

星火英语 **网络教学** 讲授课本

大学英语阅读理解 点·链·网 式高分突破

活页试卷

4 级

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大学英语阅读理解 “点·链·网”式高分突破

(四级活页试卷部分)

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目 录

第二部分 阅读技巧篇

新大纲的阅读要求与测试	(1)
新大纲的要求	(1)
阅读理解的测试	(2)
全真试题透析	(2)
全真阅读材料透视	(2)
阅读材料的体裁分析	(3)
阅读材料的题型分析与相应对策	(5)
快速阅读方法	(15)
阅读关键:词·句·篇	(16)
语篇层面分析	(16)
难句分析	(17)
词汇分析	(17)

第三部分 阅读实战篇

标准阅读 50 篇	(19)
社科类	(19)
科普类	(28)
人文类	(42)
全真阅读 50 篇	(82)
1996 年 6 月全真阅读	(82)
1997 年 1 月全真阅读	(87)
1997 年 6 月全真阅读	(92)
1998 年 1 月全真阅读	(97)
1998 年 6 月全真阅读	(103)
1999 年 1 月全真阅读	(108)
1999 年 6 月全真阅读	(114)
2000 年 1 月全真阅读	(119)
2000 年 6 月全真阅读	(125)
2000 年 12 月全真阅读	(130)
2002 年 1 月全真阅读	(135)

——实力+技巧=阅读过关

I 新大纲的阅读要求与测试

一、新大纲的要求

经过近五年的不断修订与完善,《大学英语教学大纲(修订本)》已于1999年8月被审定通过。新大纲对教学目标作了更加明确的阐述:培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能以英语为工具交流信息。与旧大纲相比,新的教学大纲在阅读方面提出了更高的要求,具体体现在阅读总量和阅读速度上,并且对应用提高阶段的阅读(包括专业英语 Subject Based English 和高级英语 Advanced English)提出了具体指标。详见下表:

级 别		基 础 阶 段		应用提高阶段	
要 求		Band-4	Band-6	SBE	AE
		9 000	10 000	阅 读 量	15 000
精 读	累计数	30 000	50 000	250 000	65 000
	词 数	40 000	50 000		75 000
泛 读	累计数	130 000	225 000		300 000
阅 读 速 度	一般阅读	70wpm	70wpm	70wpm	100wpm
	快速阅读	100wpm	120wpm	100-120wpm	150wpm
技 能 要 求		能读懂语言难度中等的一般性题材的文章。掌握基本的阅读技能。	能读懂语言难度较高的一般性题材的文章。掌握较高的阅读技能。	能较顺利阅读有关专业有一定难度的原版教科书、参考书及其他参考资料,掌握较高的阅读技能。	能顺利阅读难度较高、内容广泛、体裁多样的文章,掌握高级阅读技能。
备 注		快速阅读材料难度应低于课文,生词不超过总词数的3%。			

进四级行而言,新大纲对阅读能力的具体要求为:

能顺利阅读语言难度中等的一般性题材的文章,掌握中心大意以及说明中心大意的事实和细节,并能进行一定的分析、推理和判断,领会作者的观点和态度。阅读速度达到每分钟70词,在阅读篇幅较长、难度略低、生词不超过总词数的3%的材料时,能掌握中心大意,抓住主要事实和有关细节,阅读速度达到每分钟100词。

由此可见,新大纲把四级的阅读速度由现行大纲的50wpm提高到70wpm,使之与六级的阅读速度一致。这-方面是基于学生入学英语水平的逐步提高,更重要的是突出了阅读理解在大学英语教学中的主导地位。就目前情况而言,阅读仍然是第一层次的要求,是大学英语课的主要内容,是大部分大学生今后学习和工作所需的主要技能,也是掌握语言知识、获取信息、提高语言应用能力的基础,这在基础阶段和应用提高阶段对阅读的要求方面得到了充分的体现。

所谓基本的阅读技能主要指在语篇层面上能够合理地运用各种阅读方法、解决各种阅读问题的能力,包括:

- (1) 掌握所读材料的主旨和大意的方法和能力;
- (2) 辨别说明主旨和大意的事实和细节的方法和能力;
- (3) 既理解字面意思,也能根据所读材料进行初步的判断和推理的方法和能力;
- (4) 既理解个别句子的意思,也理解上下文的逻辑关系的方法和能力。

上述阅读技能的培养必须建立在一定的阅读总量基础上,所谓“熟能生巧”正是此道理。当然,就像对阅读量和阅读速度有一定的量化标准一样,对于基本阅读技能的量化要通过考试手段加以体现。

二、阅读理解的测试

阅读理解的测试包括理解的准确度和速度两方面。根据《大学英语考试大纲》的要求,四级考试阅读理解由四篇短文组成,每篇后有五个选题,共20题,满分为40分,考试时间为35分钟,阅读总量大约1 000~1 200词。在有限的时间内做到速度和准确度的和谐统一必须具备相应的语言基础和阅读技能。

