



大学英语四六级710分冲关快训

大学英语四级

College English Test 给力版

20天阅读冲关快训



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One hour today is worth two tomorrow!



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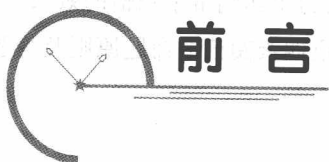
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前言

《大学英语四级阅读 20 天冲关快训》由西安交通大学出版社组织资深教师编写而成。这些教师有着多年大学英语教学及大学英语四、六级考试辅导和阅卷的经验。他们熟悉《大学英语教学大纲》和《大学英语四、六级考试大纲》的内容,掌握大学英语四、六级考试命题规律和解题技巧。

本书通过精讲精练与模拟实战紧密结合,旨在揭示命题原则,总结规律,传授技巧,切实提高学生大学英语四级阅读应试的能力。在编写过程中,编者严格按照最新考试大纲精神进行编写,本着解析详尽、规避误区的原则,为考生在大学英语四级考试的阅读方面提供最佳的解题思路和实训机会,争取用最短的时间达到阅读能力的迅速提高。

本书以 20 天作为实训单元,分成五个模块进行阅读训练。第一天为第一个模块,进行四级阅读水平的摸底测试。要求学生在规定时间内完成由四篇文章构成的阅读模拟试题。学生自行总结模拟测试的结果,找出不足,归纳经验。第二天至第五天为第二个模块,进行快速阅读训练。第六天至第十天为第三个模块,进行选词填空式阅读训练。第十一天至第十九天为第四个模块,进行细读式阅读训练。第二十天为第五个模块,形式与第一个模块相同,旨在检验前期的训练结果。

第二个模块到第四个模块共由 70 篇文章组成,其中快速阅读类文章 18 篇,填空式阅读类文章 16 篇,细读式阅读文章 36 篇。这三部分模块中除了文章、试题、答案外,还附有热点词汇、答案解析、难句分析等内

容,以利于学生掌握词汇、阅读技巧、文章大意等。学生在完成每一篇的阅读测试后,应该认真回溯一遍自己的解题过程,并参考试题后所附的解析内容,总结经验、教训,力争达到事半功倍的效果。

以下简单谈谈大学英语四级阅读的命题原则及答题策略,供学生在实训过程中参考。

A. 阅读理解试题的选材原则

1. 题材广泛,可以包括人物传记、社会、文化、日常知识、科普常识等,但是所涉及的背景知识应能为学生所理解;
2. 体裁多样,可以包括叙述文、说明文、议论文等;
3. 文章的语言难度中等。无法猜测而又影响理解的关键词,如超出教学大纲词汇表四级的范围,用汉语注明词义。

B. 阅读理解测试的能力

1. 掌握所读材料的主旨和大意;
2. 了解说明主旨和大意的事实和细节;
3. 既理解字面的意思,也能根据所读材料进行一定的判断和推论;
4. 既理解个别句子的意义,也理解上下文的逻辑关系。

C. 阅读理解解题步骤

1. 浏览文章:文章开头、结尾及段落的首句和尾句(跳读skimming);
2. 扫描题干、确定关键词;
3. 带着关键词通读文章、忽略生词和细节;
4. 关键词及其同义词出处、做出标记(寻读 scanning);
5. 仔细对比选项与文中相应部分并确定答案(研读 reading for full understanding)。

D. 题型分析及应对策略

1. 主旨类

(1) What is the main idea (subject) of this passage?

(2) What does this passage mainly (primarily) concern?

(3) The main theme of this passage is _____.

(4) The main point of the passage is _____.

(5) Which of the following is the best title for the passage?

(6) The title that best expresses the theme of the passage is _____.

(7) On which of the following subject would the passage most likely be found in a textbook?

(8) The purpose of the writer in writing this passage is _____.

(9) Which of the following best describes the passage as a whole?

应对策略:跳读(skimming)文章的开头、结尾及段落的首句和尾句。

主旨应该是宏观的,但又不能空泛。

2. 态度类

(1) What's the writer's attitude to ...?

(2) What's the tone of the passage?

(3) The author's view is _____.

(4) The writer's attitude in this passage is apparently _____.

(5) The author suggests that _____.

(6) According to the author _____.

