

历年全真硕士研究生 英语入学考试阅读分类解析

徐蔚 主编

了解出题思路

掌握高频词汇

提高阅读技巧

决胜英语考场



清华大学出版社

历年全真硕士研究生英语 入学考试阅读分类解析

徐 蔚 主编

清华大学出版社
北 京

内 容 简 介

本书旨在帮助广大考研的读者在有限时间内攻克阅读难关,有效提高英语考试水平。

本书分为三章。第1章从阅读题型上进行分类解析,帮助读者了解各种试题类型,提高判断能力。第2章包括了自1990年到2004年考研阅读部分的全部真题,并从内容上进行分类,辅以答案解析和全文翻译。第3章根据真题的题型提供了难度相当,内容丰富的阅读篇章,同时提供了答案解析,为读者提供有效的针对性练习。

全书共有历年真题62篇,模拟阅读90篇,各类题型分析12篇。通过从结构到内容的分析讲解,将帮助读者提高阅读技巧,为在短期内攻克阅读难关指点迷津。

版权所有,翻印必究。举报电话:010-62782989 13501256678 13801310933

本书封面贴有清华大学出版社防伪标签,无标签者不得销售。

本书防伪标签采用特殊防伪技术,用户可通过在图案表面涂抹清水,图案消失,水干后图案复现;或将表面膜揭下,放在白纸上用彩笔涂抹,图案在白纸上再现的方法识别真伪。

图书在版编目(CIP)数据

历年全真硕士研究生英语入学考试阅读分类解析/徐蔚主编. —北京:清华大学出版社,2005.6
ISBN 7-302-10733-5

I. 历… II. 徐… III. 英语—阅读教学—研究生—入学考试—自学参考资料 IV. H319.4

中国版本图书馆CIP数据核字(2005)第026044号

出 版 者: 清华大学出版社

<http://www.tup.com.cn>

社 总 机: 010-62770175

地 址: 北京清华大学学研大厦

邮 编: 100084

客户服务: 010-62776969

责任编辑: 魏江江

封面设计: 杨 兮

印 刷 者: 北京市清华园胶印厂

装 订 者: 三河市新茂装订有限公司

发 行 者: 新华书店总店北京发行所

开 本: 185×260 印张: 22.5 字数: 656千字

版 次: 2005年6月第1版 2005年6月第1次印刷

书 号: ISBN 7-302-10733-5/H·643

印 数: 1~3000

定 价: 29.00元

就笔者多年的考研辅导经验表明,历年的真题足够复习之用。首先,在真题阅读里学单词,在真题里提高阅读能力,在真题里悟出解题要领,真题里涵盖了所有大纲难词的常考用法,所以真题首先是深化词汇学习的蓝本。其次考研文章的选材特点都有继承性,句子的复杂程度、文章的难度和常考的领域都有重复性,选用其他的阅读材料未必与考研贴近,所以精读真题,深入分析每一篇文章的难句结构、段落结构,熟悉常考领域的词汇和引申的意思是提高考研阅读水平的捷径。因为考研阅读是阅读水平达到一定水准之后才可谈及的技巧,所以精读真题是提高考研英语成绩所必须做的功课。在复习的时候每天做几篇阅读,力求捉住作者和出题者字里行间的所有秘密,一段时间之后就会觉得很有效果。在读通文章后,还有一件事情要做,就是仔细分析题目和答案,考研的题目“陷阱”很多,要慢慢领悟。

考研英语的题目出得很细,必须对作者的态度把握好,必须洞悉作者观点的变化之处。首先,这些题目都是中国命题专家根据中国学生的习惯思维和做题习惯出的,因此很多题目都非常容易做错,而且如果总是按着自己的思路想的话,还会越想越觉得题目出得离谱。等隔一段时间再做一遍,就会发现,上次做对的还是对的,上次做错的还是错的。这是我的学生们常常感到的难解的困惑。如此不加改进地一直练到考试,做题水平也不会有令人惊喜的进步。关键的问题就是出题人不是你,是那些整天琢磨着难住你的专家们。所以只有一条路了:改变自己,把自己的思路往专家的思路上靠,靠得越近就越容易做对题。这个靠的过程,可以从手头上的阅读参考书上得到一些启发,而消化还得是在做真题的过程中不断地总结和体会。

总之,在这里我强调的就是千万不要忽略了历年真题的作用,利用好真题能带来事半功倍的效果。

为了有效提高阅读的正确率,本书提供了自1990年至2004年的全部阅读理解内容,并附有关键词汇、答案注释,全文翻译还有模拟阅读。考生在自读自测时,每篇阅读时间为12~14分钟。

我们相信,通过对全真阅读的分类解析,以及模拟试题的实践,你将卓有成效地提高阅读水平,增强英语实力,在考试中旗开得胜。祝您从此走上成功之路!