所谓相应的语言基础是指:(1)丰富的词汇知识,即要有一定的词汇量,并正确掌握词义、词的搭配关系和用法;(《大学英语教学大纲(修订本)》规定:四级要求掌握4 200单词,以及由这些单词构成的常用词组,并具有按照基本构词法识别生词的能力。)(2)扎实的语法知识;(3)充分的语篇知识,即在语篇层面上把握文章结构、段与段之间和句与句之间的逻辑关系、语体风格、作者的思路及观点、态度等。

总之,如果把文章比喻为枝节纵横的网,那么词和句就是网上的点和链,点、链、网互动互补,彼此牵制,构成了表达某种思想的语言体系。四级阅读考试从根本上讲,就是考查学生在语篇层面上对语段、某句话(statement)、某个词的判断与推理能力。

就阅读技能而言,四级阅读测试充分体现了大纲要求,具体表现为题材广泛(可以包括人物传记、社会文化、日常生活、科普知识等),体裁多样(以说明文、议论文为主,兼顾叙述文),题型配置合理(主旨题、细节题、判断推理题都占有一定比例)。在阅读测试中的表现基本上可以反映出学生的语言知识及运用语言知识解决实际问题的能力。所以从现阶段看,阅读测试仍然作为四级考试中的主要组成部分,其分值(40分)也是最高的。有人说阅读成绩在某种程度上决定了总成绩,也确有道理。

① 全真试题透析

之所以透视全真题,原因不外有二:一是效度(validity),二是信度(reliability)。

所谓效度是指一套测试题测量我们要测量、考查的内容或能力的程度,程度越高,则其效度就越高。就四级阅读测试而言,我们有理由相信最能体现《大学英语教学大纲》和《大学英语考试大纲》精神的莫过于全真试题了。无论从文章的选择、用词的难易,还是题型的搭配、问题的设计,全真试题都较为准确、充分、全面地反映了大纲所规定的内容。

所谓信度,也就是可靠性,即一套题的测试结果是否较为稳定。如果12个水平相近的学生考同一份试题结果相近,或一个学生参加12次同类考试成绩差不多,我们就说这份或这类考试信度较高。接触过四级考试的师生对全真阅读题的感受大致是一致的:难度适中且较为稳定,题型设置与搭配相对固定。尤其突出的是,阅读难度主要体现在选项设计,而非词汇和内容方面,这是全真题与一般仿真题的差别所在。

基于以上两点,本节以1995年至2002年1月15次四级统考的阅读试题为素材,在阅读材料、题型和选项设计方面进行全面透视,以期收到了然于胸、事半功倍之效。

一、全真阅读材料透视

根据考试大纲的规定,四级阅读篇章应当体现题材广泛的特点,但所涉及的背景知识应能为学生所理解。纵观1995~2002年1月15套全真阅读试题,60篇短文中,涉及人文类题材的(包括文化、历史、教育、文学、风俗习惯、音乐等)共35篇,占总数的58.3%;社科类题材的(如社会学、心理学、经济学等)共10篇,占16.7%;其余为自然科学类短文,占总数的25%。

上述统计表明,尽管60篇短文题材广泛,但从学科划分的大类分析,又表现为相对集中的特征,即学生较为

熟悉的人文类、社科类题材约占总数的3/4,而涉及一定科学常识、学生较为陌生的科普题材(如自然科学、生命科学)只约占总数的1/4。由此可见,四级阅读篇章基本为常见题材,应在学生的掌握范围之内。应注意近年来自然科学类文章有所增加。

就体裁而言,虽然大纲规定了阅读短文体裁应多样化,但根据对1995~2002年1月15套四级全真阅读题体裁的分析,60篇短文涉及议论文、说明文、描写文三大体裁,其分布情况如下:

议论文	30篇	50%
说明文	25篇	42%
描写文	5篇	8%

综上所述,四级全真考题题材与体裁分布特征明显。在题材难度不大的情况下,考生可以集中精力探讨一下英语议论文和说明文的文体特征和论证手法,以培养正确的阅读和解题思路。

二、阅读材料的体裁分析

如第二部分语篇分析所述,一篇好的阅读短文应当自成一体(self-contained),其中的观点和论据都应与主题或中心思想密切相关,即所谓形式上的衔接性与内容上的连贯性。无论是议论文还是说明文,都有一个贯穿全文的主线:引论一本论一结论。读者如果在阅读过程中始终把握住这一主线,并且围绕主线判断细节与事实,那么无论什么样的提问,都可迎刃而解。

1. 议论文的结构特征及论证方法

议论文的目的是“说服”,即作者力图使读者同意并支持其观点,或驳斥某一观点。一篇好的议论文必须具备以下基本的结构特征:(1) 有一个有争议的观点;(2) 有充足的证据;(3) 逻辑性强。掌握以上三个特征,读者在阅读某篇短文时自会有一个明确的判断并采取相应的对策。请看实例:

The appeal of advertising to buying motives can have both negative and positive effects. Consumers may be convinced to buy a product of poor quality or high price because of an advertisement. For example, some advertisers have appealed to people's desire for better fuel economy for their cars by advertising automotive products that improve gasoline mileage. Some of the products work. Others are worthless and a waste of consumer's money.

