规律。通过解析各种题型的命题规律,帮助考生对四级考试的应试知识和能力要求有全面、清晰的了解,做到心中有数,从而进行有效的复习备考。

## 二、总结答题技巧

根据四级考试新题型的测试手段和命题规律,有重点、分层次地总结了一些实用、有效的答题技巧。以分析解题策略、罗列解题关键词汇等多种形式,指导考生抓住解题关键,掌握行之有效的应试技巧,从而有助于考生提高考试成绩。

## 三、配套专项训练

本书每章节都根据四级考试各部分题型的命题规律和特点,有针对性地设计了大量专项练习题。这些练习题与真题相比,不仅难度吻合、考查形式类似,而且考点一致。此外,我们选编了一些历年来大学英语四级考试的经典真题和模拟试题,通过训练,帮助考生在巩固基础知识的同时,活学活用学到的答题技巧,培养敏锐的“题感”,迅速提高应试水平。

本书在编写过程中参考了近年来出版的各类相关书籍,在此深表谢意。由于编者水平有限、经验不足,加之时间仓促,不足之处在所难免,恳请广大读者和各位同仁批评指正。

编 者

2007年7月





## 第一章 快速阅读理解

| 题型 | 分值 | 题量 | 考试时间 | 考查内容      | 考查形式    |
|----|----|----|------|-----------|---------|
| 听力 | 30 | 25 | 25   | 听力理解      | 选择题     |
| 阅读 | 40 | 25 | 25   | 快速阅读、仔细阅读 | 选择题、填空题 |
| 写作 | 25 | 1  | 30   | 写作        | 作文      |
| 翻译 | 15 | 1  | 15   | 翻译        | 翻译      |

听、说、读、写、译五大技能中,阅读是掌握语言知识、打好语言基础、获取信息的重要渠道,可以辅助提高其他四项基本技能。从语言学习的规律来看,提高英语应用能力要建立在大量的语言输入的基础上,尤其是大量阅读的基础之上,所以阅读能力的培养是目前大学英语课程的主要培养目标之一。阅读理解题型是英语考试的传统题型,在大学英语四级考试中是占试卷比例最大的题型。因此,了解新的大纲要求,掌握一些基本的阅读技巧和策略,是提高阅读能力的有效途径。

## 一、四级阅读新题型概述

## (一)大纲要求新变化

教育部高等教育司于2004年1月发布并在全国部分高校开始试点《大学英语课程教学要求》(试行)(以下简称《课程要求》),这个要求比1999年颁布的《大学英语教学大纲》(修订本)(以下简称《教学大纲》)更适应我国高等教育发展的新形式。

《课程要求》将大学阶段的英语教学要求分为三个层次,即一般要求、较高要求和更高要求。一般要求是高等学校非英语专业本科毕业生应达到的基本要求,是参加四级考试的考生应该达到的基本要求。其中,对阅读理解的一般要求为:(1)能够基本读懂一般性题材的英文文章,阅读速度达到每分钟70个单词;(2)在快速阅读篇幅较长、难度略低材料时,阅读速度达到每分钟100个单词;(3)能基本读懂国内英文报刊,掌握中心意思,理解主要事实和有关细节;(4)能读懂工作、生活中常见的应用文体材料;(5)能在阅读中使用有效的阅读方法;(6)掌握的总词汇量应达到4500个单词和700个词组,其中2000个单词为积极词汇,即要求学生能够在认知的基础上学会熟练运用。

## (二)四级阅读旧题型 VS 新题型

## 1. 新题型

与旧题型相比,新题型的考查方式和题型更加多样化。虽然阅读理解部分的分值比例降为35%,但是题型增加了,难度也相应增大了。其中仔细阅读部分(Reading in Depth)占25%,快速阅读部分(Skimming and Scanning)占10%。快速阅读理解部分测试的是浏览阅读和查读能力。仔细阅读部分分为:(1)选择型题的篇章阅读理解;(2)篇章层次的词汇理解(Banked Cloze)或短句问答(Short Answer Question)。仔细阅读部分的篇章阅读理解与旧题型的考查方式类似;篇章层次的词汇理解是将旧题型中的词汇选择题放在具体语境中进行考查。