应对策略:有的文章观点明确,基调清楚,这时跳读(skimming)文章的开头、结尾及段落的首句和尾句。而另一些则需要阅读时对某些细节仔细琢磨。尤其应注意有些表明作者观点的词汇,如形容词、副词等。

3. 细节类

(1) Which of the following is NOT true according to the information

in the passage?

- (2) Which of the following is mentioned in the passage?
- (3) What is the example of . . . as described in the passage?
- (4) The author mentions all of the following except . . .
- (5) The reason for . . . is . . .
- (6) The author states that . . .
- (7) According to the passage, when (where, why, how, who, etc.)...?

应对策略:寻读(scanning)出现关键词的相应段落,四个答案中相同的词即为关键词。仔细对比答案与文中相应细节。

4. 推理类

- (1) The writer implies but not directly states that_____.
- (2) It can be inferred from the passage that_____.
- (3) The author strongly suggests that_____.
- (4) It can be concluded from the passage that_____.
- (5) The passage is intended to_____.
- (6) The writer indicates that_____.

应对策略:推理类题,可能是针对文章整体也可能是针对某个细节。如果是前者,跳读(skimming)文章的开头、结尾及段落的首句和尾句,即可得出答案。如果是后者,寻读(scanning)相应段落并仔细研读相应细节。

5. 词汇类

- (1) According to the author, the word “...” means_____.
- (2) Which of the following is nearest in meaning to “...”?
- (3) The term “...” in paragraph... can be best replaced by
- (4) What's the meaning of “...” in line ... of paragraph...?
- (5) As used in the line ..., the word “...” refers to _____.

应对策略:寻读(scanning)定位相关词的出处。根据上下文与词的构造来猜测。最好将四个选项带回文中,看看哪一个最合适。即使不是生

词,也应当作生词来猜。

6. 指代类

- (1) What does “it” refer to in Line 2, Paragraph 5?
- (2) What does “they” stand for in Line 3, Paragraph 2?
- (3) What does “their” stand for in Line 3, Paragraph 2?
- (4) What does “its” refer to in Line 3, Paragraph 2?


应对策略:寻读(scanning),定位相关代词的出处,离它最近且单复数一致的名词即是。

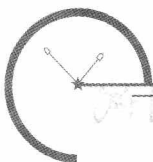
编者

2011 年 3 月

目录

阅读理解题型概述	(1)
第1天 阅读水平摸底测试	(2)
第2天—第5天 快速阅读(Skimming & Scanning)分项训练 (共4天;18篇文章)	(14)
◆第2天 4篇文章	(14)
◆第3天 4篇文章	(51)
◆第4天 5篇文章	(90)
◆第5天 5篇文章	(138)
第6天—第10天 选词填空(Blank-filling)阅读分项训练 (共5天;16篇文章)	(185)
◆第6天 3篇文章	(185)
◆第7天 3篇文章	(199)
◆第8天 3篇文章	(213)
◆第9天 3篇文章	(227)
◆第10天 4篇文章	(240)
第11天—第19天 细读(In-depth Reading)阅读分项训练 (共9天;36篇文章)	(259)
◆第11天 4篇文章	(259)
◆第12天 4篇文章	(279)

◆第 13 天	4 篇文章	.....	(299)
◆第 14 天	4 篇文章	.....	(319)
◆第 15 天	4 篇文章	.....	(338)
◆第 16 天	4 篇文章	.....	(358)
◆第 17 天	4 篇文章	.....	(378)
◆第 18 天	4 篇文章	.....	(399)
◆第 19 天	4 篇文章	.....	(419)
 第 20 天	考前阅读水平测试	.....	(440)



阅读理解题型概述

大学英语四级阅读理解部分包括仔细阅读和快速阅读,测试学生通过阅读获取书面信息的能力;所占分值为 35%,其中仔细阅读部分 25%,快速阅读部分 10%。阅读时间共 40 分钟,快速阅读时间为 15 分钟,仔细阅读 25 分钟。

快速阅读部分采用 1 篇较长的文章,总长度约为 1200 词。要求考生运用略读和查读的技能从篇章中获取信息。略读考核学生通过快速阅读获取文章主旨大意或中心思想的能力。查读考核学生利用各种提示,如数字、大写单词、段首或句首词等,快速查找特定信息的能力。快速阅读理解部分采用的题型有是非判断、句子填空、完成句子等,共 10 道题。

