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考研英语



考天下名师团 编

格林 主编

报刊真题题源阅读 精选精练——新题型篇

一线名师担当主编 | 报刊和真题完美双拼



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前 言

新题型又称段落大意题,即新题型的解答需要理解文章的段落大意。考研英语新题型是一种以快速阅读为完成条件的阅读类题型补充。考研英语大纲中已经规定新题型主要考查“考生对诸如连贯性、一致性等语段特征以及文章结构的理解”。这就要求考生在准备这类题时,应该通过一定数量的练习以掌握必要的解题技巧。而这些练习从何而来,我们首先要找到“题源”。

对于考研英语考生而言,“题源”并非新鲜的概念。统计结果表明,考研英语阅读文章有80%以上出自《The Economist》《经济学家》、《Newsweek》《新闻周刊》、《TIME》《时代周刊》等原版英文报刊杂志,而且这些文章都是近五年发表的,具有一定的时效性。但对于即将参加考研的考生而言,想获得上述资料并非是一件易事,而且即便“有幸”一览这些期刊杂志,也往往发现无从下手,不知从何读起。

为了解决考生无处可读和不知从何读起的问题,我们精心编写了《考研英语报刊真题题源阅读精选精练——新题型篇》。本书具有以下特点:

1. 接近性。书中所收录的练习,均出自考研命题者所青睐的优秀原版期刊杂志,与考研阅读新题型命题趋势相贴近,适合应试考生参考阅读。

2. 指导性。书中第一章部分,收集了历年考研新题型真题,不仅对其进行了详细的解答,还提供了各种应试技巧,对广大考生研习考研新题型有很强的指导作用。

3. 阶段性。文章按难度分级排列,以考研出题模式进行命题,使考生对新题型出题方式做到烂熟于心,在让读者有成就感的同时,还便于读者按照自己的英语程度,选择从最适合自己的难度入手,逐步提高。

4. 全面性。本书板块丰富,具体如下:“参考译文”——提供地道的全文翻译,有效帮助考生理解阅读文章,提高翻译水平;“词汇冲浪”——将文章中出现的核心词汇和超纲词汇——列出,可以帮助考生解决词汇之忧;“难点重点”——将文章中的核心词组列出,丰富考生的词汇宝库;“答案解析”——给出正确答案的推导过程,对强干扰项做出适当分析,使得考生对于答案既“知其然”又“知其所以然”。

在整个复习中自始至终认真研究真题题源,从题源中找方法、找差距,是考研英语复习中一个不可忽视的重要方法。我们相信通过使用本书,广大考生一定能进一步巩固语言知识,很快掌握事半功倍的学习方法,轻松地掌握考研新题型的应试技能,从而在考研中取得满意的成绩。

编 者

目 录

第一章 新题型解题技巧及历年真题解析	1
第一节 考研英语大纲新题型样题解析及应试技巧	1
一、七选五大纲样题解析(Sample One)	1
二、排序题大纲样题解析(Sample Two)	6
三、例子题大纲样题解析(Sample Three)	9
四、小标题题大纲样题解析(Sample Four)	12
第二节 新题型真题汇编及仿真试题	20
一、新题型真题汇编	20
二、新题型初级仿真试题	42
三、新题型高级仿真试题	78
第二章 新题型基础练习	114
Don't Rely on Plankton to Save the Planet	114
The Magic of Sound	116
Dung to Death	119
Time in the Animal World	121
Watching Microcurrents Flow	124
Heat Is Killer	126
High Dive	129
Virtual Driver	131
Musical Training Can Improve Communication Skills	134
Sleeping Giant	136
Robotic Highway Cones	139
The Arctic Ice is Thawing	141
Weight Worries May Start Early for Slim Women	145
Bedwetting	147
What Makes Me the Weight I Am?	149
How One Simple Movement Can Let Slip the Secrets of the Mind	151
Chest Compressions: Most Important of CPR	153
Why Do People Shrink?	156
Reinventing the Table	158

Research Shows Walking Can Lift Depression	160
U. S. , European Drug Officials Approve Inhaled Insulin	163
The First Four Minutes	166
Leukemia	169
More Efforts Urged to Empower Women at AIDS Conference	171
What Is Insulin-dependent Diabetes?	174
“Happy Birthday to You”	176
Uncooperative Patients Need Psychological Therapy	179
What We Take from And Give to the Sea	182
Teamwork in Tourism	184
Financial Risks	186
Public Relations	189
The Dollar in World Markets	192
Ants as a Barometer of Ecological Change	194
Crop Circle Mysteries	197
Obesity Causes Global Warming	199
第三章 新题型提高练习	202