编者

目录

CONTENTS

第 1 章 阅读题型分类解析	1
1.1 细节类	1
1.2 推断类	4
1.3 主旨类	6
1.4 语义类	9
1.5 是非类	12
1.6 作者态度类	15
第 2 章 历年真题分类解析	19
2.1 政治经济类	19
1993 年 Passage 2	19
1993 年 Passage 3	22
1995 年 Passage 1	24
1996 年 Passage 3	26
1997 年 Passage 5	29
1998 年 Passage 2	31
1998 年 Passage 4	34
1999 年 Passage 4	37
2000 年 Passage 1	39
2000 年 Passage 4	42
2001 年 Passage 4	44
2002 年 Passage 3	47
2003 年 Passage 3	50
2004 年 Passage 3	52
2.2 社会文化类	55
1990 年 Passage 3	55
1991 年 Passage 1	57
1991 年 Passage 2	59
1992 年 Passage 1	62
1992 年 Passage 3	65
1993 年 Passage 1	67
1994 年 Passage 3	70
1995 年 Passage 2	72
1995 年 Passage 4	74
1996 年 Passage 1	76

1996 年 Passage 2	78
1996 年 Passage 4	81
1997 年 Passage 2	83
1997 年 Passage 4	86
1999 年 Passage 1	88
1999 年 Passage 3	91
1999 年 Passage 5	93
2000 年 Passage 3	96
2000 年 Passage 5	98
2001 年 Passage 1	101
2001 年 Passage 2	103
2001 年 Passage 3	106
2001 年 Passage 5	109
2002 年 Passage 1	112
2002 年 Passage 2	114
2004 年 Passage 2	117
2004 年 Passage 4	120
2.3 科普知识类	122
1990 年 Passage 1	122
1991 年 Passage 3	124
1992 年 Passage 2	126
1994 年 Passage 2	129
1994 年 Passage 4	131
1994 年 Passage 5	133
1995 年 Passage 3	135
1995 年 Passage 5	138
1996 年 Passage 5	140
1997 年 Passage 1	142
1997 年 Passage 3	145
1998 年 Passage 1	147
1998 年 Passage 3	149
1998 年 Passage 5	152
1999 年 Passage 2	154
2000 年 Passage 2	157
2002 年 Passage 4	159
2003 年 Passage 1	162
2003 年 Passage 2	165
2003 年 Passage 4	168
2004 年 Passage 1	171
第 3 章 模拟试题分类解析	175
3.1 政治经济类	175

模拟阅读试题 Passage 1	175
模拟阅读试题 Passage 2	177
模拟阅读试题 Passage 3	178
模拟阅读试题 Passage 4	180
模拟阅读试题 Passage 5	183
模拟阅读试题 Passage 6	185
模拟阅读试题 Passage 7	187
模拟阅读试题 Passage 8	189
模拟阅读试题 Passage 9	190
模拟阅读试题 Passage 10	192
模拟阅读试题 Passage 11	194
模拟阅读试题 Passage 12	196
模拟阅读试题 Passage 13	198
模拟阅读试题 Passage 14	200
模拟阅读试题 Passage 15	202
模拟阅读试题 Passage 16	204
模拟阅读试题 Passage 17	206
模拟阅读试题 Passage 18	208
模拟阅读试题 Passage 19	211
模拟阅读试题 Passage 20	212
模拟阅读试题 Passage 21	214
模拟阅读试题 Passage 22	217
模拟阅读试题 Passage 23	218
模拟阅读试题 Passage 24	220
模拟阅读试题 Passage 25	223
模拟阅读试题 Passage 26	225
模拟阅读试题 Passage 27	227
模拟阅读试题 Passage 28	229
模拟阅读试题 Passage 29	231
模拟阅读试题 Passage 30	233
3.2 社会文化类	235
模拟阅读试题 Passage 1	235
模拟阅读试题 Passage 2	237
模拟阅读试题 Passage 3	239
模拟阅读试题 Passage 4	241
模拟阅读试题 Passage 5	243
模拟阅读试题 Passage 6	245
模拟阅读试题 Passage 7	247
模拟阅读试题 Passage 8	249
模拟阅读试题 Passage 9	251
模拟阅读试题 Passage 10	253
模拟阅读试题 Passage 11	255



