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前 言

阅读理解越来越成为考研英语试题的重中之重。怎样练习更有效果？什么样的指导更实用？

——本书采用了一种与众不同的辅导形式，为您提供了一种与众不同的学习方法。

● 本书在同业书籍中首创将试题编排在文章前面的体例。让读者带着问题读文章，培养在有限时间内快速、准确把握文章主旨与篇章结构的能力。与各种技巧的运用直接相关的“目标信息”分别通过连线、方框等图表标识，一目了然，使读者易于领会、接受；

● 试题、文章、解析都在同一页上，读者左右对照使用，省去前后翻阅的不便，这改变了过去先文后题再解析的传统做法，将应试中对读者能力的要求进行了严格的细化，有的放矢，自然事半功倍；

● 本书在阅读理解文章解析之前，详述了考研大纲要求，同时将解题技巧分为解题与阅读技巧两种，既能帮助读者掌握正确解题的技巧，又教授如何分析篇章结构，准确把握作者意图；

● 阅读部分题材广泛，难易适中，并依据大纲，根据其难度精心安排了单元的前后顺序，每个单元都充分考虑了不同体裁、不同题材文章的搭配；

● 另外，为了方便读者自我检测，检验自己水平有无本质的提高、有无缺陷，本书还给出了使用前、使用后自测练习。

由于作者水平有限，不足之处在所难免，欢迎广大读者提出宝贵意见。

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目 录

◆ 使用本书前自测	1
◆ 技巧篇	
概述	5
阅读方法与技巧	6
◆ 实战篇	
联网直击历年真题点拨	23
联网直击模拟试题点拨	123
针对性练习	203
◆ 使用本书后自测	228

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◇ 使用本书前自测	1
◇ 技巧篇	
概述	5
阅读方法与技巧	6
◇ 实战篇	
联网直击历年真题点拨	23
联网直击模拟试题点拨	123
针对性练习	203
◇ 使用本书后自测	228

使用本书前自测

Directions: Read the following four texts. Answer the questions below each text by choosing A, B, C or D.

Text 1

The very high temperatures attained in a nuclear explosion result in the formation of an extremely hot intense mass of gas called a fireball. For a 10-kiloton explosion in the air, the fireball will attain a maximum diameter of about 300m; for a 10-megaton weapon the fireball may be 4.8km across. A flash of heat radiation is emitted from the fireball and spreads out over a large area, but with steadily decreasing intensity. The amount of heat energy received a certain distance from the nuclear explosion depends on the power of the weapon and the state of the atmosphere. If the visibility is poor or the explosion takes place above clouds, the effectiveness of the heat flash is decreased. The heat radiation falling on exposed skin can cause what called flash burns. A 10-kiloton explosion in the air can produce moderate (second-degree) flash burns, which require some medical attention, as far as 2.4km from ground zero; for a 10-megaton bomb, the corresponding distance would be more than 32km. Milder burns of bare skin would be experienced even farther out. Most ordinary clothing provides protection from the heat radiation, as does almost any opaque object. Flash burns occur only when the bare skin is directly exposed, or if the clothing is too thin to absorb the heat radiation.

The heat radiation can start fires in dry, flammable materials, for example, paper and some fabrics, and such fires may spread if conditions are suitable. The evidence from the A-bomb explosions over Japan indicates that many fires, especially in the area near ground zero, originated from secondary causes, such as electrical short circuits, broken gas lines, and upset furnaces and boilers in industrial plants. The blast damage produced wreckage that helped to maintain the fires and denied access to fire-fighting equipment. Thus, much

of the fire damage in Japan was a secondary effect to the blast wave.

Under some conditions, such as existed at Hiroshima but not at Nagasaki, many individual fires can combine to produce a fire storm similar to those that accompany some large forest fires. The heat of the fire causes a strong updraft, which produces strong winds drawn in toward the center of the burning area. These winds fan the flame and convert the area into a disaster in which everything flammable is destroyed.

1. It can be inferred that amount of radiation.
[A] is the greatest when atomic bomb is dropped from the air.
[B] is the greatest when the atomic bomb goes off on the ground.
[C] is the weakest when it spreads over a large area.
[D] becomes increasingly weak as it travels far out.
2. All the following conditions affect the power of the atomic bomb EXCEPT.
[A] a fog.
[B] clouds.
[C] the size of the bomb.
[D] land features.
3. Which of the following is true according to the text?
[A] Any amount of the radiation is deadly for a person.
[B] Any kind of opaque clothes can protect a person from atomic bomb.
[C] A second-degree flash burn may not be so dangerous to life.
[D] Thin clothes usually catch fire easily from heat radiation.
4. It is clear from paragraph 2 that the greatest danger with an atomic bomb often comes from
[A] direct exposure to heat radiation.
[B] indirect damage.
[C] the fireball.
[D] fire-fighting equipment.
5. The example of Hiroshima is given in the last paragraph to illustrate
[A] the power of an atomic bomb.
[B] the effect of weather condition on the nuclear power.
[C] the secondary effect of the atomic bomb.
[D] the damage caused by atomic bomb.

Text 2

Superstition is a biased word. Look up almost any dictionary definition and you will see that it implies that every religion not based on reason or knowledge is called a superstition. Even the word knowledge is a two-faced word. Presumably, it is used as a synonym for reason. What it all comes down to is that people designate as superstitious what they do not think reasonable in someone else's religion.