第一章

新题型解题技巧及历年真题解析

第一节 考研英语大纲新题型样题解析及应试技巧

《2005 年全国硕士研究生入学统一考试英语考试大纲》所做的主要修订是在阅读理解 B 节增加了两个备选题型。

阅读理解 B 节(5 题):主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。本部分有 3 种备选题型。每次考试从这 3 种备选题型中选择一种进行考查。考生在答题卡 1 上作答。

备选题型有:

(1)本部分的内容是一篇总长度为 500~600 词的文章,其中有 5 段空白,文章后有 6~7 段文字。要求考生根据文章内容从这 6~7 段文字中选择能分别放进文章中 5 个空白处的 5 段。

(2)在一篇长度约 500~600 词的文章中,各段落的原有顺序已被打乱。要求考生根据文章内容和结构将所列段落(7~8 个)重新排序,其中 2~3 个段落在文章中的位置已给出。

(3)在一篇长度约 500 词的文章前或后有 6~7 段文字或 6~7 个概括句或小标题。这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容,从这 6~7 个选项中选出最恰当的 5 段文字或 5 个标题填入文章的空白处。

在阅读理解 Part B 中增加了两种备选题型,这在一定程度上反映了教育部对硕士研究生考试的重视,同时也反映了教育部竭尽全力在设计一套既合理又能够与国际英语语言考试接轨的考试。说新增备选题型更为合理是因为它在很大程度上摒弃了传统的应试技巧,真正读懂文章才能够取得高分;说新增备选题型更具有国际性是因为它的设计原则在一定程度上借鉴了雅思以及 GRE 等国外考试的模式。备选题型在一定程度上增加了考生备考的负担。本书详尽地分析了新增题型,以解考生的燃眉之急。

一、七选五大纲样题解析(Sample One)

(一) 概述

七选五考一篇 500~600 词的文章,该节共 5 题,每题两分,共 10 分。该部分的测试重点在于把握文章结构,主要考查考生对诸如连贯性、一致性、逻辑联系等语篇、语段整体特征的理解,即要求考生在理解全文的基础上弄清文章的整体和微观结构。

(二) 设题特点

1. 设题位置

该节分为两个部分:主干部分和选项部分。主干部分的原文约 600 词,其中有 5 段空白处——空白处的位置可能在段首、段落中间、段尾,但不会是文章的第一句,一般情况下也不会是最后一句。选项部分为 6 或 7 段文字,每段可能是一个句子,可能是两三个短句,也有可能是完整的段落。其中 5 段分属于主干部分的空白处。要求考生依据自己对文章的理解从选项中选择 5 段文字放回到文章中相应的 5 段空白处。

2. 选项设置特点

选项的个数(一般 6~7 个)往往要多于题目的个数(5 个)。

3. 测试重点

考生需要认真搞清楚主干内容和结构上的关系和布局,从而分辨出选项部分从结构和内容上看是属于文章的哪个部分,并可以与空白处的上下文有机地衔接起来。一般情况下不可能有特别明显的词汇、句子等语言方面的提示,也并不要求考生过分关注某一具体的细节;而是要着眼于全文,在理解全文内容、文章结构、逻辑关系(如时间、地点、因果关系、从属关系等)的基础之上方能做出正确选择。

(三) 文章的结构

1. 描述性结构

主要介绍事物、问题或倾向的特点,对人物的描述如传记,包括人身体特征、家庭背景、成长过程、个性爱好、成就贡献等内容进行描述,因此时间、地点往往是出题重点。

2. 释义性结构

解释某一理论、学科、事物,主要用例子比喻类比阐述。

3. 比较性结构

把两个人或事物功能、特点、优缺点进行对比。

4. 原因性结构

这种结构主要分析事物的成因,客观的、主观的、直接的、间接的。

5. 驳斥性结构

这种结构主要是先介绍一种观点,然后对其评论或驳斥,再分析其优点、缺点、危害性,最后阐明自己的观点。

以上文章结构的知识其实反映了七选五题型的出题原则。

(四) 七选五解题步骤

1. 阅读文章题目附近的句子,锁定目标答案可能的特征

2. 阅读选择项,寻找特征词(即确定答案的线索词)

