

英语专业四级备考冲刺

TEM

■ 杨新亮 柳旦 李丹 杨莹 编著 ■

这样复习

An Effective Way to Review Reading Comprehension

阅读理解

最有效

英语专业四级备考冲刺

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An Effective Way to Review
Reading Comprehension

国防工业出版社

· 北京 ·

内 容 简 介

本书在解析《高校英语专业教学大纲》和《高校英语专业四级考试大纲》对阅读理解的要求以及历年阅读理解真题的基础上,全面分析了阅读理解篇章的宏观和微观结构,从概括与例证、概念信息链、主题与细节、背景知识与理解等方面,阐释影响考生阅读理解的篇章知识要素。编者结合历年真题,归纳总结了阅读文章的篇、段的主题结构布局,详细解析了各类阅读文章的词汇和句群功能及解题要略,给考生以方法和策略上的指导。本书从实战的角度,认真研究和剖析了四级考试阅读理解题的出题意向和测试目的,在题例分析的基础上,编写了10套阅读理解全真模拟题,并依据英语的篇章规律为考生提供了参考答案和解题要诀。因此,本书体现了英语专业四级考试专项训练的特点,符合考生实战训练的需要。

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全国英语专业四级考试是教育部针对高校英语专业学生组织的一种标准化水平考试,得到社会日益广泛的认可,逐渐成为英语专业考试的一个品牌。阅读理解是英语专业学生语言技能的重要组成部分,也是专业四级考试的重要内容。为帮助高校英语专业学生更好地把握阅读理解的认知规律,加强技能训练,提高英语篇章解读能力,国防工业出版社策划编写了《这样复习阅读理解最有效》。

《这样复习阅读理解最有效》在深度解析专业四级教学要求和阅读理解考试大纲的基础上,精心编写了10套阅读理解全真模拟题,希望能为考生提供一本全面、详尽、可靠的英语专业四级阅读理解专项训练备考书,同时也希望能为辅导四级考试的老师奉献一本有价值的参考书。

本书充分依据篇章结构、篇章词汇、篇章句群等方面的理解认知规律,以独特的视角剖析英语快速阅读、深度阅读、仔细阅读的宏观和微观结构,以及词汇、句群的主题连贯和篇章衔接功能,丰富考生英语篇章结构方面的知识,培养其自上而下的阅读理解技能,训练考生从宏观与微观的视角把握语篇的主题信息、词汇倾向和句群功能,快速准确解读文章的主题要点、具体细节和词句关系,精确定位解题要点和答案选项。

全真模拟试题的编写完全基于对历年全真题尤其是近年各类阅读理解题的深度研究。编者对模拟题所需的资料进行了认真细致的筛选和解析,题项经过反复推敲斟酌,以期做到精密逼

真,给考生以实战感。全书由概述、实用阅读技巧精讲和阅读理解全真模拟训练试题及答案解析3个部分组成。其创新性主要体现在以下几个方面:

(1)在研究历年真题的基础上,编者对试题的选材进行了甄别和遴选,覆盖了阅读理解真题所涉及的所有共项内容,如环保、教育、交通、文化、经济、科技、生活等。全真模拟题在文章篇幅、题型等方面严格按照《高校英语专业四级考试大纲》的要求选取和编制,充分体现了快速、深度、仔细等阅读技能训练和实战的特点。

(2)本书重点阐述专业四级英语阅读的篇章结构规律和解题技巧。在解析阅读理解各类题型时,把英语篇章的知识融入阅读理解技巧,通过解析,揭示英语篇章的宏观和微观结构规律以及篇章词、句的连贯与衔接作用。考生在训练阅读理解技能的同时,掌握篇章的结构布局和遣词造句规律,从而提高考生英汉篇章结构及其词、句的差异意识,在提高考生英语阅读技能的同时,也提高其英语写作技能。

(3)本书克服了市场上同类书籍纷繁复杂的结构布局,内容编排清晰流畅,简洁凝练,让人耳目一新。本书的编者为从事英语专业教学十多年的一线骨干教师,十分熟悉《高校英语专业教学大纲》和《高校英语专业四级考试大纲》的要求,也十分了解考生的学习需要。他们对每道题都作了具有知识性和策略性的注释,这一点充分反映在全真模拟训练题的“真”和答案解析的“巧”之中。

宁波大学外语学院的杨新亮、柳旦担任本书主编,并负责概述、篇章及阅读策略解析的撰写及全书的审校;河南省许昌学院的李丹、杨莹共同完成全真模拟题部分。由于时间仓促,错误和不足之处在所难免,敬请考生批评指正。