Sometimes advertising is intentionally misleading. A few years ago a brand of bread was offered to dieters (节食者) with the message that there were fewer calories (热量单位, 大卡) in every slice. It turned out that the bread was not dietetic (适合于节食的), but just regular bread. There were fewer calories because it was sliced very thin, but there were the same number of calories in every loaf.

On the positive side, emotional appeals may respond to a consumer's real concerns. Consider fire insurance. Fire insurance may be sold by appealing to fear of loss. But fear of loss is the real reason for fire insurance. The security of knowing that property is protected by insurance makes the purchase of fire in-

Section 1
提出议论主题:广告对购买动机的刺激有正反两方面的作用。

Section 2
扩展主题:分别说明文章主题提出的两个方面。

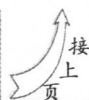
见下页

insurance a worthwhile investment for most people. If consumers consider the quality of the insurance plans as well as the message in the ads, they will benefit from the advertising.

Each consumer must evaluate her or his own situation.

Are the benefits of the product important enough to justify buying it? Advertising is intended to appeal to consumers, but it does not force them to buy the product. Consumers still control the final buying decision.

1999.1.P.3



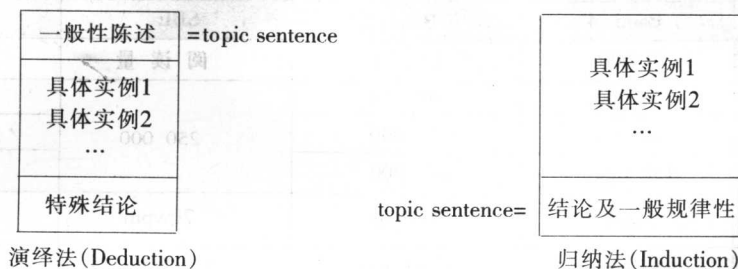
Section 3

得出结论:作为消费者,应当有自身的判断能力。

● 点评

这是一篇较为典型的议论文,其论证主线如划线部分所示。作者在第一段首先提出了自己要论证的主题,第二、三段以正反两方面的典型事例进行论证,最后在篇尾作出结论。整篇文章采取总—分—总的演绎推理法,结构清晰,逻辑性强。

议论文的论证方式就四级考试而言主要采用两种:演绎法和归纳法。演绎法是指从一般陈述开始,最后得出具体、特殊的结论,是一种从一般到个别的推理方法。归纳法是指从个别实例出发,最后得出一般性结论,是一种从个别到一般的推理方法。其论证过程如下图所示:



分析1995~2002年1月全真阅读短文中的30篇议论文,采用演绎法推理的共22篇,约占73%。其余8篇中采用归纳法推理的5篇:

2000年12月 Passage One

2000年6月 Passage Two

1998年1月 Passage Three

1997年6月 Passage One

1996年6月 Passage Three

1995年1月 Passage Four

采用归纳+演绎法的2篇:

1996年1月 Passage Four

1995年6月 Passage Four

综上所述,了解了四级阅读短文中议论文的比例及其论证结构有助于考生有意识地加强这方面的辨别和分析能力,使自己在解题过程中注意把握主线,理清作者的论证思路,从而克服忙乱和盲目心理,增强做题的理性和逻辑性。

2. 说明文的结构特征与说明方法

说明文的目的是“告知”,即告诉人们某事并对其加以解释,以便读者了解。它与议论文的根本区别在于客观、真实,重细节描述,轻抽象评论。其语言多采用客观性词语(objective words),较少使用主观判断词汇(subjective words),如表示个人喜恶的形容词、副词。因此这类文章对考生来说,相对容易掌握。

说明文的结构特征和说明方法与议论文有异曲同工之处,也常采用演绎法和归纳法,只不过与议论文相比,归纳法在说明文中的使用相对较多些。请看实例:

Violin prodigies (神童), I learned, have come in distinct waves from distinct regions. Most of the great performers of the late 19th and early 20th centuries were born and brought up in Russia and Eastern Europe. I asked Isaac Stern, one of the world's greatest violinists, the reason for this phenomenon. "It is very clear," he told me. "They were all Jews (犹太人) and Jews at the time were severely oppressed and ill-treated in that part of the world. They were not allowed into the professional fields, but they were allowed to achieve excellence on a concert stage." As a result, every Jewish parent's dream was to have a child in the music school because it was a passport to the West.

Another element in the emergence of prodigies, I found, is a society that values excellence in a certain field and is able to nurture (培育) talent. Nowadays, the most nurturing societies seem to be in the Far East. "In Japan, a most competitive society, with stronger discipline than ours," says Isaac Stern, "children are ready to test their limits every day in many fields, including music. When Western music came to Japan after World War II that music not only became part of their daily lives, but it became a discipline as well." The Koreans and Chinese, as we know, are just as highly motivated as the Japanese.

That's good thing, because even prodigies must work hard. Next to hard work, biological inheritance plays an important role in the making of a prodigy. J.S.Bach, for example, was the top of several generations of musicians, and four of his sons had significant careers in music.