特征词:代词、专用名词、连接词、数字、复数名词等

3. 回头再去看原文,明确 1~5 位置

(1) 开头常是主题句,不行再看前和尾。

(2) 中间不忘主题句,前瞻后望找启示。

(3) 末尾常是下结论,也可排比和例子。

4. 用代入法通读全文,检查答案是否合理

(五) 七选五的解题技巧

1. 就近原则寻找信息线索

2. 选项中出现时间年代时,往往要注意与原文中年代的前后对应关系

3. 选项中出现代词时,往往该选项不能放在首句,要注意指代成立的条件

it 可指代前面的单数名词或整个句子;they 或 them 指代前面的复数名词;one 指代前面的单数可数名词;that 指代前面的不可数名词或句子;this 指代前面的单数名词或句子。

4. “绝对”常是干扰项,意思太泛太窄要小心

5. 警惕无关离题词,两项相近有答案

6. 选项对比原文时,与原文重复或同义改写的字多的往往就是选项

7. 总体观、相互补,做题不用按顺序,先做易后做难,莫忘近邻上下文

8. 放在段首的句子(段首题)的特点

(1) 选项或某段段首会含有 between...and, either...or, not only...but also。

(2) 复数名词时,那么该段将是总分结构,其中提到的名词可能是线索。

(3) 会有标点符号。

9. 放在段尾的句子有时也会有提示词(段尾题的特点)

(1) 因果连词:therefore, thus, as a result, for this reason, hence。

(2) 总结性连词:in short, to sum up, to conclude, in a word。

(3) 转折性连词:but, nevertheless。

(4) 主旨句。

(5) 排比句。

(6) 例证句。

(六) 七选五常考的逻辑关系词

1. 并列和递进关系

(1) 标志词:and, indeed, also, besides, almost, even, similarly, like, correspondingly, accordingly, in the same way, meanwhile, furthermore, moreover, too。

(2) 前后句子的名词或意思具有同指性。

2. 转折或让步的对立关系

(1) 标志词:but, yet, however, although, though, while, whereas, despite, by contrast, on the contrary。

(2) 前后句子的名词同指,但句意对立,往往出现以下情况:

a:褒贬对立。

b:句式结构对立,前肯后否,前否后肯。

3. 例证关系

(1) 标志词:for example, for instance, for one thing, to illustrate, as an illustration, that is, namely, verify。

(2) 出题模式:

a:总结说明→例子(例证),总结说明后往往伴有表示例证关系的提示词:for example, for in-stance→此时前面往往有复数名词或表述概念句子。

b:例子(例证)→总结说明。总结说明提前往往伴有提示词: thus, therefore, in conclusion, as a result.

4. 定义关系

(1) 有定义或释义关系的句子往往是文章或段落主题句,所以放段首或段尾。

(2) 下定义的方式有:

a:判断句:A is B

b:名词(被定义对象)+定语从句(定义内容)

c:名词+同位语

d:名词+be called+名词

e:by+名词(被定义对象)+be meant+名词(定义内容)

(3) 下定义时所伴随的过渡词:namely, in other words, that is to say, or rather.

(七) 大纲样题解析

Directions:

In the following article, some sentences have been removed. For Questions 41~45, choose the most suitable one from the list A—G to fit into each of the numbered blank. There are two extra choices, which do not fit in any of the gaps. Mark your answers on ANSWER SHEET 1. (10 points)

Long before Man lived on the Earth, there were fishes, reptiles, birds, insects, and some mammals. Although some of these animals were ancestors of kinds living today, others are now extinct, that is, they have no descendants alive now.

(41) _____ Very occasionally the rocks show impression of skin, so that, apart from color, we can build up a reasonably accurate picture of an animal that died millions of years ago. That kind of rock in which the remains are found tells us much about the nature of the original land, often of the plants that grew on it, and even of its climate.

(42) _____ Nearly all of the fossils that we know were preserved in rocks formed by water action, and most of these are of animals that lived in or near water. Thus it follows that there must be many kinds of mammals, birds, and insects of which we know nothing.

(43) _____ There were also crab-like creatures, whose bodies were covered with a horny substance. The body segments each had two pairs of legs, one pair for walking on the sandy bottom, the other for swimming. The head was a kind of shield with a pair of compound eyes, often with thousands of lenses. They were usually an inch or two long but some were 2 feet.