It is true that a person's religion must be based on some kind of knowledge. But what kind of knowledge is meant? Scientific, experimental, rational? Such knowledge is natural and maybe ethical and then it is natural religious knowledge. A person may quite easily conclude from observing the universe that only God could have produced it. That knowledge is not religion, not even if a see myself is bound to recognize a creator of the universe. It is natural knowledge such as Confucius, Socrates or Zoroaster possessed.

Natural religious knowledge, as is evident in the history of the human race, although it helps to make a man good, hardly suffices to keep him good, especially in times of crisis. Will such natural knowledge, for instance, sustain a man when he has suddenly, his country, his religion? Only a strong sense of supernatural religion, a reliance upon God, will provide the necessary courage for right action.

All the great religions of the world—Christianity, Hinduism, Chinese Buddhism and Islam—have showed men the way to such courage and its resulting peace of mind and heart and peace with all men. They point to a better sort of life, mostly a life somewhere else, or, at least, an end to the troubles of this life.

Christianity and Islam direct men to look up, hope for and strive after an eternal life of happiness in the possession of God. Hinduism, although it believes in reincarnations, also encourages its adherents to achieve successively higher incarnation until they achieve unity, become one with Brahman—God. Chinese Buddhism tells its followers that if they perform good deeds and have faith in Omiofoo by frequently calling upon this God of Infinite Compassion they will be rewarded by eternal life in the Western Paradise.

The agnostic or the atheist thinks of all those creeds as religious supersti-

tion. Are the agnostic and the atheist free of superstition? Hardly. Every thinking man has a natural bent for religion, for ideals above and beyond earthly ones. If he crushes his natural inclination, which is God-inspired ideals, he most likely will substitute a series of self-inspired ideals or some fad like astrology, which will become a religion for him.

There is a line between religion and superstition which everyone must learn to identify, or forfeit a true direction in his life.

6. According to the text, people define superstition as
 - [A] anything that seems unreasonable to them.
 - [B] some religious knowledge not based on reason.
 - [C] anything that seems unreasonable in another person's religion.
 - [D] any natural knowledge of a religion that is two-faced and totally different from another.
7. The paragraph 3 tells us that natural religious knowledge can hardly keep a person good because
 - [A] he may suffer crises in his career.
 - [B] he does not rely upon God.
 - [C] he may sometimes die for right action.
 - [D] he is not always willing to sacrifice himself.
8. According to the writer, all the great religions of the worldv
 - [A] bring peace of mind and peace with other human beings.
 - [B] give courage to their adherents to live and die.
 - [C] bring a better life now and promise eternal life in the Western Paradise.
 - [D] urge their adherents to achieve higher incarnations.
9. From the text we are told that the atheists
 - [A] have little or no religious knowledge.
 - [B] have ideals that are beyond earthly ones.
 - [C] are mostly astrologers who have too many materialistic ideals in life.
 - [D] are actually not free from superstition.
10. Of the following suggested titles, the one that most accurately sums up the text is
 - [A] the Great Religions on Earth.
 - [B] what is Superstition.
 - [C] religion and Superstition.
 - [D] how to Achieve Unity with God.

Text 3

An allowance is an important tool for teaching kids how to budget, save and make their own decisions. Children remember and learn from mistakes when their own dollars are lost or spent foolishly.

How large an allowance is appropriate? Experts say there is not a right amount. Actual amounts differ from region to region, and from family to family.

To set an appropriate allowance for your child, work up a weekly budget. Allow for entertainment expenditures such as movies and snacks. Next, include everyday expenses such as lunch money, bus fare, school supplies. "If you make the child responsible for these bills," says Josephine Swanson, a consumer specialist, "he or she will learn to budget for necessary expenditures."

Finally, add some extra money to make saving possible. If you can, keep you child's allowance in line with that of his friends. A child whose purchasing power falls away below his peers' can feel left out.

It can be tough, but avoid excusing your children when they make a mistake with their allowance. When Brooke Stephens was ten and growing up in Jacksonville, her mother gave her \$ 5 a week, \$ 1.75 of which was for bus fare and lunch. "If you lose your money," Brook's mother told her, "you walk home."

One week the girl spends all her allowance in a candy store; then she called home for a ride. "Mom made me walk home," recalls Stephens, now a financial planner in Brooklyn. "At first I was angry. But I finally realized that she was trying to teach me an important lesson."

Experts advise that an allowance should not be tied directly to child's daily chores. Kids should help around the house not because they get paid for it but because they share responsibilities as members of a family. You might, however, pay a child for doing extra jobs at home, that can develop his or her initiative.

11. What does the text mainly discuss?

- [A] How to develop a child's initiative.
- [B] How to work up an amount of pocket money.

[C] How to teach a child to save money.

[D] How to teach a child about money.

12. It can be inferred from the text that if a child is given an allowance, he or she may

[A] spend all the money very soon.

[B] be spoiled and finally ruined.

[C] feel responsible and careful about money.

[D] lose the money and cannot return home.

13. The words "his peers" (paragraph 4, line 3) refer to

[A] his parents.

[B] his teachers.

[C] his financial experts.

[D] his friends.

14. Why does the author mention Brooke Stephens?

[A] To question the opinion about pocket money.

[B] To compare Stephens with other financial experts.

[C] To explain that parents should be strict when children are developing good habits about money.

[D] To suggest that pocket money is useless in developing a child's sense of responsibility.

15. The author implies in the text that

[A] paying children for their housework is no good.

[B] a child's initiative can be developed if he or she is paid for all the housework.

[C] children may feel lost and lonely if they have no pocket money.

[D] children may learn to put aside some money if they are given a great amount of pocket money.