1998.1.P.4

Section 1

说明现象之一:小提琴神童集中出现在某些地区。

Section 2

说明现象之二:神童现象反映了这样一个事实——那些崇尚“杰出”的社会能够培育天才。

Section 3

总结上述现象:神童的培养一靠勤奋,二靠天赋。

● 点评

本文意在说明音乐神童是天赋+勤奋的产物。第一、二段具体描述了犹太人和日本人对孩子的培养,以说明 hard work 的重要作用,第三段总结前两段的内容,阐述了一条事实: hard work 和 biological inheritance 在神童的培养方面起着重要作用。在说明方法上,本文采用了分述—总述的归纳法,引导考生从具体事实归纳出一般的结论。

一般而言,重描述的说明文考细节问题更多些,所以考生面对这类文章应当较有信心。

三、阅读材料的题型分析与相应对策

四级阅读理解题尽管提问方式变化多样,但大致可以分为主观类题型和客观类题型。主观类题型侧重考查考生依据已知信息、细节进行推理判断的能力;客观类题型则侧重考查考生对文章细节、事实的辨别能力。下面是1995~2002年阅读全真试题题型分布表:

考 题 题 型	2002 年	2001 年	2000 年			1999 年		1998 年		1997 年		1996 年		1995 年			总数	比例
	1	6	12	6	1	6	1	6	1	6	1	6	1	6	1			
主旨题	5	1	3	2	2	1	3	2	3	1	4	3	3	2	4	39	13%	
细节题	7	10	7	8	7	8	10	8	10	12	7	12	6	13	5	130	43%	
推理题	7	9	8	8	10	8	5	7	5	5	2	4	10	4	4	96	32%	
语义题	1	0	2	2	1	3	2	3	2	2	7	1	1	1	7	35	12%	

由上表可以看出,细节题和推理题在每套题中占了较大比例,而主旨题和语义题的比例较小。由此可见,四级阅读试题测试重点在:

1. 掌握所读材料的主旨和大意;
2. 把握与主旨和大意有关的事实和细节;
3. 依据事实和细节做出合理推断;
4. 根据上下文判断词汇、短语、句子的含义。

1. 主旨类试题及应对策略:

主旨类试题的目的在于考查考生对文章的主题、标题、中心思想的理解程度和区别主要信息和次要信息的能力。常见的提问方式有:

- (1) What is the main idea of the passage?
- (2) What is the author's purpose in writing the passage?
- (3) What is the passage mainly about?
- (4) Which of the following statements best expresses the main idea of the passage?
- (5) Which of the following can be the best title of the passage?
- (6) Which of the following best summarizes the author's opinion?

主旨是一篇文章或一个段落的核心,是作者写作意图的体现,其表现形式因体裁和论证方式的不同而有所不同。就四级考试而言,文章或段落的主旨通常以主题句(topic sentence)的形式出现。

那么,如何辨别主题句呢?一般而言,主题句具有语意完整、形式简洁、观点明确的特征,给人以“一言破的”的感觉。

在演绎类文章中,语篇主题句和段落主题句一般位于篇章或段落的开头部分,开头就明确主题,然后展开讨论。本节第一例就属此类文章,如果将四段的段首句(划线部分)单独提出来,则构成相对完整的语段:

- (1) The appeal of advertising to buying motives can have both negative and positive effects. (...)
- (2) Sometimes advertising is intentionally misleading. (...)
- (3) On the positive side, emotional appeals may respond to a consumer's real concerns. (...)
- (4) Each consumer must evaluate her or his own situation. (...)

35. The passage is mainly about

- _____.
- A) how to make a wise buying decision
 - B) ways to protect the interests of the consumer
 - C) the positive and negative aspects of advertising
 - D) the function of advertisements in promoting sales

● 点评

这样,把这篇文章的主题思想浓缩在四句话中,在回答主旨类问题的时候,就如同探囊取物了。

在归纳类文章中,主旨句多出现在段末或篇末,作为由具体事实引出的一般结论。本书第二例/就属此类文章(原文参见本节第二部分)。作者在前两段的段首以主题句的形式分别描述了神童培养的两个特征:

- ① Violin prodigies have come in distinct waves from distinct regions.

② Another element in the emergence of prodigies is a society that values excellence in a certain field and is able to nurture talent.

作者想通过这两个特征说明什么问题呢? 考生在前两段找不到相应的概括性语句。在最后一段, 作者才一语中的: "... even prodigies must work hard. Next to hard work, biological inheritance plays an important role in the making of a prodigy." 据此分析, 该短文阅读理解第30题对主题的提问, 也就不难回答了:

30. Which of the following titles best summarizes the main idea of the passage?

- A) Jewish Contribution to music. C) Music and Society.
B) Training of Musicians in the world. D) The Making of Prodigies.

【答案】D)。

当然在某些情况下, 主题句也出现在文章中间或结尾, 请看下面实例:

Where do pesticides fit into the picture of environmental disease? We have seen that they now pollute soil, water, and food, that they have the power to make our streams fishless and our gardens and woodlands silent and birdless. Man, however much he may like to pretend the contrary, is part of nature. **Can he escape a pollution that is now so thoroughly distributed throughout our world?**

We know that even single exposures to these chemicals, if the amount is large enough, can cause extremely severe poisoning. But this is not the major problem. The sudden illness or death of farmers, farm workers, and others exposed to sufficient quantities of pesticides are very sad and should not occur. **For the population as a whole, we must be more concerned with the delayed effects of absorbing small amounts of the pesticides that invisibly pollute our world.**

...