模拟阅读试题 Passage 12	256
模拟阅读试题 Passage 13	258
模拟阅读试题 Passage 14	260
模拟阅读试题 Passage 15	262
模拟阅读试题 Passage 16	264
模拟阅读试题 Passage 17	266
模拟阅读试题 Passage 18	267
模拟阅读试题 Passage 19	269
模拟阅读试题 Passage 20	271
模拟阅读试题 Passage 21	273
模拟阅读试题 Passage 22	275
模拟阅读试题 Passage 23	276
模拟阅读试题 Passage 24	278
模拟阅读试题 Passage 25	280
模拟阅读试题 Passage 26	282
模拟阅读试题 Passage 27	284
模拟阅读试题 Passage 28	286
模拟阅读试题 Passage 29	288
模拟阅读试题 Passage 30	290
3.3 科普知识类	292
模拟阅读试题 Passage 1	292
模拟阅读试题 Passage 2	294
模拟阅读试题 Passage 3	296
模拟阅读试题 Passage 4	298
模拟阅读试题 Passage 5	300
模拟阅读试题 Passage 6	302
模拟阅读试题 Passage 7	304
模拟阅读试题 Passage 8	306
模拟阅读试题 Passage 9	308
模拟阅读试题 Passage 10	310
模拟阅读试题 Passage 11	311
模拟阅读试题 Passage 12	313
模拟阅读试题 Passage 13	315
模拟阅读试题 Passage 14	317
模拟阅读试题 Passage 15	319
模拟阅读试题 Passage 16	320
模拟阅读试题 Passage 17	322
模拟阅读试题 Passage 18	324
模拟阅读试题 Passage 19	325
模拟阅读试题 Passage 20	327
模拟阅读试题 Passage 21	329
模拟阅读试题 Passage 22	331



模拟阅读试题 Passage 23	332
模拟阅读试题 Passage 24	334
模拟阅读试题 Passage 25	336
模拟阅读试题 Passage 26	338
模拟阅读试题 Passage 27	340
模拟阅读试题 Passage 28	342
模拟阅读试题 Passage 29	344
模拟阅读试题 Passage 30	346

第1章

阅读题型分类解析

硕士研究生入学考试最新阅读理解由 A、B 两部分组成。A 部分共 40 分,由四篇文章组成,每篇文章后有五道题目,每题后有四个选项,要求考生根据文章内容从每题的四个选项中选出一个最佳答案。本部分考试的目的是测试考生通过阅读获取信息的能力,要求理解既准确又有一定的速度。阅读理解 B 部分共 10 分,由一篇文章组成,要求将五处划线部分译成汉语,测试考生正确理解英语书面材料并用汉语准确、完整、通顺地表达其意思的能力。阅读理解试题 A 部分的类型主要有以下几种:

- 细节类——提问与本文主题大意有关的事实和细节。
- 推断类——提问文章中没用文字直接表达但却暗含出来的观点以及某段或整篇文章的含义等。
- 主旨类——提问本篇文章的主题思想(即中心大意)。
- 语义类——提问文章中出现的一些超出大纲范围的词汇及短语的意思;考查既理解单句的意义,也理解上下句之间的逻辑关系。