Text 4

I personally dislike the appearance of mirror glass, especially when it is used to face an entire building, covering the structure, spandrel areas, and even the parapets, and thus, because of its reflective quality, completely hiding the structure of the building and masking the human activity within it. At the same time, contrary to popular opinion, mirror glass is less efficient in terms

of heating and cooling a building than is regular glass. I have tended to avoid the "all-glass" building, which is actually about sixty percent glass, for these reasons, and also because I have a very strong feeling of acrophobia, so that when I stand near a large pane of glass in a high building, I feel very uncomfortable, as though I were standing on a stationary but floating carpet. Experience has taught me that about thirty-percent glass area is enough to completely eliminate feelings of claustrophobia and still give the secure sense of being in a building. Though it is extremely important and pleasant for the occupants of a building to have the pleasure of seeing out of the windows, experiencing the outdoor elements and the view from the security of an inside environment, I believe that a building should be designed so that its occupants are very aware that they are actually within a structure enjoying its protection, rather than attempting to attain the sense of being outdoors by making the building all glass. Occasionally a glass house built with a lovely frame and set in a beautiful garden may be a delight, but I am convinced that such exposure in a building more than one or two stories high would be just as uncomfortable for its occupants as would be a totally enclosed space. The percentage of glass in the World Trade Center is about thirty, and many tenants have told me that comfortable with that proportion. Since the windows are shoulder width and floor-to-ceiling, one can lean against the frame of the windows and look down to the street below without any sense of fear.

16. "The appearance of mirror glass" refers to the mirror glass that
- [A] is set up in front of a building
 - [B] reflects the structure of a building.
 - [C] covers the outside of a building.
 - [D] is used as window glass of a building.

17. The writer does not enjoy looking out in a high, "all-glass" building because
- [A] he feels insecure in such a building.
 - [B] he does not like the large pane of glass.
 - [C] he feels as if he were in the open.
 - [D] he has an abnormal fear of glass structures.
18. Which of the following is considered acceptable by the writer?
- [A] A house with both completely open and enclosed spaces.
 - [B] A high, nicely-framed glass house set in a beautiful garden.
 - [C] A house that is over thirty percent glass.
 - [D] A glass house of no more than two stories.
19. From what the tenants of the World Trade Center said we can learn that
- [A] they are not accustomed to the inside environment of the World Trade Center.
 - [B] a building with 30% of glass does not cause any discomfort.
 - [C] they prefer to work in offices with a large percentage of glass.
 - [D] it doesn't matter to them how much glass a building is built with.
20. Which of the following can be inferred from the text?
- [A] The writer is prejudiced against glass buildings.
 - [B] The writer is knowledgeable about architecture.
 - [C] The writer is a very conservative architect.
 - [D] The writer attaches no importance to architectural styles.

答案:

1. D 2. C 3. C 4. B 5. C 6. C 7. B 8. A 9. D 10. C
11. D 12. C 13. D 14. C 15. A 16. C 17. A 18. D 19. B 20. B

技巧篇

概述

国家教育部就 2002 年全国硕士研究生入学考试大纲作了新的修订,其中阅读理解部分由 A、B 两节组成,考查考生理解书面英语的能力。因为 B 节以翻译形式出现,并非本书所讨论内容,故而编者在此不作赘述。A 节是本书要讨论的重点,它“主要考查考生理解具体信息、掌握文章大意、猜测生词词义并进行推断等能力。要求考生根据所提供的四篇(新大纲改为四篇文章,每篇 5 道题目,总长度约为 1600 词)文章的内容,从每题所给出的四个选项中选出最佳答案。”大纲还规定:“考生应能读懂不同类型的文字材料(生词量不超过所读材料总词汇量的 3%),包括信函、书刊和杂志上的文章,还应能读懂与本人学习或工作有关的文献、技术说明和产品介绍等。根据所读材料,考生应能:1)理解主旨要义;2)理解文中的具体信息;3)理解文中的概念性含义;4)进行有关的判断、推理和引申;5)根据上下文推测生词的词义;6)理解文章的总体结构以及单句之间、段落之间的关系;7)理解作者的意图、观点或态度;8)区分论点和论据。”

阅读理解短文内容涉及社会科学(主要包括社会学、人类学、教育、心理学、经济、管理、金融等领域)、自然科学(主要包括普通物理、化学、生物、工程、计算机、医学、农业等领域)和人文科学(主要包括哲学、历史、文学、语言、新闻、艺术等领域)。1996 年以来,上述三类文章所占比例如下表:

	社会科学	自然科学	人文科学
1996	4	0	1
1997	4	1	0
1998	4	1	0
1999	3	1	1
2000	3	1	1

	社会科学	自然科学	人文科学
2001	3	1	1
2002	1	2	1

根据大纲要求,阅读理解的常考题型主要可归纳为五种:主旨大意型、推理判断型、词汇语义型、事实细节型及观点态度型。1996 年以来,各题型所占比例如下表:

	主旨大意型	推理判断型	词汇语义型	事实细节型	观点态度型
1996	2	8	3	5	2
1997	1	4	1	12	2
1998	3	5	3	7	2
1999	0	4	0	13	3
2000	1	9	0	6	4
2001	1	8	0	10	1
2002	1	6	2	9	2
合计	9	44	9	62	16
占总数百分比	6.4	31.4	6.4	44.3	11.5