1995.6.P.4

以设问形式引出要论述的主题——在污染如此普遍的环境黑人能否逃避。

段尾句概括全文主题。

● 点评

该文是较为典型的归纳+演绎推理文章。第一段首先指出杀虫剂对环境和动植物造成的危害, 既而以设问形式引出要论述主题(最后一句)。第二段同样以归纳法先举出具体事实, 然后得出一般结论。由第二句的 But 可知, 该段主题句应当在 But 之后。根据后一句中的 "We must be more concerned with..." 可以断定, 作者所说的 "major problem" 实际上就是 "the delayed effects of absorbing small amounts of the pesticides..."。这是一个段尾主题句作为全文主题的典型例子。

小结: 对文章主题的判断相对于其他判断推理类试题更具可操作性: 一来它通常以主题句的形式体现出来, 而主题句具有明显的语言特征和位置特征, 较易为考生所识别; 二来备选答案中, 正确答案与干扰项之间也有较明显的差别。一般而言, 干扰项相对前者内容更具体, 或者说较片面, 而正确答案应当具有和主题句相似的语言特征: 简明、扼要, 既不过于笼统, 也不过于具体。

根据以上分析, 考生在回答主旨类问题时, 应注意以下几点:

- ☆ 指出或归纳每段的主题句和结论句;
- ☆ 将主题句与结论句连句成篇, 得出全文主旨;
- ☆ 对比各项, 作出判断。

2. 逻辑推理类试题与应对策略

逻辑推理题考查考生根据已知信息进行判断、推理, 以得出合理结论的能力。与主旨题相比, 推理题更加注

重对文章深度的理解,要求不仅读懂文章,还要领会作者的言外之意。它既可针对文章的总体进行提问,也可针对某个细节进行提问。

1995~2002年四级全真考题阅读部分的判断推理题大致有以下两大类:

(1)综合推理判断类

顾名思义,这种试题并非要求考生就某个事实或细节展开推理、作出判断,也非要求考生对主旨大意进行辨别、选择,而是要求综合地运用已知信息,作出总结性的判断。这种题型实际上意在考查考生的归纳分析能力。根据作者粗略统计,在91道推理类试题中,综合类推断题共39道,占一半左右。由此可见,随着考试对象语言能力的不断提高,四级阅读测试已从过去的注重细节辨别和细节判断逐步过渡到综合判断与细节判断并重的阶段。因此如何发挥语言技能、提高综合判断能力应当成为考生认真思考并加以解决的问题。

下面就39道综合推理题分门别类进行评述:

① 推断作者态度与观点

这类试题测试考生综合分析和归纳能力,提问形式大致有:

What is the author's overall attitude toward...?

What is the author's opinion about...?

The author's attitude towards the speaker's remarks is...

What does the author think about...?

Which of the following is the author's view on...?

Which of the following is the author's advice to the reader?

Why does the author say that...?

一般而言,作者的态度与观点可以通过文章主旨句和段落主题句等显性标志予以判断,但是有时主旨句本身就隐含在字里行间,需要综合上下文信息及作者的措词(如词义褒贬等主观词汇)才能辨别出来。请看下例:

The fridge is considered a necessity. It has been so since the 1960s when packaged food first appeared with the label: "store in the refrigerator."

In my fridgeless Fifties childhood, I was fed well and healthily. The milkman came daily; the grocer, the butcher (肉商), the baker, and the ice-cream man delivered two or three times a week. The Sunday meat would last until Wednesday and surplus (剩余的) bread and milk became all kinds of cakes. Nothing was wasted, and we were never troubled by rotten food. ***Thirty years on, food deliveries have ceased, fresh vegetables are almost unobtainable in the country.***

The invention of the fridge contributed comparatively little to the art of food preservation. A vast way of well-tried techniques already existed — natural cooling, drying, smoking, salting, sugaring, bottling.

What refrigeration did promote was marketing — marketing hardware and electricity, marketing soft drinks, marketing dead bodies of animals around the globe in search of a good price.

Consequently, most of the world's fridges are to be found, not in the tropics where they might prove useful, but in the wealthy countries with mild temperatures where they are

Section 1

提出论述主题:冰箱在人们生活中的必要性。

Section 2

举例说明冰箱的发明除了促销作用之外,对生活无多大意义。





climatically almost unnecessary. Every winter, millions of fridges hum away continuously, and at vast expense, busily maintaining an artificially-cooled space inside an artificially-heated house — while outside, nature provides the desired temperature free of charge.

The fridge's effect upon the environment has been evident, while its contribution to human happiness has been insignificant. If you don't believe me, try it yourself, invest in a food cabinet and turn off your fridge next winter. You may miss the hamburgers (汉堡包), but at least you'll get rid of that terrible hum.