新阅读题一改以往单一的多选题模式,由三种考查方式组成:仔细阅读理解中的篇章阅读为多选题;篇章词汇题为选词填空;快速阅读理解为是非判断题和主观填空题。

## 2. 阅读新旧题型对比

为了让考生更加直观地了解四级考试阅读部分新旧题型的差异和变化,我们设计了四

级考试新旧题型阅读部分测试变化一览表,如下:

四级考试新旧题型阅读部分测试变化一览表

| 试卷类型        | 测试内容             |                                   | 测试题型                                | 比例  | 总比例 | 答题时间 |
|-------------|------------------|-----------------------------------|-------------------------------------|-----|-----|------|
| 新<br>题<br>型 | 快速<br>阅读         | 篇章快速阅读(1篇)<br>(1000~1200词)        | 是非判断(7个)                            | 7%  | 10% | 15分钟 |
|             |                  |                                   | 句子填空(3个)                            | 3%  |     |      |
|             | 仔细<br>阅读         | 篇章词汇理解或短<br>句问答(1篇)<br>(300~400词) | 选词填空(15选10)<br>或5~8个问题回答<br>或不完整的句子 | 5%  | 25% | 25分钟 |
|             |                  | 篇章阅读理解(2篇)<br>(300~400词)          | 多项选择                                | 20% |     |      |
| 旧<br>题<br>型 | 阅<br>读<br>理<br>解 | 篇章阅读理解(4篇)<br>(300~400词)          | 多项选择                                |     | 40% | 35分钟 |

## 二、快速阅读试题介绍

快速阅读理解是这次大学英语四级考试改革后新增加的考试题型。该考试题型是一篇1000个单词左右的文章,题目含有7个判断题和3个句子填空题(即补充3个未完成的句子),考试时间为15分钟。文章一般是一篇篇幅较长而难度略低的材料,如各类论文、小说、报刊杂志、日用工具书、广告广播、新闻报道、节目表、时刻表、备忘录、说明书、电话本、索引等。

### (一) 考题特点

本题测试学生的各种快速阅读技能,主要是略读(skimming)和寻读(scanning)的技能。

#### 1. 略读(skimming)

所谓略读,就是迅速浏览全文,把握作者的思想脉络,忽略一些枝节性的内容以获得文章的主旨。略读的重点在于快速了解文章的中心思想。略读的方法是首先看一下小标题(在有标题的情况下);接着读第一段,抓住中心思想;再浏览一下其他的小标题(在有小标题的情况下)或者段落的首句和末句;最后读完结尾段。如果快速阅读的文章没有小标题,我们就先略读文章第一、二段,然后再略读其他各段落首句,或段落中关键性的词句,最后读结尾段。主题句体现了每一个段落的中心思想,它一般出现在段落的开头,开宗明义;有时也在段落的末尾,画龙点睛;有时放在段落中间,承上启下。有时有些段落没有主题句,需要加以总结。

#### 2. 寻读(scanning)

所谓寻读(或查读)(scanning),就是迅速扫读全文以寻找所需要的信息。寻读的重点在于有目标地找出文中某些特定的信息。寻读要求在明确所查询信息的特点的前提下,以很快的速度扫视文章,确定所查询的信息范围。如:问题中所涉及到的人名、地名,寻读时主要查找首字母大写的单词;有关日期、数目的问题,则主要查找具体数字;有关某个事件、某种观点等,就需要寻找与此相关的关键词,而与所查信息无关的内容可一掠而过。

### 三、快速阅读应试技巧

#### (一) 根据上下文猜测词义

##### 1. 通过语境猜测词义

In spite of the fact that the fishermen were wearing sou'westers, the storm was so heavy they were wet through.