而且每篇文章后几个问题也有大致的规律可循:第一题可能会涉及全文主旨大意;第二题一般是事实细节或词汇语义题;第三题往往是推理判断题或观点态度题;最后往往是涉及文章标题(也是主旨型)或写作目的(多是判断型)的题目。

近年来考研阅读命题的特点是高科技和社会热点问题材料趋增,如网络应用、基因工程、现代人生活价值观念等等;另外体裁更注重报刊新闻、专题报道和评述型文章,如 1999 年第一、二、三篇,2000 年第一、四篇,2001 年第二、三、四、五篇;2002 年第二、三、四篇;还有就是文章难度加大,句式等更复杂。基于大纲要求及命题特点,我们总结经验与命题规律,在解析阅读理解文章之前,给出了解题与阅读技巧,具体内容见下表。

阅读方法

- 放下思想包袱,相信自我
- 关键在于抓文章的主旨与结构
- 扩大阅读词汇量,提高阅读基本功
- 扩大知识面,侧翼迂回解决阅读
- 语法、句法有用论
- 阅读更加是全文逐字逐句翻译,略读、速读是根本
- 抛弃不良的阅读习惯
- 先快速浏览题干支,带着问题读文章是上策
- 要像命题人一样思考

读文章的技巧

- topic/theme sentence 抓住段落主题句或全文中心思想句
- skim/skip 略读与跳读以提高阅读速度
- scan/search 排读搜寻目标信息
- save the message 储存主要信息以备读下文之用
- transition 联结过渡要把握好
- contextual inference 读懂字里行间的意义,据上下文推测词义
- complex sentence 难句复杂句要重点把握
- easier synonym/alliteration etc. 同义词替换,押头韵等

阅读技巧

解答题的技巧

- 主旨大意型 分析全文结构,注意逻辑关系,把握主题句或中心思想句
- 推理判断型 精读目标信息,注重上下文的逻辑关系,选项应符合文章主旨
- 词汇语义型 注意构词法,看上下文有无同意替换或并列关系
- 事实细节型 精读目标信息点,注重挖掘隐含信息,有效使用排除法
- 观点态度型 把握文中表情感的词,注意作者对某一观点运用笔墨的多少

阅读方法与技巧

阅读理解能力绝非一朝一夕之事,考生应注重基本功的练习,要从长计议、广泛涉猎,只有在大“量”的基础上,才会有“质”的飞跃。如何才能有扎实的基本功,本章阅读方法部分会教你如何做;同时因为许多学生面临应试的压力,掌握一定的阅读技巧及应试技巧就显得相当重要,因此,阅读技巧部分亦是广大考生应把握的重要环节。

阅读方法

放下思想包袱,相信自我

好多学生,尤其是阅读理解能力稍差的学生觉得阅读理解是一道难以逾越的屏障。广大考研者中不乏此类学生,他们正在走向毕业的关口,一方面梦想着能考上研,进一步深造,为自己的未来谱写更美好的蓝图;另一方面又对自己的能力信心不足;万一考不上,找工作是否来得及;早找好工作,花费许多心思与费用,万一要考上岂不又可惜了。他们整天被这些问题扰得心神不宁、忧心忡忡,也难怪有些神经衰弱甚至崩溃。其实,大可不必,只要你的水平不是差到不可救药,短时间内你的阅读理解能力会有相当的提高的。但前提条件是:树立信心、开动机器、把握要领、水到渠成。要相信自己有能力把握自己的命运,先从思想上断绝自己的退路,要有置之死地而后生的精神。继而要想到“没有苦中苦,哪有甜上甜”,坚韧不拔的毅力会使你走上成功之路。要记住:我们唯一所恐惧的正是恐惧本身,任何问题都有其解决办法,要相信自己能找到这个办法。

关键在于抓文章的主旨结构

任何文章都有其要传达的中心思想或写作意图,文章读者要特别注意寻找并把握这条主线。有了这条主线,任何生词、难句等都很容易理解,因为所有的细节描述都是围绕着这条主线展开的,正是这条主线给我们提供了一个语境,在此基础上作者就可大胆地推测生词的意义、字里行间的意义。文章的主旨大意就是我们解题中的指导思想。另外还要把握文章叙事结构方面的特征,考研阅读文章绝

大部分都是说论结合的论说文,有相当部分文章的主旨都隐含在文章的首段或尾段。常见的行文方式有:总分分;分分总及总分总等,当然也有一些属于总分分格式。考研文章具体的常见脉络如下:

时间顺序:按时间的先后说明某一理论的发展,某一研究成果由过去至现在的情况。

一般→具体:首段做总的说明,其他段落分别说明或具体论述首段观点。

具体→一般:前面几段分别说明,末段总结。

对比:以进行对比的两个事物之间的基本共同点或差异为主题展开。

我们应注意根据文章中的结构词把握文章的脉络。文章按结构分类,又可分为顺承式文章和转折式文章:

顺承结构指的是前后两个部分之间内容相近,相辅相成,通常由下列连接词连接:similarly, first, second, because, thus等;

转折结构一般指两个部分之间内容相反,相互对立,通常由下列转折词连接:however, yet, but, while, nevertheless等。

区分文章是属于顺承式还是转折式,主要看文章中是否有转折词。若无,则为顺承式文章;若有,则为转折式文章。

我们还可以抓住一些结构词来判断文章结构走向,这些结构词包括:

1. 综述——详述结构词

表示综述的词汇:often, generally speaking, thus, therefore等;

表示详述的词汇:for example, because等。

2. 分类——列举结构词

表示分类的词汇:there are two/three types等,其特点为常出现“基数词”;