- 是非类——询问文中所述事实的真实性或非真实性。
- 作者态度类——提问文章中提到的某些观点及作者对这些观点的态度。

1.1 细节类

细节题(或关键信息题)(45%, 10~12 道题, 20 分左右)在考研英语中是考得最多的题型。该类题主要考查考生对所读文章具体细节的理解。细节题的内容包罗万象,有什么样的内容就有什么样的细节。但是无论问什么,都会有一定的命题范围。如果是说明文,涉及某个事件、某个人物、某种现象,通常会问这样一些问题:1)起因、过程(发展)、结果、意义,2)时间、地点、人物、特征,3)步骤、方法、条件、目的,4)年代、数据、倍数。如果是议论文,命题范围通常围绕这样一些问题:观点(有新旧之分)、举证(有赞成反对之分)、事实、数据、结论、态度等。细节题题干中常见的疑问词有 what, who, which, where, when, why, how; 另外有一些词或词组也常用于题干中,例如 from, because of, because, according to, by (表示方式方法)等。除此之外,还有众多的不带疑问词的题干,以未完全的陈述句形式出现,它们没有什么特定的形式,问题取决于文章的内容。

1. 提问方式

- What causes...?
- Why does the author mention...?
- How many...?
- Where in the passage does the author describe...?
- What time does the writer think is...?
- What does the author pay least attention to...?
- How may... does somebody do something?
- Where is... located?
- What does somebody do?

How did something happen?

When was something done?

Which of the following people should (not) do?

We can see from... that _____.

The followings are the reasons for... except _____.

The reason for... is that _____.

We can see from the available statistics that _____.

The foremost reason why the BBC has to reject itself is no other than _____.

A technological can be compared to an artist because _____.

Why was the Inner London Education Authority abolished?

Before 1972 _____.

2. 答题技巧

解答这类题型宜用扫读法。扫读法也称为查读法 (fast reading)、寻读法 (searching reading)、捷效阅读法 (expeditious reading)。这种方法的目的是找出某些特定的信息,或回答阅读理解题所需要的事实及依据。在对通篇文章疏而不漏的快速扫描中,迅速定位信息点,而和内容无关或关系不大的部分则可一带而过。在通读文章一遍或两遍的基础上,带着问题重新回到包含此问题的段落,以最快速度找到所需信息。一般来说,文章中均已提供了这些细节和事实,只要找到关键字句即可选出正确答案。找到后就不要再接着往下看,以节约时间做另外的题目。

分析阅读理解历届考题,可以发现考点是有一定规律的,且考点规律常与某种题型(主旨题、细节题、逻辑题、观点态度题、词义题)相对应。如果考生掌握了这些规律,就能在第一遍快速阅读短文时,敏锐地捕捉到考点并能预测可能会出的题型。考生此时应用笔在这些可能会出题的考点上轻轻划上记号,等看完短文开始做题时,针对题干的提问,迅速找到做记号的考点,再仔细分析、答题。这样,考生就能节省不少时间,从而避免开始做题时又要通阅全文盲目去找考点而花时间的。

3. 示例分析

例 1 (1994 年考题第 3 篇 62 题)

Exceptional children are different in some significant way from others of the same age. For these children to develop to their full adult potential, their education must be adapted to those differences. Although we focus on the needs of exceptional children, we find ourselves describing their environment as well. While the leading actor on the stage captures our attention, we are aware of the importance of the supporting players and the scenery of the play itself. Both the family and the society in which exceptional children live are often the key to their growth and development. And it is in the public schools that we find the full expression of society's understanding—the knowledge, hopes, and fears that are passed on to the next generation.

Education in any society is a mirror of that society. In that mirror we can see the strengths, the weaknesses, the hopes, the prejudices, and the central values of the culture itself. The great interest in exceptional children shown in public education over the past three decades indicates the strong feeling in our society that all citizens, whatever their special conditions, deserve the opportunity to fully develop their capabilities.

"All men are created equal." We've heard it many times, but it still has important meaning for education in a democratic society. Although the phrase was used by this country's founders to denote equality before the law, it has also been interpreted to mean equality of opportunity. That concept implies educational opportunity for all children—the right of each child to receive help in learning to the limits of his or her capacity, whether that capacity is small or great.

Recent court decisions have confirmed the right of all children—disabled or not—to an appropriate education, and have ordered that public schools take the necessary steps to provide that education. In response, schools are modifying their programs, adapting instruction to children who are exceptional, to those who cannot profit substantially from regular programs.