(44) _____ Of these, the ammonites are very interesting and important. They have a shell composed of many chambers, each representing a temporary home of the animal. As the young grew larger it grew a new chamber and sealed off the previous one. Thousands of these can be seen in the rocks on the Dorset Coast.

(45) _____

About 75 million years ago the Age of Reptiles was over and most of the groups died out. The mammals quickly developed, and we can trace the evolution of many familiar animals such as the elephant and horse. Many of the later mammals, though now extinct, were known to primitive man and were featured by him in cave paintings and on bone carvings.

- [A] The shellfish have a long history in the rock and many different kinds are known.
- [B] Nevertheless, we know a great deal about many of them because their bones and shells have been preserved in the rocks as fossils. From them we can tell their size and shape, how they walked, the kind of food they ate.
- [C] The first animals with true backbones were the fishes, first known in the rocks of 375 million years ago. About 300 million years ago the amphibians, the animals able to live both on land and in water, appeared. They were giant, sometimes 8 feet long, and many of them lived in the swampy pools in which our coal seam, or layer, formed. The amphibians gave rise to the reptiles and for nearly 150 million years these were the principal forms of life on land, in the sea, and in the air.
- [D] The best index fossils tend to be marine creature. These animals evolved rapidly and spread over large areas of the world.
- [E] The earliest animals whose remains have been found were all very simple kinds and lived in the sea. Later forms are more complex, and among these are the sea-lilies, relations of the star-fishes, which had long arms and were attached by a long stalk to the sea bed, or to rocks.
- [F] When an animal dies, the body, its bones, or shell, may often be carried away by streams into lakes or the sea and there get covered up by mud. If the animal lived in the sea its body would probably sink and be covered with mud. More and more mud would fall upon it until the bones or shell become embedded and preserved.
- [G] Many factors can influence how fossils are preserved in rocks. Remains of an organism may be replaced by minerals, dissolved by an acidic solution to leave only their impression, or simply reduced to a more stable form.

[题解]

本篇介绍的是史前类动物。文章结构的脉络清晰：首先介绍什么是史前动物和我们研究史前动物的依据——化石，以及化石形成的过程。随后，作者即按照动物进化的顺序——我们可以见到其化石的最早的动物，水生壳类动物，脊椎类动物——逐一加以介绍。

41. [B] 文章一开始，作者告诉我们，早在人类出现以前地球上就有许多物种，现在有些物种的后代依然生存，而另外一些则没有留下后裔。在本题空白处后面文章又说岩石上偶尔会留下数百万年前就死掉了的动物精确的印记。显然，空白处应该是关于岩石与灭绝了的动物之间的关系（7个选项中有[A]、[B]、[E]、[G]四项提到了“rock”，但另外三项意思上不符）。此外，空白处前面的“extinct”和“no descendant”均为

否定意义和表达,而空白处的后面“accurate”和“much”则为肯定意义的表达;这意味着空白处的内容应该有一个结构上的转折——只有[B]项符合这一条件。

42. [D] 本题考查寻找特征词的能力。在该题中,根据就近原则在该题后的句子中找到“the fossils”和“water action”为特征词。“the fossils”说明“fossils”一词至少是第二次出现,因为它前面加了定冠词 the,通过仔细观察并不难发现,42 以及其前面的内容中都没有 fossils,这就确定 fossils 一词必定出现在 41、42 中。根据意群相一致原则,在 42 中必定要与“water action”同现或复现的语言点。综上所述,只有同时满足以上两个条件的选项才是正确答案。虽然[G]项一开始就有“how fossils are preserved”,与上文和下文似乎都是相吻合的;但是[G]项后面讲的是动物遗体上的有机组织“organism”可能转化成几种形式,而本题空白处后面的内容则告诉人们“Nearly all of the fossils that we know were preserved in rocks formed by water action”(岩石中几乎所有的化石都是由于水作用泥沙对于化石保存下来所起的作用)——[D]与上下文相符合。

43. [E] 本题选择的特征词是“also”。“also”表并列关系,这就证明在 43 前面的句子中应当与 also 后的 crab-like creatures 相并列,即空白处显然有关于另一动物的内容;从本段开始,文章转向讨论由低级向高级变化(进化)中的动物。[E]项开始的部分是“The earliest animals whose remains have been found...”,符合文章写作的顺序。[B]项与上文相符,但与下文不符,且与全文结构不相吻合。