1997.6.P.1

Section 3

得出结论:冰箱对环境有负面影响,而有益于生活的幸福。

12. Why does the author say that nothing was wasted before the invention of fridges?

- A) People would not buy more food than was necessary.
- B) Food was delivered to people two or three times a week.
- C) Food was sold fresh and did not get rotten easily.

D) People had effective ways to preserve their food.

13. Who benefited the least from fridges according to the author?

- A) Inventors.
- C) Manufacturers.
- B) Consumers.**
- D) Travelling salesmen.

15. What is the author's overall attitude toward fridges?

- A) Neutral.
- C) Objective.
- B) Critical.**
- D) Compromising.

12. 在第三段中,作者指出了在冰箱发明之前已经有行之有效的食物储存方法。由此可见,二、三段之间构成了逻辑上的因果关系,因而正确答案为D)。

13. 这道题考查考生在语篇层面上综合已知信息,进行归纳判断的能力。作者在第四段指出“*What refrigeration did promote was marketing...*”。在第五、六段,作者指出了冰箱的种种弊端,并作出结论“*...its contribution to human happiness has been insignificant*”。所以“最不受益者”应当是消费者本人。

15. 作者对冰箱的态度可以通过综合第三、四、五、六段的段首句(主题句)的内容得出。

以上三题是较为典型的有关作者观点、态度的综合判断题。

总之,判断作者的观点、态度,应当用联系的观点、综合的方法来进行,而不能依靠只言片语主观臆断。

② 推断语篇与段落主旨

这种试题要求考生在语段基础上,而不是在具体细节基础上进行归纳、概括和引申,通常的提问方式有:

It can be

{	inferred
	concluded

 from the passage (the first, second...paragraph) that...

We know/learn from the passage that...

It is implied from the first paragraph that...

According to the passage,...

The first(second,...) paragraph mainly discusses...

做这类题目应把握一条最基本的原则——你的推论应当以文章主旨或段落主题为基础,不能无原则地任意猜测。请看下例:

It is, everyone agrees, a huge task that the child performs when he learns to speak, and the fact that he does so in so short a period of time challenges explanation.

Language learning begins with listening. Individual children vary greatly in the amount of listening they do before they start speaking, and late starters are often long listeners. Most children will “obey” spoken instructions some time before they can speak, though the word obey is hardly accurate as a description of the eager and delighted cooperation usually shown by the child. Before they can speak, many children will also ask questions by gesture and by making questioning noises.

Any attempt to trace the development from the noises babies make to their first spoken words leads to considerable difficulties. It is agreed that they enjoy making noises, and that during the first few months one or two noises sort themselves out as particularly indicative of delight, distress, sociability, and so on. But since these cannot be said to show the baby's intention to communicate, they can hardly be regarded as early forms of language. It is agreed, too, that from about three months they play with sounds for enjoyment, and that by six months they are able to add new sounds to their repertoire(能发出的全部声音). This self-imitation leads on to deliberate(有意识的) imitation of sounds made or words spoken to them by other people. The problem then arises as to the point at which one can say that these imitations can be considered as speech.

1997.1.P.3

Section 1

提出议论的话题。

Section 2

详细解释孩子学话的过程。

62. 第三段的段首句为该段的主旨句,由此可见,该段应围绕“development”的过程来解释“为什么是困难的”。

62. The third paragraph is mainly about ____.

- A) the development of babies' early forms of language
- B) the difficulties of babies in learning to speak
- C) babies' strong desire to communicate
- D) babies' intention to communicate

64. From the passage we learn that ____.

- A) early starters can learn to speak within only six months
- B) children show a strong desire to communicate by making noises
- C) imitation plays an important role in learning to speak
- D) children have various difficulties in learning to speak

64. 该题涉及全文内容,而第三段包含了作者对该文主题的结论,即“婴儿学语是一项艰巨的任务”。作者在第三段用了一个词“imitation”概括了这一过程,并指出,问题在于什么时候这种 imitation 才被看做是在说话(speak)。如上所述,自然可以推出结论。

小结:综合判断类试题是考生最难以把握的试题。好多考生反映,四级阅读题与平时做的练习不一样,文章好懂,答案难选。其实所谓“好懂”只是虚假的表象,如果连文章的总体框架、段与段、细节与细节的联系还没搞清楚,就一头扎进题里,结果只能是“混水摸鱼”,逮着谁算谁。相反,如果在做题之前把眼光放得高一些,理清文章脉络,条条框框,那么再综合的试题也会令你“游刃有余”了。

(2) 细节推理判断类

这类题目既不同于综合类试题,也不同于考细节的转述题(paraphrase),而是要求考生依据某一细节进行合理地推论,推论的结果一般是该细节的言外之意。通常的提问方式既可按照综合题的模式进行(只不过提问对象变得更具体),也可就某个细节直接提问。如:

We learn from the first (the second, third...) paragraph that _____.

It can be inferred from the passage that _____.

According to the passage, _____.

It can be concluded from...’s remarks that _____.

Which of the following words can best describe...?

Which of the following is TRUE according to the passage?