An east or north-east wind brings cold, dry weather to England, but a sou'wester usually brings rain.

在第一句中,我们很容易猜出“sou'westers”是某种防雨衣,应该是渔民在暴风雨中穿着的,很可能是一种又厚又沉的雨衣。在第二句中,“sou'wester”是风,从西南方吹来的风。

##### 2. 利用同位语猜测词义

It was identified as the lost “Lady Be Good”, a U. S. Air Force B-24 bomber missing since a raid on Naples. . . 从同位语 a U. S. Air Force B-24 bomber,我们可以断定,“Lady Be Good”是一架美国空军 B-24 轰炸机。

All other natives are required to live in “locations”, areas set aside for them beyond the districts where white people live. 从句中的同位语 areas set aside for them,可以推测“locations”是“黑人或有色人种居住区”的意思。

3. 从破折号后的和括号中的说明判定词义  
Sometimes we work on night shift—from 11:30 p.m. to 7:30 a.m. 从破折号后的说明,可以确定“night shift”是“夜班”的意思。

A polar Eskimo would never mention himself by name. . . It seemed strange to me in the beginning, when I met somebody in the dark of winter, that I was never able to get any information other than “Oanga” (It is I). 根据括号中的英语注解,可以认定“Oanga”是爱斯基摩语,意思是“是我”。

4. 借助文中出现的信号词猜测词义  
(1) 定义信号词(is, is called, means, refers to, etc.)  
A strict vegetarian is a person who never in his life eats anything derived from animals. 从定义信号词 is 后面的定义 a person who never in his life eats anything derived from animals, 可以猜测到“vegetarian”是“素食主义者”的意思。

(2) 列举信号词(for example, such as, like, especially, etc.)  
Books of reference, such as dictionaries and handbooks are important for language learners. 根据列举信号词 such as 后的例词 dictionaries 和 handbooks,大致可以判定“books of reference”的意思是“参考书”。

(3) 重述信号词(that is, in other words, etc.)  
Red has the longest wavelength, that is, the distance between each wave is longer in red light than in any other colour. 根据重述信号词 that is 后面的解释, the distance between each wave,可以猜测到“wavelength”的词义是“波长”。

5. 运用常识判断词义  
Fishes live in water and have fins which help them to swim. Most fishes have slimy skins

covered with scales, but in fishes such as eels the scales are very small and can hardly be seen. 根据上下文,运用常识不难猜出“fins”,“slimy”,“scales”这三个词的词义,即“鳍”、“粘滑的”、“鳞”。至于“eels”只要知道是一种鱼就行了。

## (二)运用词汇学的基础知识揣度词义

### 1. 用前缀和后缀判断词义

一个词的基本词义可以根据词根来判断。英语词缀可分为前缀和后缀。一般来说,前缀只增加或改变一个词的意义,但并不改变其词性。例如:supermarket(超级市场),foretell(预言),discontent(不满的),unusual(不平常的)等。而后缀不但可增加或改变一个词的意义,而且改变其词性。例如:washable由动词wash“洗”变为形容词“可洗的”,modernize由形容词modern“现代的”成为动词“现代化”,waiter由动词wait“伺候”变成名词“侍者”,childless由名词child“小孩”成为形容词“无子女的”等。只要知道词根的意义,又熟悉前缀和后缀表示的意义,就不难判断这些词的词义了。

### 2. 由文中出现的同义词或反义词猜测词义

许多作者为了避免用词重复,在文章中经常使用同义词来表达相同的意思,又用反义词表达相反的意思。

It is the difficulty of overcoming the barrier of the pupils' mother tongue. For the mother tongue acts as a block in all the learners' language reaction. 作者在句中用“block”来表示与“barrier”同样的意思“障碍”。只要认识其中一个词,就能推知另一个词的词义了。反义词的情况也是如此,不过要注意这种对比关系一般是由but, while, however, although, on the contrary等这一类词来表示的。例如:Anthropologists thought the Indians' culture would be very primitive; however, they found many modern elements in the Indians' lives. 句中“modern”和“primitive”的对比关系是由“however”(可是)来体现的。知道“modern”(现代的)这个词就不难猜出“primitive”(原始的)这个反义词的词义了。