44. [A] 本题选择的特征词是 these 以及与其具有同指关系的 ammonites 和 They。通过阅读 44 以后的两个句子不难发现,these, ammonites, They 是指同一事物,意即有“shell”的事物。同时 44 后一开始就有“Of these,...”,也就是说,空白部分应该有“some, several, many”或类似的词,答案只能是[A]。由于文中有了“The earliest animals”,为避免句式上的重复,作者改变句子起始的模式——这种做法很多见,因而也是考生阅读和写作中应该注意的。

45. [C] 该题目是一道简单试题,一方面这是一道段落题,这就决定了有可能选最长的选项为答案,另一方面根据就近原则在下一段首句中发现的 About 75 million years ago 成为我们解题的关键。从文章的整体结构看,这里需要一个内容的“高潮”:前面几段,动物都在不断的进化,而下文中“About 75 million years ago the Age of Reptiles was over”,这里需要有一个“交代”。只有[C]项符合这一条件;同时,“reptile”在本题空白处前的文章中从没有提到,在下文中又没有作为新信息,因而作为正确答案的选项中一定有这个词,只有[C]项中有“The amphibians gave rise to the reptiles for nearly 150 million years these were the principal forms of life on land, in the sea, in the sea, and in the air”。所以正确答案只能是[C]。

二、排序题大纲样题解析(Sample Two)

(一) 排序题制胜方略

该题型是一个排序题。要求考生将一组段落排序,使其意思通顺。这就要求考生在阅读各个段落时要把握它们的中心大意,并且将各段的段落大意整合,理清它们之间的逻辑顺序。

(二) 排序题的解题步骤

(1) 仔细阅读已经给出的答案,寻找其中的逻辑关系,并且在卷子上划去已经给出的两个答案。

(2) 阅读选项和原文,确定目标答案的位置。

(3) 通读全文,确定语篇模式,检查答案是否合理。

(三) 大纲样题

Directions:

The following paragraphs are given in a wrong order for Questions 41~45, you are required to reorganize these paragraphs into a coherent article by choosing from the list A—E to fill in each numbered box. The first and the last paragraphs have been placed for you in Boxes. Mark your answers on ANSWER SHEET 1. (10 points)

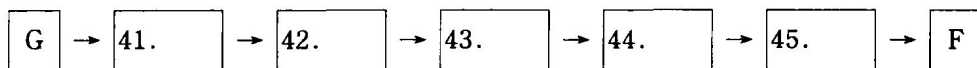
- [A] “I just don't know how to motivate them to do a better job. We're in a budget crunch and I have absolutely no financial rewards at my disposal. In fact, we'll probably have to lay some people off in the near future. It's hard for me to make the job interesting and challenging because it isn't—it's boring, routine paperwork, and there isn't much you can do about it.”
- [B] “Finally, I can't say to them that their promotions will hinge on the excellence of their paperwork. First of all, they know it's not true. If their performance is adequate, most are more likely to get promoted just by staying on the force a certain number of years than for some specific outstanding act. Second, they were trained to do the job they do out in the streets, not to fill out forms. All through their career it is the arrests and interventions that get noticed.”
- [C] “I've got a real problem with my officers. They come on the force as young, inexperienced men, and we send them out on the street, either in cars or on a beat. They seem to like the contact they have with the public, the action involved in crime prevention, and the apprehension of criminals. They also like helping people out at fires, accidents, and other emergencies.”
- [D] “Some people have suggested a number of things like using conviction records as a performance criterion. However, we know that's not fair—too many other things are involved. Bad paperwork increases the chance that you lose in court, but good paperwork doesn't necessarily mean you'll win. We tried setting up team competitions based on the excellence of the reports, but the guys caught on to that pretty quickly. No one was getting any type of reward for winning the competition, and they figured why should they labor when there was no payoff.”
- [E] “The problem occurs when they get back to the station. They hate to do the paperwork, and because they dislike it, the job is frequently put off or done inadequately. This lack of attention hurts us later on when we get to court. We need clear, factual reports. They must be highly detailed and unambiguous. As

soon as one part of a report is shown to be inadequate or incorrect, the rest of the report is suspect. Poor reporting probably causes us to lose more cases than any other factor.”

[F] “So I just don’t know What to do. I’ve been groping in the dark in a number of years. And I hope that this seminar will shed some light on this problem of mine and help me out in my future work.”