表示列举的词汇:first(ly), second(ly), third(ly)... last(ly)等,其特点为“序数词”或“序数词+ly”。

3. 对比——比较结构词

表示比较即顺承的词汇:similarly等;

表示对比即转折的词汇:however, but等。把握叙事结构有利于我们把握文章的主旨大意,把握了主旨大意也就是把握住了阅读理解的关键,把握住了阅读理解的关键,也就把握住了解题的金钥匙。

扩大阅读词汇量,提高阅读基本功

词汇量的大小是判定基本功扎实与否的一个关键指标。我们这里所说的词

汇量不仅仅指词汇的数量,还要包括一个词的几个不同的意思与用法,考研中经常考查的是次常用词及常用词的次常用用法,比如 fault 一词,大家都知道其用来表示“过错、错误”,但换一个语境,就可能指地质学上的“断层”。“company”可用来表示“公司”,但也可用来表示“伴随,伴侣”或“结伴而行的一队人马”。把握次常用词及常用词的次常用意思是考研词汇中的关键。词汇量大,并不仅仅是将大量的词汇存贮在你的大脑里,更关键的是,你能迅速地你的大脑记忆库中排查到与阅读理解中所遇到的词汇的最匹配的意思,因此,记忆词汇并非一个死板、单纯的问题,应该结合大量的阅读,一个词在阅读中出现的频率越多,就越了解该词确切的含义与用法,在数次重复出现后,记忆会越来越清晰。在这一方面,《考研英语词汇星火式巧记速记》做得非常不错,它可以在短时间内帮你有效而准确地掌握次常用词及常用词次常用意思。平时要注意不断通过涉猎各方面文章来丰富自己的词汇量,要作到各种题裁和体裁的文章都要读,时事新闻要读,社会焦点问题文章要读。在阅读过程中遇到的关键词应通过查词典、记笔记等途径将其纳入到自己的记忆库中去。查阅词典时切勿仅仅扫一眼汉语意思就算完,一定要读读其英语释义,这个对于准确把握词义很重要,如“dispose”一词,好多词汇手册中仅给了“处理”这个汉译,所以学生就有了这样的表达“to dispose a problem”,因为他会觉得汉语很通畅,殊不知 dispose 指的是:to get rid of sb./sth. that one does not want or cannot keep,意为:清理,铲除不要的东西或人。而且“to dispose a problem”的搭配也不对,dispose 后应跟介词 of 即:dispose of sb./sth.

另外掌握构词法的知识可极大地丰富我们的词汇量,而且能更好地帮助我们推测词义。

扩大知识面,侧翼迂回解决阅读

事实证明,一个人知识面的宽泛与否是影响到一个人阅读理解能力的一个重要因素。如果一篇文章描述的是你比较熟悉的话题,那么理解起来肯定容易得多。相反,如果文章的主题你不熟悉或不懂或闻所未闻,那么理解起来就会相当困难。比如有一篇涉及到 CT 优势与常规 X 射线的功能作比较的文章,从事医务工作的人读起来就轻松得多:

例 1 Since the first brain scanner was constructed several years ago, computed tomography or computed medical imagery, has become fairly widely used. Its rapid acceptance is due to the fact that it has overcome several of the drawbacks of conventional X-ray technology.

这就要求我们要作到平时阅读中要多方涉猎,广泛阅读,涉及历史、地理、天文、物理、体育、医学、文学、经济、政治等方面常规话题的东西都应了解,都应是我们阅读的范围。平时应多读报纸杂志,多看电视,了解社会发展,了解国际动态。国内许多英文报刊杂志及国外的一些报刊杂志都可拿来读一下,比如:21st Century(二十一世纪报) China Daily(较严肃的中国对外宣传英文报),《英语沙龙》,Reader's Digest, Atlantic Monthly等,另外,网络也可以便利地接驳英语学习,国内的一些英文网站如世博英语(<http://seabow.on.net.cn>),星火英语(<http://spark.english.com>)新东方教育在线(<http://www.neworiental.org>),还有国外的Yahoo新闻,BBC新闻等网站都可为你了解更多的知识打开一扇窗户。

语法、句法有用论

目前,很多人觉得语法、句法(尤其是语法)没有什么用处,并认为先有语言,后有语法,语法是对一些语言使用现象及规律的总结及归纳,学好了语言,语法就不重要了,而且语法并不能解释所有的语言现象;另外还有人说到,我们汉语听说读写都不错,可并不是天天学习汉语语法的结果。上述说法是有道理的,但是前提条件也很明确:有一个天天接触英语语言的环境并且是英语语言已经是把握的相当不错了。而事实上,我们绝大部分中国读者首先英语语言基础并不好(更不至于达到“学好了”的境界),而且并没有一个自然的英语环境,那么在目前的情况下,我们还要说:语法、句法是有用的,而且有时候是非常有用。既然是总结归纳语言规律的,语法、句法就同时典型的规约了各语法、句法现象的特征及含义。掌握这些特征及含义,对于我们把握语言就大有裨益了。例如:

例2 I loved you and I love you.

句中 love 的两种时态点明:我过去爱你,现在还爱你。

例3 I wish I had been to the concert last night.

wish 后宾语从句中用虚拟语气表明很后悔昨晚没去听音乐会。

例4 You should have come earlier.

Should 加完成时表过去应该做而没做的事,该句可表批评的态度。

例5 Weather permitting, we shall start tomorrow.