做这类试题应把握的原则就是,你所作的选择应当是“身在其外而意在其中”,即我们通常所说的“实际是说...”。总之,不能脱离该细节的上下文来想像、推理。请见下例:

The concept of “environment” is certainly difficult and may even be misunderstood; but we have no handy substitute.

It seems simple enough to distinguish between the organism and the surrounding environment and to separate forces acting on an organism into those that are internal and biological and those that are external and environmental. ***But in actual practice this system breaks down in many ways,*** because the organism and the environment are constantly interacting so that the environment is modified by the organism and vice versa(反之亦然).

...

1996.1.P.3

61. Which of the following words can best describe the popular understanding of “environment” as the author sees it?

A) Elaborate.

B) Prejudiced.

C) Faultless.

D) Oversimplified.

● 点评

该题意在考查考生对该段第二句的理解,即“区别有机物与周围环境,以及把作用于有机物上的力分为内部和外部的、生物的和环境的,这样做似乎非常容易,但实际并非如此”。

...

Responsible public health officials have pointed out that the biological effects of chemicals are cumulative(积累的) over long periods of time, and that the danger to the individual may depend on the sum of the exposures received throughout his lifetime. For these very reasons the danger is easily ignored. It is human nature to shake off what may seem to us a threat of future disaster. “Men are naturally most impressed by diseases which have obvious signs,” says a wise physician, Dr. Rene Dubos, “yet, some of their worst enemies slowly approach them unnoticed.”

1995.6.P.4

40. It can be concluded from Dr. Dubos’ remarks that _____.

A) People find invisible diseases difficult to deal with

B) attacks by hidden enemies tend to be fatal

C) diseases with obvious signs are easy to cure

D) people tend to overlook hidden dangers caused by pesticides

● 点评

这道题不同于一般的转述,不是要求考生解释这句引语的意思,而是要求推断说话者通过这句话想表达什么样的观点。

细节推断题的另一种题型就是是非判断题。这种题型在1995~2002年1月四级全真阅读题中只出现过两次:1998年6月第24题和1998年1月第16题。其提问方式为:

Which of the following statements is true? (24题/98.6)

A modern newspaper is remarkable for all the following except its . (16题/98.1)

是非判断题之所以在近几年的四级考题中越来越少,原因大概如我国著名语言测试学专家刘润清教授所说:“Which of the following is not true?”、“Which of the following is not included in the text?”,还有“The following statements are true except ...”这几种形式,一些研究者认为不太合适。原因是四个选项中有三个是课文上的内容,读了课文,选择就比较容易。排除一个选项对绝大多数考生而言并非难事,因而出这类题也就意义不大了。如考虑到题型的全面性和平衡性,可以换个说法,如果改为 Which is true according to the passage? 的形式,考生会犯些思量,难度要比否定提问形式大得多,如1998年6月的24题即属此类。具体例子参阅相应考题,在此不一一赘述。

3. 细节类试题及应对策略

细节类试题的提问方式灵活多变,对象涉及短文的各种具体细节,如时间、地点、原因、结果、方式等。这类题目的一个共同特点是,答案一般都能在文章中直接找到。但是有时候,出题人为了增加考题难度,会有意避开文中所用的词汇,而用该词的同义词或解释(paraphrase)。在这种情况下,考生需要依据题干涉及的细节,按图索骥,找到出处,再对比选项作答。请看实例:

...
After a year or so, however, I still hadn't gotten a break and began to doubt myself. It was so hard to sell a story that barely made enough to eat. But I knew I wanted to write. I had dreamed about it for years. I wasn't going to be one of those people who die wondering, What if? I would keep putting my dream to the test—even though it meant living with uncertainty and fear of failure. This is the shadowland of hope, and anyone with a dream must learn to live there.

1997.1.P.2

暗示前后两句的因果关系。

58. Why did the author begin to doubt himself after the first year of his writing career?

A) He wasn't able to produce a single book.

B) He hadn't seen a chance for the better.

C) He wasn't able to have a rest for a whole year.

D) He found his dream would never come true.

● 点评

这道题实际考查考生对第一句中 break 的理解。break 在此意为“机会,运气”,这里“没有机会”意思是看不到情况好转的迹象。“hadn't seen a chance for the better”是对“hadn't gotten a break”的解释。

这类题目虽然难度不大,但对有些考生而言,困难在于找不到相应的出处。这一方面是由于细节量大,且位置不固定,另一方面是由于一篇短文的细节大多说明一个主题,都或多或少地存在相似性。因此考生有时候要花很多时间才能找准答案的出处。为了解决这一问题,考生在浏览(skim)全文的时候,将标志主要事实或细节的语言标志做记号,这样在做与此相关的题目时会大大节省时间。

下面是需要划出的语言标志:

(1) 与主旨大意有关的重要事实或细节,如举例、引用、调查、实验、结果等,体现在语言形式上有:for example, that is, a case in point, it is essential 等等;

(2) 表示因果关系的词语,如:because, since, so, therefore, with-短语, and, as a result, result in, stem

from, in that, derive from 等,以及冒号、破折号等标点符号;

(3) 表示转折对立关系的词语,如:while, however, but, although, yet, still, in fact, on the other hand, on the contrary 等。

4. 词汇与语义类试题及应对策略

该类题型主要考查考生在语篇水平上正确理解词、短语或句子的能力。出题对象一般为文中的关键词语,如生词、多义词、复杂句式等。考生在选择时应当依据上下文确定其含义(contextual meaning),切忌断章取义或望文生义。

根据作者粗略统计,1995~2002年1月15套四级阅读考题中涉及词汇或语义的题共35道,归结起来大体分为三类:

(1) 词义辨别题。该题型涉及熟词生义和生词辨义,其提问方式有:

The word “...” most probably means/refers to “_____”.