## (三)克服逐词阅读,培养成组视读的习惯

逐词阅读是一种不好的习惯,是速读的一大障碍。成组阅读不但速度快,而且有助于理解。试比较这两种阅读方法:

(1) Do/you/read/word/by/word? (目光停顿六次)

(2) Can you read/phrase by phrase? (目光停顿两次)

如何进行成组阅读?

1. 第一个目光停顿不应在句中第一个词上,而应在第二个词上。仍以上例为例,看第二个词“you”,不必移动目光就可清楚地看到左右“can”和“read”这两个词。再看“by”这个词,整个短语“phrase by phrase”一下子就映入眼帘了。

2. 眼睛不要盯在字行上,要高一些,目光集中在字行的偏上方。这样目光一瞥所及的范围是整个词组而不仅仅是一个单词。例如:

She was awakened/by a shock/so sudden/and severe/that if Dorothy/had not been lying/on the soft bed/she might have/been hurt. /As it was,/the jar/made her catch/her breath/and wonder/what had happened;/and Toto put/his cold little nose/into her face/and whined dismally. /Dorothy sat up/and noticed/that the house/was not moving;/nor was it dark,/for the bright sunshine/came in/at the window,/flooding/the little room. /She sprang/from her bed/

and with, Toto/at her heels/ran and opened the door.

The little girl/gave a cry/of amazement/and looked/about her,/her eyes/growing bigger/and bigger/at the wonderful sights/she saw./The cyclone/had set/the house down very gently—/for a cyclone—/in the midst of a country/of marvelous beauty.

这个练习至少做三遍,直到成组视读较为自然。随着训练的增加,一目所及的范围能逐步扩大,减少停顿次数。

#### (四) 了解英美文章结构的特点,掌握文章的中心思想

以说明文为例,重点段一般是第一段或第二段。中间的段落一般是说明、论证和列举。最后一段往往是全文的总结。掌握这一规律,有助于理解文章大意。段内的情况也大致如此,有百分之六十至百分之九十的主题句是第一句,有时主题句是最后一句,也有主题句是段中的其它句子。

But though Sheppard might escape from prisons and chains, he could not escape from himself. At large again, he had no place to go except to his usual dens, where he was finally captured. This time the gallows claimed him. 在这段中,第一句是全段的中心,第二和第三句是说明这一主题句的。

Some students prefer a strict teacher who tells exactly what to do. Others prefer to be left to work on their own. Still others like a democratic discussion type class. No one teaching method can be devised to satisfy all students at the same time. 此段中,最后一句是主题句,是全段的概括。前三句只是几种常见的教学方法的罗列。

Courage, loyalty, and leadership are characteristics to admire, and General Robert E. Lee demonstrated all of them throughout his military career. More remarkable still was the gallant manner in which he accepted defeat at the conclusion of the American Civil War. 此段中,第二句是主题句。文章接着简要说明李将军为什么参加南部邦联军,如何抗击联邦军,又以什么态度面对失败。其后文中用大量的文字描述李将军在内战结束后以自己默默无闻的工作和威望,影响和带领南方同胞重建饱受战争创伤的南方和家园。歌颂李将军内战后所表现的英雄主义。