仔细阅读部分要求考生阅读 3 篇短文,其中第一篇为简答题,篇章长度为 400~450 词。后两篇为多项选择题型的短文理解测试,每篇长度为 400~450 词,共 10 道题。该部分测试考生在不同层面上的阅读理解能力,包括理解主旨大意和重要细节、综合分析、推测判断以及根据上下文推测词义等。简答题的篇章后有 5 个问题,要求考生根据对文章的理解简要回答问题或完成句子。多项选择题型的短文要求考生根据对文章的理解,从题后的 4 个选项中选出一个最佳答案。



第 1 天

阅读水平摸底测试



Tips

本部分按照《四级考试大纲》要求、遵循命题原则、符合四级难度准备了一套四级阅读模拟题，要求考生在规定时间内完成模拟题。通过模拟题，考生可以了解自己在 20 天阅读快训开始时的阅读能力和水平，发现自己的薄弱之处，在随后 18 天的阅读分项训练中做到有的放矢，把握提高的关键。

开始时间：_____

结束时间：_____

Part I Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions after the passage. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Never Perfect Enough—The Private Struggles of College Women

“I am such a perfectionist,” a student says to me earnestly. Her face flushes, and her eyes fill with tears. As I reach for the tissues, the tears arrive. After several quick apologies, she continues, “I am usually the one

who helps my friends. I hate asking for help.”

I have had this interaction, or some form of it, dozens of times with our female students, whom I see throughout the week for depression, anxiety, academic struggles, eating disorders, stress, sexual attack, or other concerns. Regardless of the issue that brings them to my office, they often mention the pressure to be perfect as one reason for their struggles.

What exactly is perfect? Students describe perfection as a combination of characteristics valued by their peer culture: intelligence, thin and fit physical appearance, social status. As students go through their daily lives—morning classes, organization meetings, club sports practice or the gym, dinner, another class, more meetings, library, sleep for four or five hours, and start all over again—they consistently observe and absorb peer messages about what is right and what is wrong. It is right to make good grades, to appear thin, to seem never upset. It is wrong to seek out help, to be over a size six, to be different.

Duke University’s report on their 2003 Women’s Initiative, which analyzed the status of its female students, staff, and faculty, articulated the drive for perfectionism in this way: “Undergraduates described a social environment characterized by what one sophomore called ‘effortless perfection’: the expectation that one would be smart, accomplished, fit, beautiful, and popular, and that all this would happen without visible effort.” When I read this, I muttered aloud, “Yes, yes, that’s right!” I was aware from my work that many traditional-age college women held themselves to impossible standards, and after reading the Duke report, I began noticing that students actually referred to themselves as “perfectionists.”

I asked students about the drive for effortless-looking perfection; did this concept resonate with them? Absolutely, they responded. In fact, they often declared their perfectionism proudly. When I was in college, perfectionism was practically nonexistent; even today, my friends laugh at the notion of being labeled as a perfectionist, which implies too much

responsibility and too little room for being human.

After the Duke report, I was on the alert for perfectionism. Alarms sounded last semester when one of our rising seniors wrote an urgent e-mail to me “concerning the physical health of many students on our campus, especially in regard to the females of my *sorority* (女生联谊会).” She continued, “I would like to keep it very confidential because I could just imagine how angry and upset and betrayed my good friends would feel if they knew that I had contacted you.” When we met, she sorrowfully described how she could trace the progression of weight loss across sorority class composite pictures from year to year. She asserted that first-year students look with longing at the senior members, who appear perfect in their thinness and poise. Eating disorders, often diagnosed as a manifestation of individual self-loathing and desire for control, permeate this sorority, transmitted as sorority sisters look to one another for role models of how to look and to act.

Perfectionist pressure prevails in students' academic work as well. At the end of last semester, a student came to me with a complaint of professorial bias against her. Upon digging a bit, I discovered that she was grieved for having received grades of B or below in this course all semester, despite having sought out the professor's feedback on several occasions and, by the way, having been the valedictorian of her high school! On another occasion—a campus workshop on student development theory—a faculty member asked a residence life professional what to do when a female student breaks down in tears over a grade; the staff member responded that the student is likely crying out of frustration and anger at not receiving the perfect grade, an A, despite having worked so hard for it. Effort expended in academics does not always equal top grades, an unpredictability that seems unfair and illogical to many perfection-seeking students.