62. From this passage we learn that the educational concern for exceptional children _____.

- [A] is now enjoying legal support
- [B] disagrees with the tradition of the country
- [C] was clearly stated by the country's founders
- [D] will exert great influence over court decisions

分析

原文第四段指出 Recent court decisions have confirmed the right of all children—disabled or not—to an appropriate education, and have ordered that... 句中的 confirm 表示“批准”，两个谓语使用的都是现在完成时 have confirmed 和 have ordered，因此可以判定对特殊儿童进行特殊教育已经获得法律上的认可与支持，故选择[A]。而[B]项表达的内容与第四段前三句所陈述的相反；[C]项的判断结果也站不住，尽管本段第三句已经指出“国家创建者们的人人平等这一思想也包含了儿童平等受教育的权利”，但这并不能表明他们已经明确地表达了对特殊儿童教育的关怀。[D]项也与事实不符。

例2 (1995年考题第2篇57题)

There are two basic ways to see growth: one as a product, the other as a process. People have generally viewed personal growth as an external result or product that can easily be identified and measured. The worker who gets a promotion, the student whose grades improve, the foreigner who learns a new language—all these are examples of people who have measurable results to show for their efforts.

By contrast, the process of personal growth is much more difficult to determine, since by definition it is a journey and not the specific signposts or landmarks along the way. The process is not the road itself, but rather the attitudes and feelings people have, their caution or courage, as they encounter new experiences and unexpected obstacles. In this process, the journey never really ends; there are always new ways to experience the world, new ideas to try, new challenges to accept.

In order to grow, to travel new roads, people need to have a willingness to take risks, to confront the unknown, and to accept the possibility that they may “fail” at first. How we see ourselves as we try a new way of being is essential to our ability to grow. Do we perceive ourselves as quick and curious? If so, then we tend to take more chances and to be more open to unfamiliar experiences. Do we think we're shy and indecisive? Then our sense of timidity can cause us to hesitate, to move slowly, and not to take a step until we know the ground is safe. Do we think we're slow to adapt to change or that we're not smart enough to cope with a new challenge? Then we are likely to take a more passive role or not try at all.

These feelings of insecurity and self-doubt are both unavoidable and necessary if we are to change and grow. If we do not confront and overcome these internal fears and doubts, if we protect ourselves too much, then we cease to grow. We become trapped inside a shell of our own making.

57. When the author says “a new way of being” (Line 3, Para. 3), he is referring to _____.

- [A] a new approach to experiencing the world
- [B] a new way of taking risks
- [C] A new method of perceiving ourselves
- [D] a new system of adapting to change



分析

该题的关键在于对 being 一词的理解。How we see ourselves as we try a new way of being is essential to our ability to grow 是该段的主题句,概括性比较强,being 具体指何事物可以从主题句后的几个例子中加以判断。下文的三个例子都围绕一个中心,即我们的态度决定着我们的生活方式,那么 being 就是指“生存、存在”。a new way of being 是说“一种新的体验世界的生存方式”。因此该题答案为[A]。

1.2 推断类

推断题(20%, 3~4 道题, 6~8 分),推断题和细节题不同,这类题往往不能在所读的材料中找到现成的答案,必须在文章陈述事实基础上,根据所读材料提供的信息来推理,利用综合的、逻辑的及文化的线索挖掘未知成分的含义,从而得出合乎逻辑的推理。因此推断题有一定的难度,它是各类题型中最难的一种。阅读理解测试中涉及推理判断的面很广泛,凡是没有明确表达的意思,属于字里行间隐含的意思。这类问题不仅要求考生要弄懂相关段落或语句的字面意义,而且还能据此做出正确的推论,应付这类题目时,不仅要弄懂文章字面的意思,更重要的是要弄懂文章的含义和作者所给的提示。因此要细读全文,从字里行间理解其含义。关键要明确作者的观点以及写作该文的目的;要运用自己的知识进行由表及里的逻辑推理,挖出文章隐含的意义,做出正确合理的推论。推断题中常用的词有 infer, imply, suggest, conclude, assume, show 等。

1. 提问方式

The passage implies/suggests/shows that _____.

It implies/suggests/shows that _____.

It can be inferred/seen/concluded from the passage that _____.

The author suggests that _____.

The purpose of this passage is that _____.

We can learn/conclude from the passage that _____.