#### (五) 其它一些技巧的掌握

##### 1. 注意首尾段主题句的出现

如果短文包括几个自然段,有几个小标题,应注意第一、二段和最后一段,力求抓住文章的主旨大意。注意了解文章的主题及结论句。

##### 2. 注意逻辑关系的运用

逻辑关系分布在文章的句子内部,句与句之间以及段落之间。这些逻辑提示词在文章中起的效果,并非仅仅是衔接文章的句子,从阅读的角度来看,它们同时在提示哪些句子是有效信息。我们不是为了完整地翻译文章而进行阅读,而是为了获取某些信息而进行阅读,所以,要利用逻辑关系简化阅读。例如,并列、递进关系词,意味着它们前后衔接的信息从主旨的体现上没有发生变化,而更多的表现为前后句子主旨的相似性,所以我们选择其中一半进行阅读。这样在保证阅读质量的基础上,也极大地提高了阅读速度。

##### 3. 注意特殊标记的使用

用最快的速度通读文章,找到自己需要的细节描述部分,并在有关的句子下做出各种记

忆符号。文章浏览完毕,再将划线部分(或做其它符号)重新详读一次,并作出适当的判断。

#### 4. 辅助使用研读法

除了在阅读理解中运用略读法和寻读法之外,有时还需要仔细阅读文章的某一特定部分,力求对其有较深的理解,或对其进行归纳、总结、推断等,这时就需要对这部分进行仔细阅读,理解作者的言外之意,这种仔细阅读方法就是研读法,通常适用于推断型阅读理解试题。这种方法在快速阅读中使用并不多,但它对于快速阅读的解题方法来说绝对是一个有力的补充。

总的来说,在试题中,快速阅读理解部分,由于其篇幅长,题目灵活,会让考生感觉无从下手。但是对于该题型,我们应该有一个清晰的概念,那就是快速阅读测试的重点就是考生在短时间内获取篇章主旨和特定信息的能力,因此,它更强调正确的阅读方法和技巧的运用。

下面,我们就以2007年6月份大学英语考试中的快速阅读理解部分为例,来具体分析快速阅读部分的试题特点及解题思路。

### Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1~7, mark Y (for YES) if the statement agrees with the information given in the passage; N (for NO) if the statement contradicts the information given in the passage; NG (for NOT GIVEN) if the information is not given in the passage; for questions 8~10, complete the sentences with the information given in the passage.

#### Protect Your Privacy When Job-hunting Online

Identity theft and identity fraud are terms used to refer to all types of crime in which someone wrongfully obtains and uses another person's personal data in some way that involves fraud or deception, typically for economic gain.

The numbers associated with identity theft are beginning to add up fast these days. A recent General Accounting Office report estimates that as many as 750000 Americans are victims of identity theft every year. And that number may be low, as many people choose not to report the crime even if they know they have been victimized.

Identity theft is "an absolute epidemic," states Robert Ellis Smith, a respected author and advocate of privacy. "It's certainly picked up in the last four or five years. It's worldwide. It affects everybody, and there's very little you can do to prevent it and, worst of all, you can't detect it until it's probably too late."

Unlike your fingerprints, which are unique to you and cannot be given to someone else for their use, your personal data, especially your social security number, your bank account or credit card number, your telephone calling card number, and other valuable identifying data, can be used, if they fall into the wrong hands, to personally profit at your expense. In the United States and Canada, for example, many people have reported that unauthorized persons have taken funds out of their bank or financial accounts, or, in the worst cases, taken over their identities altogether, running up vast debts and committing crimes while using the vic-

tims' names. In many cases, a victim's losses may include not only out-of-pocket financial losses, but substantial additional financial costs associated with trying to restore his reputation in the community and correcting erroneous information for which the criminal is responsible.

According to the FBI, identity theft is the number one fraud committed on the Internet. So how do job seekers protect themselves while continuing to circulate their resumes online? The key to a successful online job search is learning to manage the risks. Here are some tips for staying safe while conducting a job search on the Internet.

### 1. Check for a privacy policy.

If you are considering posting your resume online, make sure the job search site you are considering has a privacy policy, like CareerBuilder.com. The policy should spell out how your information will be used, stored and whether or not it will be shared. You may want to think twice about posting your resume on a site that automatically shares your information with others. You could be opening yourself up to unwanted calls from solicitors (推销员).