分词独立主格结构常表示条件(或原因等)。

阅读理解不是全文逐字逐句翻译,略读、速读是根本

中国学生在作阅读时往往有个习惯,就是试图弄懂文章中每一个词的确切意思,甚至是把句子一个个翻译成汉语来理解。实际上这种作法是极其错误的:从小的方面来说,时间会来不及,而且考试中允许有一定的生词量,遇到一个词,就反复地读该词所在的句子从时间上是很不划算的,更何况一些生词是难以据上下文来推断其确切意思的(而这类词往往无须去完全弄懂其确切意思,它们对于全文的理解往往并不是必不可少的)。从大的方面来说,这样做经常会因小失大,仅仅注意到了某些词汇,忽视了对文章总体的把握,到头来,费了老半天的工夫,文章大意没读懂或没注意到字里行间所流露出来的意思。这样不论是从理解的角度,还是从应试的角度,都不合算了。那么略读、速读才是根本,要尽力去弄懂文章主旨,主要叙事结构(前文已提到,此处不再赘述)。对付生词的有效方法是顺势阅读法,就象流水一样,遇到瓶颈,也能顺势冲得大一些。遇到生词时,如果不影响对语义的理解,就不要理它,顺势读下去;如果该词汇影响到整体语义的理解,就应根据周围语言,根据合理化原则推测出一个合理的含义,然后继续顺势向下读。

抛弃不良的阅读习惯

考生平时阅读文章时应注意克服以下常犯的毛病:

“指读”:用手指、铅笔、尺子指着文章,一个单词一个单词地读。这样无形中限制了眼睛“扫描”的速度,从而降低了阅读速度。

“头读”:每次换行读时,头作相应的摇动动作。这样时间长了,不仅人的颈部容易出现疲劳的症状,也限制了阅读速度。

“声读”:必须读出声音才能理解,也就是必须将书面上的字符转化成声音才能使脑子理解,这样也会影响阅读速度。因此,考生应多进行“默读”训练,学会直接将字符转化成意思的技能。

“回读”:一遇到生词或不熟悉的短语的时候,返回句首或段首重读。

“译读”:又称母语阅读。在阅读的过程中,不断进行单词、短语、甚至句子的翻译,通过译成母语来达到理解。

先快速浏览题干支,带**着问题读文章是上策**

大多数考生在阅读时采用以下三部曲:读文章、做题目、拿不准的再回头读文章。有的时候还可能重复循环下去,此种方法做题准确率较高,但是速度太慢,效率很低,在有限的时间内完成大量的阅读任务恐怕有些不妥。实践证明,先快速浏览题干支,明白对象、命题有哪些选择项,在读文章时便可对目标信息比较明确。在读的过程中,充分利用下文所介绍的读文章的技巧,如 scan and search, skim and skip 等,并对与考点有关的目标信息作出标志,然后再回到题目做题,可一气呵成,这样阅读和解题的效率都会有相当大的提高。

要像命题人一样思考

考生可先把自己假设为命题人员,然后极力想像自己会设置什么样的陷阱,然后再回到考生的位置上,“以其人之道还治其人之身”。要作到这一点,就应把握命题原则和一定的规律。考研阅读理解命题也有一定的规律可循:

(1)隐蔽处

句中的隐蔽处,容易被忽视的地方,常常成为考察对象,如:同位语、插入语、定语、从句、副词、不定式等,常考题型多为事实细节题与推理判断题。

(2)列举项

许多文章中用 First, ... Second, ... Last 等逐条列出各要素,与该叙事结构有关的常考题型是事实细节题,如:题干可能会问及下列哪一项是正确的,选项中有一项正好符合列举项中的一项,或者题干,也可能问及哪一项是错误的或是除哪一项之外都是正确的等。

(3)主题句/中心思想句

许多文章有段落主题句或全文中心思想句,此种句子多出现在段首、段尾或整个文章的首段段首句或未段最后一句,阅读时应特别注意这些位置,与此有关的题目多为主旨大意题,兼有一些事实细节题。

(4)转折对比

文章中转折与对比是常考的地方。转折对比处是语义的重点,应注意表转折对比的标志词如 however, but, yet, in fact, unlike 等,根据转折对比关系推断上下文之关系。

(5)因果关系

文章中经常会有一些词汇,如连接词 because, since, for, as, so 等,动词

cause, result in 等,名词 result, consequence, base 等用于表示因果关系之句中,这些因果关系句指明两个事件之间的因果关系,为命题者所青睐。与此因果关系有关的考试题目常为推理判断题。

(6)特殊标点

有一些标点所表达的意义也应注意,如破折号,括号和冒号常用来解释,引号表示引用,与这些标点有关的题目常为事实细节题。

(7)例子

句子由 for example, for instance, such as 等引导的短语或句子用来举例说明文章的中心或段落中心,与举例有关的题目常为推理判断型和事实细节型。

阅 读 技 巧**读文章的技巧****一、抓住段落主题句或全文中心思想句(topic/theme sentence)**

许多文章有段落主题句或全文中心思想句,找出并抓住这些句子是至关重要的,尤其是段落的叙事结构、整篇的叙事结构都会因此而一目了然。往往这些句子会出现在段落中的首尾或文章的首尾段中。

例 6 How is it that we in America have begun to lose this freedom? I believe it has started slipping away from us because of three misunderstandings.