Judging from ... we find/know that _____.

Which of the following can be inferred?

Which of the following can be concluded from the passage?

Which of the following conclusions could best be drawn from the passage?

Based on the passage, we can assume/presume that _____.

The author implies that _____.

What is the tone of the passage?

The tone of the passage can best be described as _____.

Why does the author mention it?

2. 答题技巧

根据问题进行思考、分析和推理。通过对所给选择项的逐个分析,选出正确答案。另外考生务必注意的是,在答此类题时,切不可选择文中未加修改或文中直接陈述的事实作为正确选项。在解此类题型时,排除法是用得最多的一种方法。在做选择时要注意以下四点:

- 一定要在整体水平上了解全文。
- 把握阐述文章主题的重要细节。
- 分清是明述还是暗指,即言内还是言外。
- 做选择时,排除干扰信息(次要信息、语义干扰、无关信息),确定正确信息。

3. 示例分析

例1 (1996年考题第4篇64题)

What accounts for the great outburst of major inventions in early America—breakthroughs such as the telegraph, the steamboat and the weaving machine?

Among the many shaping factors, I would single out the country's excellent elementary schools; a labor force that welcomed the new technology; the practice of giving premiums to inventors; and above all the American genius for nonverbal, "spatial" thinking about things technological.

Why mention the elementary schools? Because thanks to these schools our early mechanics, especially in the New England and Middle Atlantic states, were generally literate and at home in arithmetic and in some aspects of geometry and trigonometry.

Acute foreign observers related American adaptiveness and activeness to this educational advantage. As a member of a British commission visiting here in 1853 reported, "With a mind prepared by thorough school discipline, the American boy develops rapidly into the skilled workman."

A further stimulus to invention came from the "premium" system, which preceded our patent system and for years ran parallel with it. This approach, originated abroad, offered inventors medals, cash prizes and other incentives.

In the United States, multitudes of premiums for new devices were awarded at country fairs and at the industrial fairs in major cities. Americans flocked to these fairs to admire the new machines and thus to renew their faith in the beneficence of technological advance. Given this optimistic approach to technological innovation, the American worker took readily to that special kind of nonverbal thinking required in mechanical technology. As Eugene Ferguson has pointed out, "A technologist thinks about objects that cannot be reduced to unambiguous verbal descriptions; they are dealt with in his mind by a visual, nonverbal process... The designer and the inventor... are able to assemble and manipulate in their minds devices that as yet do not exist."

This nonverbal "spatial" thinking can be just as creative as painting and writing. Robert Fulton once wrote, "The mechanic should sit down among levers, screws, wedges, wheels, etc., like a poet among the letters of the alphabet, considering them as an exhibition of his thoughts, in which a new arrangement transmits a new idea."

When all these shaping forces—schools, open attitudes, the premium system, a genius for spatial thinking—interacted with one another on the rich U. S. mainland, they produced that American characteristic, emulation. Today that word implies mere imitation. But in earlier times it meant a friendly but competitive striving for fame and excellence.

64. It is implied that adaptiveness and inventiveness of the early American mechanics _____.

- [A] benefited a lot from their mathematical knowledge
- [B] shed light on disciplined school management
- [C] was brought about by privileged home training
- [D] owed a lot to the technological development

分析

在解这类题时，一定要在语篇水平上了解全文。本文第一段提问 What accounts for the great outburst of major inventions in early America—breakthroughs...? 第二段首句回答 Among the many shaping factors, I would single out the country's elementary schools;...。第三段解释为什么提到 the elementary schools, 作者指出：由于这些学校的存在, 我们的技工们基本上都识文断字, 熟知算术及某些几何学与三角学知识。文中的 literate 是指受过很好的教育, were... at home 表示“自如, 熟悉”。根



据...our early mechanics,...were generally literate and at home in arithmetic and in some aspects of geometry and trigonometry. 我们判断早期美国技工的适应能力与创造能力在很大程度上得益于数学知识。第四段对此进行了进一步说明。为此,答案为[A]项。

例2 (1996年考题第5篇69题)

Rumor has it that more than 20 books on creationism/evolution are in the publisher's pipelines. A few have already appeared. The goal of all will be to try to explain to a confused and often unenlightened citizenry that there are not two equally valid scientific theories for the origin and evolution of universe and life. Cosmology, geology, and biology have provided a consistent, unified, and constantly improving account of what happened "scientific" creationism, which is being pushed by some for "equal time" in the classrooms whenever the scientific accounts of evolution are given, is based on religion, not science. Virtually all scientists and the majority of nonfundamentalist religious leaders have come to regard "scientific" creationism as bad science and bad religion.