When reviewing the site's privacy policy, you'll be able to delete your resume just as easily as you posted it. You won't necessarily want your resume to remain out there on the Internet once you land a job. Remember, the longer your resume remains posted on a job board, the more exposure, both positive and not-so-positive, it will receive.

### 2. Take advantage of site features.

Lawful job search sites offer levels of privacy protection. Before posting your resume, carefully consider your job search objectives and the level of risk you are willing to assume. CareerBuilder.com, for example, offers three levels of privacy from which job seekers can choose. The first is standard posting. This option gives job seekers who post their resumes the most visibility to the broadest employer audience possible. The second is anonymous (匿名的) posting. This allows job seekers the same visibility as those in the standard posting category without any of their contact information being displayed. Job seekers who wish to remain anonymous but want to share some other information may choose which pieces of contact information to display. The third is private posting. This option allows a job seeker to post a resume without having it searched by employers. Private posting allows job seekers to quickly and easily apply for jobs that appear on CareerBuilder.com without retyping their information.

### 3. Safeguard your identity.

Career experts say that one of the ways job seekers can stay safe while using the Internet to search out jobs is to conceal their identities. Replace your name on your resume with a generic (泛指) identifier, such as "Intranet Developer Candidate", "Experienced Marketing Representative". You should also consider eliminating the name and location of your current employer. Depending on your title, it may not be all that difficult to determine who you are once the name of your company is provided. Use a general description of the company such as "Major auto manufacturer" or "International packaged goods supplier". If your job title is unique, consider using the generic equivalent instead of the exact title assigned by your employer.

### 4. Establish an email address for your search.

Another way to protect your privacy while seeking employment online is to open up an e-mail account specifically for your online job search. This will safeguard your existing email box in the event someone you don't know gets hold of your email address and shares it with others.

Using an email address specifically for your job search also eliminates the possibility that you will receive unwelcome emails in your primary mailbox. When naming your new email address, be sure that it doesn't contain references to your name or other information that will give away your identity. The best solution is an email address that is relevant to the job you are seeking such as Salesmgr2004@ provider.com.

### 5. Protect your references.

If your resume contains a section with the names and contact information of your references, take it out. There's no sense in safeguarding your information while sharing private contact information of your references.

### 6. Keep confidential (机密的) information confidential.

Do not, under any circumstances, share your social security, driver's license, and bank account numbers or other personal information, such as race or eye color. Honest employers do not need this information with an initial application. Don't provide this even if they say they need it in order to conduct a background check. This is one of the oldest tricks in the book—don't fall for it.

1. Robert Ellis Smith believes identity theft is difficult to detect and one can hardly do anything to prevent it!

2. In many cases, identity theft not only causes the victims' immediate financial losses but costs them a lot to restore their reputation.

3. Identity theft is a minor offence and its harm has been somewhat overestimated.

4. It is important that your resume not stay online longer than is necessary.

5. Of the three options offered by CareerBuilder.com in Suggestion 2, the third one is apparently most strongly recommended.

6. Employers require applicants to submit very personal information on background checks.

7. Applicants are advised to use generic names for themselves and their current employers when seeking employment online.

8. Using a special email address in the job search can help prevent you from receiving

9. To protect your references, you should not post online their names and contact information.

10. According to the passage, identity theft is committed typically for economic gain.

### 【参考答案】

1. Y 2. Y 3. N 4. Y 5. N 6. N 7. Y 8. unwelcome emails 9. names and contact information 10. economic gain

### 【答案解析】

1. 我们从文章第三段得知, Robert Ellis Smith 是一名受人尊敬的作家和个人隐私的倡导者,他认为个人信息的被窃用完全是最近四五年盛行的一种瘟疫。这是遍布整个世界的,关系到每个人的,而且对此你毫无办法。等你查觉时已为时太晚(and there's very little you can do to prevent it and, worst of all, You can't detect it until it's probably too late.)。本题属细节题,题目表述与原文内容相符,故选 Y。