The word “...” stands for _____.

The phrase “...” is closest in meaning to “_____”.

According to the passage, the phrase “...” means _____.

The phrase “...” probably refers to _____.

这类考题共有18道,其中采用第一种提问形式的就占了11道。它们是:

2002年1月 31题 [熟词辨义]

2000年12月 33题 [生词辨义]

2000年6月 54题 [熟词生义]

2000年1月 39题 [熟词生义]

1999年6月 28题 [生词辨义]

1999年1月 38题 [生词辨义]

1998年6月 23题 [熟词生义]

1998年1月 14题 [生词辨义]

1996年1月 5题 [生词辨义]

36题 [生词辨义]

1995年6月 33题 [熟词生义]

1995年1月 23题 [生词辨义]

由上述统计判断,四级阅读全真题中的词义题以生词辨义为主。如何依据上下文的线索辨别词义是考生应特别注意的问题。

一般来讲,四级考题涉及到的生词的含义可以通过以下两种方法推测:

① 根据上下文的暗示。例如:

...

Learning to read involves all that each individual does to make sense of the world of printed language. Almost all of it is private, for learning is an occupation of the mind, and that process is not open to public scrutiny.

...

1999.1.P.4

38. The word “scrutiny” (Line 3, Para.3) most probably means “_____”.

- A) inquiry C) control
B) observation D) suspicion

● 点评

上文指出“Almost all of it (learning) is private”,下文又指出“that process (learning) is not open to public scrutiny.”由此可见,public scrutiny 与 private 是相对的概念。如果将选项中的词分别替换 scrutiny,可以判断只有B)符合原文。

② 根据上下文的逻辑关系。例如:

... In fact, they say that if their companies are to compete in the global village and in the global market place, diversity is an imperative ...

1998.6.P.4

36. The word “imperative” (Line 5, Para.1) most probably refers to something.

- A) superficial C) debatable
B) remarkable D) essential

● 点评

在上文中没有相关词汇可以借助来推测 imperative 的含义,但根据该句的逻辑关系“如果他们的公司要参与全球竞争的话,多样化是的”,由此推断,空白处应意为“必要的,必需的”等等。因此D)应为正确答案。

其他情况如短语的辨义等也可以通过上述两种办法来进行,至于词根词缀辨义法,在四级考试中较少采用,不过考生可以在平时多积累一些这方面的知识,以备不时之需。

(2)语义转述题。转述即重新解释(paraphrase)题干中的短语或句子。这类语句一般具有以下特点:

- ①与文章主旨或段落主题密切相关;
- ②在语言形式或语法结构上有一定难度,不易理解;
- ③在特定上下文中有特定含义。

据作者粗略统计,在1995~2000年全真考题中涉及语义转述的题共10道。现举例说明:

...
A status has been compared to ready-made clothes. With-in certain limits, the buyer can choose style and fabric. **But an American is not free to choose the costume (服装) of a Chinese peasant or that of a Hindu prince.** We must choose from among the clothing presented by our society. Furthermore, our choice is limited to a size that will fit, as well as by our pocket-book (钱包). Having made a choice within these limits we can have certain alterations made, but apart from minor adjustments, we tend to be limited to what the stores have on their racks. Statues too come ready made, and the range of choice among them is limited.

1997.1.P.1

55. By saying that “an American is not free to choose the costume of a Chinese peasant or that of a Hindu prince”, the writer means ____.

- A) different people have different styles of clothes
- B) ready-made clothes may need alterations
- C) statues come ready made just like clothes
- D) our choice of statues is limited

● 点评

题干引语实际为该段主题句的举例说明。分析段首句和段尾句的关系,考生不难判断主题句为:“社会身份就像一件成衣一样是既成的,其选择范围是有限的”。

其他类例请参阅:

1999年1月26题 1998年1月24题

1997年6月11题 1997年1月59题、61题

1996年6月53题 1995年1月22题、38题、40题。

小结:做这类题时,一定要注意依据文章主旨或段落主题来理解语句含义,此外,如果句子很长,应首先分析句子结构,不可因对句子结构分析错误而导致误解句子含义。

(3)语义指代题。这类题型主要考查考生对相关成分复指关系的辨别能力。指代(reference)是作者为避免重复,用替代词(substitute word)代替上文出现的名词或名词短语(referent)的写作手法。替代词一般是代词,如it, they, them等,也可以是名词。提问方式一般为:

The word “it (such, they, that...)” refers to /stands for “_____”.

What does the word “they (them, it, he,...)” refer to?