The first four chapters of Kitcher's book give a very brief introduction to evolution. At appropriate places, he introduces the criticisms of the creationists and provides answers. In the last three chapters, he takes off his gloves and gives the creationists a good beating. He describes their programs and tactics, and, for those unfamiliar with the ways of creationists, the extent of their deception and distortion may come as an unpleasant surprise. When their basic motivation is religious, one might have expected more Christian behavior.

Kitcher is a philosopher, and this may account, in part, for the clarity and effectiveness of his arguments. The nonspecialist will be able to obtain at least a notion of the sorts of data and argument that support evolutionary theory. The final chapter on the creationists will be extremely clear to all. On the dust jacket of this fine book, Stephen Jay Gould says "This book stands for reason itself." And so it does—and all would be well were reason the only judge in the creationism / evolution debate.

69. From the passage we can infer that _____.

- [A] reasoning has played a decisive role in the debate
- [B] creationists do not base their argument on reasoning
- [C] evolutionary theory is too difficult for nonspecialists
- [D] creationism is supported by scientific findings

分析

该题可以利用排除法从短文的几个地方找到答案。首先第一段第四句“scientific” creationism,... is based on religion, not science 足以排除[D]项。第三段第二句 The nonspecialist will be able to obtain at least a notion of the sorts of data and argument that support evolutionary theory 与[C]项相矛盾。短文最后两句说“This book stands for reason itself” And so it does—and all would be well were reason the only judge in the creationism / evolution debate. 这里用了虚拟的语气,言外之意 reasoning 没能解决创世纪说和进化论的争辩,因此[A]项(在这场争论中,推理起了决定性作用)也是错误的。通过这种排除法,答案只剩[B]项。如果进行检验,依据仍旧在最后这两句中“这本书本身就代表理性,如果理性是创世纪理论与进化论之争的惟一裁判者,问题就容易解决了”,言外之意“创世纪主义论点不是建立在推理之上”,因此答案选[B]。

1.3 主旨类

主旨题(20%, 3~4道题, 8分左右), 主旨题主要测试考生对短文整体理解概括的能力。任何一篇文章都表达了一定的中心思想, 为了测试考生对文章整体的理解程度, 命题者往往设计一些主旨归纳题来对考生进行考查。要准确地回答这类问题, 考生必须通过仔细阅读了解文章的主旨大意。而要了解



文章的主旨大意,就要求考生学会寻找段落或文章的主题句。主旨题的问题一般都出现在第一或最后一个题。同时对不同的题材、体裁,其提问方式及用词也不尽相同,因此要求考生熟悉这些题型,不要为理解题型而花费太多的时间和分散精力。

1. 提问方式

What is the main idea of the passage?

This article is mainly about _____.

This passage deals mainly with _____.

What does the passage mainly discuss?

What is the main topic of the passage?

With what topic is the passage primarily concerned?

The central idea conveyed in the above passage is that _____.

Which of the following best sums up the passage?

The main idea of this passage is _____.

The passage tells us _____.

Which of the following statements best expresses the main idea of the passage?

In this passage the author/writer mainly argues that _____.

The purpose of the author in writing the article is to _____.

What does the author intend to convey through the passage?

The passage is intended to _____.