2. 本题也属细节题。该题目的意思是:在很多情况下,个人信息的被窃用不仅仅会引起受害人直接的经济损失,而且需要他们付出极大的代价去恢复名誉。这正与第一个标题下第四段的最后一句话的内容(In many cases, a victim's losses may include not only out-of-pocket financial losses, but substantial additional financial costs associated with trying to restore his reputation in the community and correcting erroneous information for which the criminal is responsible.)相吻合,故选 Y。

3. 细节题。我们从文章第一个标题第五段中的第一句话(According to the FBI, identity theft is the number one fraud committed on the Internet.)得知,个人信息的被盗用是美国联邦调查局所掌握的头号诈骗行为。而本题目表述(盗用个人信息只是一种小过错,它的危害性有点被夸大其词了)有悖于这一细节,故选 N。

4. 细节题。本题目和第一个小标题下的第二段的第一句话(When reviewing the site's privacy policy, you'll be able to delete your resume just as easily as you posted it.)的内容相符,该句也可以看作是该段的主题句,下面几句主要讲为什么一旦找到工作要尽快从网上删去你的履历表,故选 Y。

5. 在第二个小标题中,作者提供了三种网上求职的方式:第一种是普遍的做法(standard posting);第二种是匿名求职(anonymous posting);第三种是隐秘求职(private posting)。并分别讲了各自的长处。作者并没有厚此薄彼,故选 N。

6. 本题意为“雇主主要求求职者提供个人信息以便背景查询”。我们根据关键词 employers, applicants 可以在第二个小标题下找到同义词 Lawful job search sites, CareerBuilder.com, job seekers, 从而把答案锁定在本小节中,通过阅读我们得知,作者讲述了三种网上求职的方式,并分别讲了各自的长处,因而我们选答案为 N。

7. 作者建议求职者在网上求职时有关自己和所供职的单位用泛泛的名称指代,这和三个小标题所表述的内容是相符的,故选 Y。

8. 根据关键词 email address 推断,本题在小标题 Establish an email address for your search 下。题目是对 Using an email address specifically for your job search also eliminates the possibility that you will receive unwelcome emails in your primary mailbox. 的同义表达,所以空中应填入 unwelcome emails。

9. 根据关键词 post online 推断,本题在第二个小标题 Take advantage of site features 下,再根据 anonymous (匿名的) posting 和 without any of their contact information being displayed 所提供的信息,我们可以在空中填入 names and contact information。

10. 我们根据关键词 identity theft 和 typically for 直接可以在文章第一段找到问题的答案 economic gain。

## 四、快速阅读理解专项训练

## Passage 1

**The Disappearing Generation Gap**  
**Parents and kids today dress alike, listen to the same music, and are friends. Is this a good thing?**

Sometimes, when Tom Krattenmaker of Yardley, Pa. and his 16-year-old daughter, Holland, listen to rock music together and talk about pop culture, he recalls his more-distant relationship with his parents when he was a teenager. “I would never have said to my mom, ‘Hey, the new music album is really great—how do you like it?’” says Mr. Krattenmaker. “There was just a complete gap in sensibility and taste.” Music was not the only gulf. From clothing and hairstyles to activities and expectations, earlier generations of parents and children often appeared to revolve in separate orbit(轨道). Today, the generation gap has not disappeared, but it is shrinking in many families. The old authoritarian (权利主义的) approach to discipline—a harsh “Because I said so, that’s why”—is giving way to a new egalitarianism(平等主义) and a “Come, let us reason together” attitude. The result can be a rewarding closeness among family members. Conversations that would not have taken place a generation ago or that would have been awkward, on subjects such as sex and drugs—now are comfortable and common. And parent-child activities, from shopping to sports, involve an easy camaraderie (同志间友谊) that can continue into adulthood. No wonder greeting cards today carry the message, “To my mother, my best friend.”