First, the misunderstanding of the meaning of democracy. The principal of a great Philadelphia high school is driven to cry for help in combating the notion that it is undemocratic to run a special program of studies for outstanding boys and girls. Again, when a good independent school in Memphis recently closed, some thoughtful citizens urged that it be taken over by the public school system and used for boys and girls of high ability, that it have entrance requirements and give an advanced program of studies to superior students who were interested and able to take it. The proposal was rejected because it was undemocratic! Thus, courses are geared to the middle of the class. The good student is unchallenged, bored. The loafer receives his passing grade. And the lack of an outstanding course for the outstanding student, the lack of a standard which a boy or girl must meet, passes for democracy.

The second misunderstanding concerns what makes for happiness. The aims of

our present-day culture are avowedly ease and material well-being; shorter hours; a shorter week; more return for less accomplishment; more softsoap excuses and fewer honest, realistic demands. In our schools this is reflected by the vanishing hickory stick and the emerging psychiatrist. The hickory stick had its faults, and the psychiatrist has his strengths. But the trend is clear. *Tout comprendre c'est tout pardonner* (To understand everything is to excuse everything). Do we really believe that our softening standards bring happiness? Is it our sound and considered judgment that the tougher subjects of the classics and mathematics should be thrown aside, as suggested by some educators, for doll-playing? Small wonder that Charles Malik, Lebanese delegate at the U. N., writes; "There is in the West" (in the United States) "a general weakening of moral fiber. (Our) leadership does not seem to be adequate to the unprecedented challenges of the age."

The last misunderstanding is in the area of values. Here are some of the most influential tenets of teacher education over the past fifty years; there is no eternal truth; there is no absolute moral law; there is no God. Yet all of history has taught us that the denial of these ultimates, the placement of man or state at the core of the universe, results in a paralyzing mass selfishness; and the first signs of it are already frighteningly evident.

上文中第一段即是全文中心思想句,即 theme sentence,而下述三段中的第一句是每一段的主题句,即 topic sentence。理出这些中心思想句和主题句,文章的叙事结构就非常明确了,主旨就可轻松把握住,这样就更有利于把握其中的细节问题。

二、略读与跳读提高阅读速度 (skim/skip)

在首先快速浏览了题干题支,初步把握文章大意及叙事结构的基础上,可大胆进行略读与跳读,这样不但阅读速度快,也更容易居高临下,总体把握原文。在阅读中可略读或跳读处理的内容包括:

◇ 1. 繁琐的例证

为了说明问题,作者可借用形象的例子,有时候举例较繁琐,虽能说明问题,但常常很耗费时间,那么在例子所说明的问题不明白之时,可通过略加细读来理解,若例子所说明的问题比较明了,则例子部分可一带而过。如:

例 7 First, the misunderstanding of the meaning of democracy. The principal of a great Philadelphia high school is driven to cry for help in combating the notion that it is undemocratic to run a special program of studies for outstanding boys and girls. Again, when a good independent school in Memphis recently closed, some thoughtful citizens urged that it be taken over by the public school system and used for boys and girls of high ability, that it have entrance requirements and give an advanced program of studies to superior students who were interested and able to take it. The proposal was rejected because it was undemocratic! Thus, courses are geared to the middle of the class. The good student is unchallenged, bored. The loafer receives his passing grade. And the lack of an outstanding course for the outstanding student, the lack of a standard which a boy or girl must meet, passes for democracy.

文中首句为主题句,其它部分都是举例说明的。如费城一中学校长号召人们起来反对这一错误的观念;为出色的学生开设专门的课程不民主等,举例部分无需精读即可明白其目的和大意。

◇ 2. 并列多项列举

有时许多功能相同的项目并列列举,那么只读其中一两项即可,勿须全读,即使其中有生词也可略读,不用放在心上。如:

例 8 Preparing for the H. K. C. E. E.

"How can the Organic English Classes prepare students to take the H. K. C. E. E.?" you may ask. Our tutors are also concerned about this aspect of course. We have analysed the past H. K. C. E. E. questions. We have found that to adequately prepare students to take the Exam, we have to focus on the teaching of words and phrases relating to their real life experiences. **e. g. pastimes, bad habits, useful skills, idols, school studies, extra-curricular activities, family life, etc.**

文中黑体部分不过是实际生活经验——real life experiences中的一些例子,不需要逐项去读,可以略读或只读前一两项即可。

◇ 3. 无关大局的生僻字词

阅读中经常会遇到一些生词,而这些生词对于文章总体的把握,关系不大,这时候出题者也不会给这些生词加汉语注释,只要觉得对总体没有影响或影响不大

就可略过。

例 9 Different cultures are more prone to contract certain illnesses because of the food that is characteristic in these cultures. That food is related to illness is not a new discovery. In 1945, government researchers realized that **nitrates** and **nitrites**, commonly used to preserve color in meats, and other food additives, cause cancer. Yet these carcinogenic additives remain in our food, and it becomes more difficult all the time to know which things on the packaging labels of processed food are helpful or harmful.

据上下文可知,文中黑体两词是用来保持肉类鲜亮颜色的东西,而且应属食品添加剂,至于具体是什么,无需费心去弄明白。

例 10 One may consider the condition of the atmosphere at a given moment and attempt to predict changes from that condition over a few hours to a few days ahead. This approach is covered by the branch of the science called **synoptic meteorology**, which is the scientific basis of the technique of weather forecasting by means of the preparation and analysis of weather maps and aerological diagram.