2. 答题技巧

由于考研英语阅读文章体裁绝大部分为议论文和说明文,这样的文章一般都采用主题句统辖全文。因此解答此类题型可采用略读法,找出文章的主题句。每篇文章都有主题思想,而大多数文章的主题思想是通过一个句子来表达,这就是主题句。主题句通常是文章的第一句,段落主题句也通常是每个段落的第一句。所以,从主题句中就能找到文章主题思想的答案。但是并非所有文章的主题句都在首句,它也可能出现在段落中间或段尾,这要取决于文章属于哪一种类型。一般情况下,演绎性文章的主题句多在段首,而归纳性文章的主题句则常在段尾。主题句出现在段落中间时,作者往往会用一个转折词来引起读者对主题句的注意。如果作者把主题句写得很含蓄,没有明显地用一二个句子来表示,读者就要根据文章的内容来归纳主题思想,或把所有段落的主题句加以归纳,从中找出文章的主题思想。凡是与主题句意思相同或最近的选择项,一般就是正确答案。一段的主题句的位置通常在段首或段尾,少数在段末或段中。所以要找主题句就要特别留意段落的开头与结尾。

3. 示例分析

例1 (1995年考题第3篇61、62题)

In such a changing, complex society formerly simple solutions to informational needs become complicated. Many of life's problems which were solved by asking family members, friends or colleagues are beyond the capability of the extended family to resolve. Where to turn for expert information and how to determine which expert advice to accept are questions facing many people today.

In addition to this, there is the growing mobility of people since World War II. As families move away from their stable community, their friends of many years, their extended family relationships, the informal flow of information is cut off, and with it the confidence that information will be available when needed and will be trustworthy and reliable. The almost unconscious flow of information about the simplest aspects of living can be cut off. Thus, things once learned subconsciously through the casual

communications of the extended family must be consciously learned.

Adding to societal changes today is an enormous stockpile of information. The individual now has more information available than any generation, and the task of finding that one piece of information relevant to his or her specific problem is complicated, time-consuming and sometimes even overwhelming.

Coupled with the growing quantity of information is the development of technologies which enable the storage and delivery of more information with greater speed to more locations than has ever been possible before. Computer technology makes it possible to store vast amounts of data in machine-readable files, and to program computers to locate specific information. Telecommunications developments enable the sending of messages via television, radio, and very shortly, electronic mail to bombard people with multitudes of messages. Satellites have extended the power of communications to report events at the instant of occurrence. Expertise can be shared world wide through teleconferencing, and problems in dispute can be settled without the participants leaving their homes and/or jobs to travel to a distant conference site. Technology has facilitated the sharing of information and the storage and delivery of information, thus making more information available to more people. In this world of change and complexity, the need for information is of greatest importance. Those people who have accurate, reliable up-to-date information to solve the day-to-day problems, the critical problems of their business, social and family life, will survive and succeed. "Knowledge is power" may well be the truest saying and access to information may be the most critical requirement of all people.

61. From the passage we can infer that _____.

- [A] electronic mail will soon play a dominant role in transmitting messages
- [B] it will become more difficult for people to keep secrets in an information era
- [C] people will spend less time holding meetings or conferences
- [D] events will be reported on the spot mainly through satellites

62. We can learn from the last paragraph that _____.

- [A] it is necessary to obtain as much knowledge as possible
- [B] people should make the best use of the information accessible
- [C] we should realize the importance of accumulating information
- [D] it is of vital importance to acquire needed information efficiently

分析

第61题的解题依据在本文第四段第三句 Telecommunications developments enable the sending of messages via television, radio, and very shortly, electronic mail to bombard people with multitudes of messages, 指出“随着电信事业的发展,通过电视、无线电并将在不久的将来通过电子邮件的方式将数以千计的信息送到人们手中”。该句中的 bombard 与 multitudes of 都指“量大”,因此,[A]项“电子邮件不久将成为传递信息的主要手段”是推出的正确答案。[B]项本文未提及。也推不出[C]项的内容。尽管从本文可以得知人们可能会通过卫星进行现场报导,但是推不出“将来事件将主要(mainly)通过卫星予以现场报道”,故也排除[D]项。

62题的依据在短文尾段,作者指出:“当今世界多变、复杂,信息对人至关重要。人们要学会利用准确、可靠、最新的信息来解决日常问题及他们工作和社会交往、家庭生活中的重大问题,只有这样的人才能生存、才能成功。‘知识就是力量’,获取信息是对所有人的最重要的要求”。从该段中得知[D]项 it is of vital important to acquire needed information efficiently(有效地获取所需信息是至关重要的)为正确答案。而[A]项只强调信息的量。[B]项强调充分利用所获得的信息,而原文强调的是“需要”信息。[C]项强调应该意识到积累信息的重要性,这在该段中并未提及。