**Causes of the change**

Family researchers offer a variety of reasons for these evolving roles and attitudes. They see the 1960s as a benchmark(基准点). Dramatic cultural shifts led to more open communication and a more democratic process that encourages everyone to have a say. “My parents were on the ‘before’ side of that shift, whereas today’s parents in their forties were on the ‘after’ side”, explains Krattenmaker. “It’s much easier for people in their forties and today’s teenagers to relate to one another. It’s not a total cakewalk (轻易取得胜利) for parents these days, because life is more complicated, but sharing interests does make it more fun to be a parent now.”

A popular movement with roots in the 1970s, parent effectiveness training, has helped to reshape generational roles. The philosophy encourages children to describe their feelings about various situations. As a result, says Robert Billingham, a family-studies professor at Indiana University, “Parents and children began talking to each other in ways they had not before.” On the plus side, he adds, these conversations made parents realize that children may have important thoughts or feelings that adults need to be aware of. But he also sees a downside: Many parents started making decisions based on what their child wanted. “The power shifted to children. Parents said, ‘I have to focus on making my child happy,’ as opposed to ‘I have to par-

ent most appropriately.’” Because “Because of the divergence (分歧) between generations today than in the past. Other changes are occurring as the ranks of working mothers grow: “An increase in guilt on the part of busy parents makes them less eager to spend time disciplining,” says Dr. Laguna of Lebanon Valley College. Time-short parents also encourage children’s independence, making them more responsible for themselves. “They’ll say, ‘We trust you to make the right decisions’ whether they’re ready to assume the responsibility or not,” says Billingham. The self-esteem movement of the past quarter-century has also affected family dynamics (动力). Some parents worry that if they tell their child no, or impose limits, it will hurt the child’s self-esteem.

### Cautions

But family experts caution that the new equality can also have a negative side, diminishing respect for parents. “There’s still a lot of strict, authoritarian parenting (父母作用) out there, but there is a change happening,” says Kerrie Laguna, a psychology professor at Lebanon Valley College in Annville, Pa. “In the middle of that change, there is a lot of confusion among parents.” Parents who don’t set rules risk becoming “so powerless in their own homes that they feel out of control and sometimes afraid,” cautions Dennis Lowe, director of the Center for the Family at Pepperdine University in Malibu, Calif. He believes that parents—in their eagerness to keep the peace and avoid arguments—miss an opportunity to teach children how to resolve conflicts, rather than simply avoiding them.

Although sensitive and democratic parenting has its advantages, Laguna expresses concern about “growing numbers” of children who have few boundaries or expectations. Dr. Lowe and his wife, Emily, try to maintain structure and boundaries by taking a traditional approach with their children, ages 10 and 14. They also strive for a united front, but challenges arise, he says, when one parent wants an egalitarian relationship with a child, while the other parent wants to set limits. “Probably the democratic approach is not bad in and of itself,” Lowe says. “It’s when it swings so far that it promotes lack of rules and structure and discipline for children. Problems also arise when it promotes overindulgence (过分溺爱), sometimes in an effort to avoid ‘harming’ the relationship, rather than teaching children moderation and the limits of life.” Overindulgence, Lewe says, can actually be a sign of neglect—neglecting values, neglecting teaching opportunities, and neglecting the relationship. To be successful, people need an appreciation for rules and limits. Lowe knows families where children call parents by their first names. “Rather than ‘Mom’ or ‘Dad’, you have a 7-year-old saying, ‘Hey, Gary,’” he explains, adding that a lack of respect for parents could carry over into relationships with teachers, bosses, and others in positions of authority. Today, the generation gap has not disappeared, but it is shrinking in many families.

### Growing understanding

Still, encouraging signs exist. Vern Bengtson, who has studied generational changes as coauthor of a forthcoming book, *How Families Still Matter*, finds a greater tolerance for di-