[G] “A large metropolitan city government was putting on a number of seminars for administrators, managers and/or executives of various departments throughout the city. At one of these sessions the topic to be discussed was motivation—how we can get public servants motivated to do a good job. The difficulty of a police captain became the central focus of the discussion.”

Order:



【题解】

这篇样题在 7 个段落中已给出篇首和篇尾段落在文章的位置。通过对文章首末段的阅读,我们明显可以看出本文的结构属于现象问题解决型。

首段说的是:一个大都市的市政府召开各部门管理人员研讨会。有一个研讨会讨论的话题是如何激励公务员做好工作。在讨论中,一位警察局警长遇到的难题成了谈论的焦点。除了这段话,其他段的话都有引号,表明是某人说的话。尾段说到:“所以我不知道如何是好。多年来我一直在黑暗中探索。我希望这次研讨会能给我的难题带来启示,能帮我应对未来的工作。”很明显,这是发言的总结句。结合第一段的内容,我们可以知道,引号里的话是警察局警长的话,而整篇文章主要讲的是他面临的难题。

接着,我们看 A 到 E 段,哪一段像发言的起始段呢?这就要看是哪一段把讨论的话题引入。我们可以主要看每段的第一句话。我们会发现[C]段第一句话直截了当地点出话题:“I’ve got a real problem with my officers”,而且与首段的最后一句连接自然,所以我们可以判定 41 题空中应该填[C]。[C]段的第一句话后,警长开始评价他的队员。这一段的内容较为正面。因为警长说“有一个难题”,按逻辑顺序,下一段落应该出现转折,提出职员中存在的问题。依照这样的思路,我们在剩下的段落中寻找,可以发现下一段选[E]连接最自然。[C]段先表扬职员对公众的事积极、热心,但是“The problem occurs when they get back to the station”(一回到警局问题就出现了)。什么问题呢?“They hate to do the paperwork...”警长说出了问题的关键——他们不喜欢写公文。警长还进一步说明了问题带来的麻烦。说明了问题,警长又是怎么去解决的呢?他的解决方式是否奏效?顺着这个思路,我们可以找出下两段的顺序是[A]项和[B]项。警长是毫无办法。难道就一点办法都没有吗?其他人是怎么看的?在[D]段中,警长提到有人建议通过胜诉记录来评价,他们也进行过小组之间的比赛,但是没有什么效果。所以,警长殷切地希望能在研讨会上得到启发和帮助。按照这样的思路,这些段落就组成了一篇通顺、完整的文章。

考生在做这样的题型时,如果没有把握,可以多列出几种可能的顺序,然后根据这些顺序重读文章,看思路是否顺畅。完成此类题目关键是把握文章的主要话题和基本的逻辑顺序。

[答案]

41.[C] 42.[E] 43.[A] 44.[B] 45.[D]

三、例子题大纲样题解析(Sample Three)

(一) 例子题的解题技巧

1. 仔细阅读题目所在段落,弄清选项和题目所在段落之间的关系

虽然都是例证或阐述关系,但也有很大的不同。有的是汽车制造公司和它们的设计特点,有的是俱乐部和它们举办的活动等等。所以在做题前一定要仔细阅读题目所在段落,搞清选项和题目所在段落之间的关系。

2. 先把题目选项从头到尾看一遍,尽可能多记些关键词

做这种题,通读一遍原文一般是不可避免的,但最好只读一遍原文。能做到这点的前提是:在读原文之前,先把题目选项从头到尾看一遍,记住尽可能多的题目中的关键词。这样,在读文章时,就知道要找什么东西,在做题前应看一下 41-45 题,知道要找什么关键词。在读文章时,就特别注意这些词。这一步是做这种题型的关键,否则,就会造成反复地阅读原文,浪费时间。

3. 从头到尾快速阅读原文,遇到所记住的关键词或其对应词,当即解答该题

从头到尾依顺序快速阅读原文,在阅读原文时,注意寻找所记住的题目中的关键词,如果关键词是专有名词或者很生僻的词,一般在原文中出现的就是该词本身,否则会有同义词或同义表述的对应。

选项如果有一些专有名词,包含大写字母,在阅读原文时,应特别注意包含大写字母的地方,注意其前后的词是否与所记住的关键词相同或相对应。在阅读原文时,要特别注意原文中一些有特殊标记的词,如反复出现的词、括号里的词、引号里的词、黑体字、斜体字,这些词常常是题目中的关键词或其改写。