What causes this drive for perfection? Some observers point out that

high school and college are increasingly competitive environments, and students do not want to admit weaknesses for fear of appearing unsuited for the strictness of academic study and life. In addition, many traditional-age college students have hovering “helicopter parents” who won’t settle for anything less than the best for their children, an over protectiveness that may be sensed by their children as expecting nothing but the best from them as students. Parents do seem to understand that perfectionism is not a good thing and would never admit to imposing such pressure on their children. Still, students will tell me that Mom or Dad unintentionally fueled their problems with comments such as “You are special” or “Take it from me, you will be so much happier if you just lose a little weight” throughout their childhood. When I talk with a parent, it is not uncommon for the mother or father to open our conversation by saying, “Your university might not realize what an extraordinary person you have in my daughter.”

Of course, there is no such thing as perfect. In striving for perfection that does not exist, students never feel completely competent. This omnipresent sense of inadequacy mingles with the desire to hide any manifestations of imperfection, including stress, depression, and bad grades. Students keep their anxiousness and pain to themselves; the few who end up in my office have reached a boiling point of stress and anxiety, and even then, they dread thinking that others—primarily other students—will somehow find out that they are in need of help. A few years ago, a student came to meet with me about an academic problem. In the course of our conversation, she confessed that she had been sexually abused by a teacher in high school. When I asked her if she had told her parents—whom she had called supportive and loving—about the abuse, she said no; she did not want her parents to look at her with pity. The notion of being pitied is distasteful, almost reviled among these high-achieving women.

I suspect that our female students value standing out as individuals in part because of the women’s movement of the 1960s and 1970s. Today’s U.S.

college women have inherited the movement's ideals of individual specialness, but they turn away from the notion of women as a separate, supportive community. I see this rebuff of group support in my students' refusal to share their problems with their friends, in their reluctance to identify as feminists, and in their refusal to appear less-than-perfect. Meanwhile, colleges and universities contribute to the problem. Institutional rhetoric about excellence and achievement may actually foster unhealthy expectations and behaviors among students. Perhaps we should focus more on students' unique skills and contributions than on grades and scores achieved. We may be able to address perfectionism by enlisting the input of the "victims" themselves. Several students worked with our residence life staff on a campaign about perfectionism that emphasized the negative consequences of striving to be perfect; it included a panel of well-liked faculty, staff, and student leaders who discussed their success as a patchwork of accomplishments, setbacks, mistakes, and basic good luck. The panel offers a valuable insight into how many students, and young women in particular, view their college education as a building block toward a "perfect" future in which a successful career will somehow balance harmoniously with a prodigious family life, leading finally to fulfillment. This approach is not only unrealistic but soul-denying and life-denying. As parents, mentors, and role models, we should echo the wisdom imparted by Anna Quindlen to the 1999 graduates of Mt. Holyoke College: "The thing that is really hard, and really amazing, is giving up on being perfect and beginning the work of becoming yourself."

1. Female students frequently view _____ as a factor leading to the various concerns in their lives.

- A) feminism
- B) perfectionism
- C) individualism

- D) sexism
2. When dealing with routine tasks, college women tend to be influenced by the standards of _____.
A) their parents
B) their teachers
C) relatives
D) classmates
3. The author's friends seldom claimed to be perfectionists at college because _____.
A) they avoided shouldering too much responsibility
B) they did not take pride in declaring their perfectionism
C) few of their peers did so
D) they did not make much room for being human
4. Perfectionist pressure makes an impact not only on students' academic work, but also on _____.
A) students' courses grades
B) students' physical health
C) the professionals' bias against them
D) students' weight loss
5. According to the residence life professional, which of the following statements is not true?
A) There are occasions when female students cry over a grade B or below.
B) Some female students don't work hard enough.
C) Students don't necessarily achieve top grades in spite of their efforts.
D) Some students find it out of their expectations not to get an A.
6. In some students' opinion, their parents always expect them to _____.
A) impose pressure on themselves
B) lose a little weight
C) overshadow their peers
D) be admitted by top university