文中黑体部分学生可能不熟,但上下文在谈论天气预报方面的问题,且其应为一科学分支——气象学分支,具体是什么,汉语怎么叫,都无所谓。

◇ 4. 冗长的人名、地名

有许多冗长罗嗦的表示人名、地名等的专有名词,阅读时可一扫而过或干脆用其首字母代替法,千万不可试图把整个词读出来。

例 11 “That is what I came to show you,” Martini answered in his everyday voice. He picked up the placard from the floor and handed it to her. Hastily printed in large type was a black-bordered announcement that: “Out dearly beloved Bishop, **His Eminence the Cardinal, Monsignor Lorenzo Montanelli**,” had died suddenly at **Ravenna**, “from the rupture of an aneurism of the heart.”

三、排/查读搜寻目标信息(scan/search)

在略读完文章后,再细读题干、题支,在确保弄清问题后,回到文中快速寻找

目标信息,然后再选择答案项。

例 12 Now the tide appears to be turning. As personal injury claims continue as before, some courts are beginning to side with defendants, especially in cases where a warning label probably wouldn't have changed anything. In May, Julie Nimmons, **president of Schutt Sports in Illinois**, successfully fought a lawsuit involving a football player who was paralyzed in a game while wearing a **Schutt helmet**. “We're really sorry he has become paralyzed, but helmets aren't designed to prevent those kinds of injuries,” says Nimmons. The jury agreed that the nature of the game, not the helmet, was the reason for the athlete's injury.

文后问题:

The case of Schutt helmet demonstrated that _____.

[A] some injury claims were no longer supported by law

[B] helmets were not designed to prevent injuries

[C] product labels would eventually be discarded

[D] some sports games might lose popularity with athletes

该题题干问 Schutt helmet 事件表明什么。Schutt 属专有名词,可迅速检索文章并将目光锁定在黑体部分,略读一下上下文就可得知一些意外伤害诉讼现在得不到法律的支持。答案应为[A]。

另外,此类方法也非常适合于有明确的文章编排方式,列举项单纯的文章,包括有一些提供小标题的文章,如有可能,甚至可不用略读文章而仅去弄清其编排顺序然后就可查找目标信息。

例 13 Listed below are the seven special features of the Organic English Classes:

Organically integrating speaking, writing and real life experiences of students;

Rich in opportunities for repeated oral practice of learnt expressions in a meaningful way;

Getting students to practise in pairs to promote fun collaborative learning;

Asking and answering (interactive approach), enabling students to master the use of English expressions with greater ease;

Network memory deliberately created through sequencing topics meaningfully;

Individual practice with the teacher as the partner allowing students' errors to be corrected and students' talents to be recognized;

Creative content prepared by students according to their own ability and experi-

ences (catering for individual differences).

例 14 More Details About the Organic English Tutorial School

Address: 123, Peace Road, Hong Kong

Phone Number: 12345678

Times of English Tutorial Classes:

Monday to Friday: 6:30 p. m. to 9:30 p. m.

Saturday: 9:30 a. m. to 12:00 noon

Tuition Fee: 500 dollars per month

Enrollment: Come to our school in person and bring along with you two recent photos, your H. K. I. D. card and the tuition fees for two months.

上述两例中文章编排方式明确,可以速读来搜寻所需信息。

四、储存主要信息,以备读下文之用(save the message)

在略读过程中,要把自己认为对解题有重要意义的字、句、段等标记出来,并储存在大脑里,以免回头再查看费时费力。同时,对于表达作者写作意图的词句、表现作者持有强烈倾向的感情色彩的词句也要标记出来。

例 15 ... knowing what the Principal expected me to do, I walked close to the “deviant” who had been too absorbed in the book to notice what had been going on. Having confiscated the comic, I walked back to the teacher’s desk. I realized that I had just been caught being careless in supervising students and **I started to worry about my promotion prospects.**

The Vice-principal came to me around four before I left for home. She told me straight that though she had repeated several times before the Principal that I was the most suitable person to be promoted to the post of English Panel Head, this afternoon the Principal decided not to promote me for no obvious reason. I understood why but I did not want to tell her. I thanked her for her support.

读到文中**黑体部分**,可将这句信息记下来,因为接着在下文中将进一步解说笔者何以为自己的前途而担心。

五、联接过渡要把握好(transition)

要特别注意把握文中具有衔接过渡等功能的字句,抓住了这些字句,就能准确抓住作者的写作意图与写作思路。文章的叙事结构也一目了然。我们这里的联接过渡包括表明句与句之间关系的联接词,也包括上下文段落之间关系的过渡语或过渡句,甚至是过渡段。

例 16 It is probably easier for teachers than for students to appreciate the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have been understood. Students are naturally surprised and disappointed to discover that a process which ought to become simpler does not appear to do so.

...

Of course this is not true. What both students and teachers are experiencing is the recognition that the more complex structures one encounters in a language are not as vital to making oneself understood and so have a less immediate field of application. For the same reason, from the teacher’s point of view, selecting what should be taught becomes a more difficult task. It is much easier to get food of any kind than to choose the dish you would most like to eat on a given day from a vast menu.

Defining the problem is easier than providing the solution. One can suggest that students should spend two or three years in an English-speaking country, which amounts to washing one’s hands of them. Few students have the time or the money to do that. It is often said that wide reading is the best alternative course of action but even here it is necessary to make some kind of selection. It is no use telling students to go to the library and pick up the first book they come across. My own advice to them would be: “read what you can understand without having to look up words in a dictionary (but not what you can understand at a glance); read what interests you; read what you have time for (magazines and newspapers rather than novels unless you can read the whole novel in a week or so); read the English written today, not 200 years ago; read as much as you can and try to remember the way it was written rather than individual words that puzzled you.” And instead of “read”, I could just as well say “listen to.”

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