如果关键词比较抽象,比如是专有名词或者很生僻的词,不好记忆,大家也不要害怕。这可能是件好事,在原文中出现的很可能就是该词本身。所以即使记不住,在阅读原文时,可以采用边读文章边看选项的方法。

因为在读原文之前,已把选项从头到尾看了一遍,所以最好只读一遍文章就能做出来绝大多数的题目。比如一组 6 个题目,能找到 4~5 个。

4. 核对没有匹配上的选项

由于有的关键词没有记住,或者有的与原文没有对应上,读完一遍文章后,有的选项没有确定位置,比如一组 6 个题目,1-2 个没能找到。这已是很不错的表现了。对于这 1-2 个题目,可以有如下的解决办法:如果有印象在文章的某个部位,阅读原文的该部分,确定答案;如果没有一点感觉,但时间比较充裕,再快速读一遍原文,寻找这几个题的答案;如果没有一点感觉,而且时间比较紧张,可以放弃。

(二) 大纲样题解析

Directions:

You are going to read a text about the tips on resume writing, followed by a list of examples. Choose the best example from the list A—F for each numbered subheading (41~45). There is one extra example which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

The main purpose of a resume is to convince an employer to grant you an interview. There are two kinds. One is the familiar “tombstone” that lists where you went to school and where you’ve worked in chronological order. The other is what I call the “functional” resume—descriptive, fun to read, unique to you and much more likely to land you an interview.

It’s handy to have a “tombstone” for certain occasions. But prospective employers throw away most of those unrequested “tombstone” lists, preferring to interview the quick rather than the dead.

What follows are tips on writing a functional resume that will get read—a resume that makes you come alive and look interesting to employers.

41.

Put yourself first:

In order to write a resume others will read with enthusiasm, you have to feel important about yourself.

42.

Sell what you can do, not who you are:

Practice translating your personality traits, character, accomplishments and achievements into skill areas. There are at least five thousand skill areas in the world of work.

Toot your own horn!

Many people clutch when asked to think about their abilities. Some think they have none at all! But everyone does, and one of yours may just be the ticket an employer would be glad to punch—if only you show it.

43.

Be specific, be concrete, and be brief!

Remember that “brevity is the best policy”.

44.

Turn bad news into good:

Everybody has had disappointments in work. If you have to mention yours, look for the positive side.

45.

Never apologize:

If you're returning to the work force after fifteen years as a parent, simply write a short paragraph (summary of background) in place of a chronology of experience. Don't apologize for working at being a mother; it's the hardest job of all. If you have no special training or higher education, just don't mention education.

self before you start writing about yourself. Take four or five hours off, not necessarily consecutive, and simply write down every accomplishment in your life, on or off the job, that made you feel effective. Don't worry at first about what it all means. Study the list and try to spot patterns. As you study your list, you will come closer to the meaning; identifying your marketable skills. Once you discover patterns, give names to your cluster of accomplishments (leadership skills, budget management skills, child development skills etc). Try to list at least three accomplishments under the same skills heading. Now start writing your resume as if you mattered. It may take four drafts or more, and several weeks, before you're ready to show it to a stranger (friends are usually too kind) for a reaction. When you've satisfied, send it to a printer; a printed resume is far superior to photocopies. It shows an employer that you regard job hunting as serious work, worth doing right.

Isn't that the kind of person you'd want working for you?

- [A] A woman who lost her job as a teacher's aide due to a cutback in government funding wrote: "Principal of elementary school cited me as the only teacher's aide she would retire if government funds became available."
- [B] One resume I received included the following: "invited by my superior to straighten out our organization's accounts receivable. Set up orderly repayment schedule, reconciled accounts weekly, and improved cash flow 100 per cent. Rewarded with raise and promotion." Notice how this woman focuses on results, specifies how she accomplished them, and mentions her reward—all in 34 words.
- [C] For example, if you have a flair for saving, managing and investing money, you have money management skills.
- [D] An acquaintance complained of being biased when losing an opportunity due to the statement "ready to learn though not so well educated".
- [E] One of my former colleagues, for example, wrote three resumes in three different styles in order to find out which was more preferred. The result is, of course, the one that highlights skills and education background.
- [F] A woman once told me about a cash-flow crisis her employer had faced. She'd agreed to work without pay for three months until business improved. Her reward was her back pay plus a 20 percent bonus. I asked why that marvelous story wasn't in her resume. She answered, "It wasn't important." What she was really saying of course was "I'm not important."