编者

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1.1 英语专业四级阅读大纲要求

教育部高等学校外语专业教学指导委员会 1998 年修订的《高校英语专业教学大纲》指出,英语阅读能力是英语专业技能的重要组成部分。大纲对各级阅读技能的水平作了具体的描述和规定,其中对专业四级阅读技能的水平要求如下:

能读懂难度相当于美国 *Newsweek* 的国际新闻报道;能读懂难度相当于 *Sons and Lovers* 的文学原著。要求在理解的基础上抓住要点,并能运用正确观点评价思想内容。阅读速度为每分钟 120~180 个单词,理解准确率不低于 70%。能在 5 分钟内速读 900 词左右中等难度的文章,掌握文章的大意。

请试读下列新闻:

Is Uganda's Antigay Fervor Spreading? An African Domino Theory, Examined.

Uganda isn't the only star of the antigay show in East Africa anymore. Today, Rwanda's Parliament is also set to consider legislation that would for the first time make homosexuality a crime, punishable by 5 to 10 years in prison. The bill would also ban any activities that could be construed as "encouraging or sensitizing" same-sex relationships, eliminating advocacy and severely complicating medical treatment, especially for HIV/AIDS.

According to the International Gay and Lesbian Human Rights Commission's Cary Johnson, Uganda is setting the precedent. "Other than as a result of the political and military weakness of most of its neighbors, Uganda would have no real political juice, as Kenya is recognized as the intellectual, political, and economic powerhouse of the region," Johnson said in an interview earlier this week. "Kenya should be the powerhouse that sets the pace. But Kenya has fallen on hard times politically since its election fiasco, so now it's got its own fish to fry." Filling the void, Uganda is the one asserting moral leadership in the region. Domestically, its antigay drive makes for a convenient political ploy; with a war raging in north that the government can't con-

tain, it's easy to gain popularity points by exploiting the myth of postcolonial attack on African masculinity. But the ploy could have international ramifications. If the law passes in Uganda, Johnson anticipates a domino effect of attempts in other countries throughout the region to tighten their legal codes.

But can the region's homophobic wave really be traced back to Uganda? At first glance, it's a tough sell. While the historical origins of antigay legislation are debatable, antipathy to homosexuality is by now a homegrown phenomenon throughout most of Africa. ABC's Dana Hughes, writing from Nairobi, points out that such opinions on homosexuality are already widespread on the continent. "While American evangelicals are being examined for their role in the origins of the bill in Uganda," she writes, "East Africa, and for that matter Africa as a whole, is decidedly, virulently against homosexuality." In total, 37 countries in Africa have laws on the books criminalizing same-sex relations. Burundi's passed earlier this year, before the Ugandan bill even came before Parliament.

Still, precedents set in one country can inspire dormant culture wars to flare up anew in surrounding areas, especially when those areas are as connected as those in eastern Africa. Hughes sees that from her vantage point in Nairobi, too. "The law in Uganda is extreme, even by African standards, but the fallout may be a preview of Africa's own version of a 'culture war,'" she writes. Uganda, Rwanda, Burundi, and their neighbors are connected by mobile populations and religious networks. As Johnson notes, many influential leaders in Rwanda are, in fact, Ugandan; they grew up in Uganda, speak English, and hear voices like Stephen Langa, Scott Lively, Martin Ssempe, and Rick Warren coming across the airwaves. That even includes Rwandan President Paul Kagame; similarly, his wife grew up in Burundi, then lived in both Kenya and Uganda. The connections are evident on the op-ed pages of Rwanda's newspapers. "These homos are probably running out of Uganda and coming to Rwanda, where there is no specific law that prohibits them from practicing this forbidden habit," wrote one contributor to *The New Times*, Rwanda's state-owned paper. "Just like Ugandans have passed the antigay bill, Rwandans too should follow this path in order to maintain the integrity and dignity that we have held for all these decades." Whether its geopolitical reality or the boldness of its legislation is at root, Uganda is clearly setting an example.

Of course, that logic can work both ways. After months of fretful postings, *Box Turtle Bulletin* sees signs that the international diplomatic and media-badgering campaign may be having an effect in Uganda. A senior adviser to President Yoweri Museveni recently denounced the bill in the government-owned *New Vision* newspaper, Uganda's largest. Today, Uganda's other main newspaper reports that Ethics

and Integrity Minister James Nsaba Buturo—a key government leader who previously spoke enthusiastically of the proposal as “an opportunity for Uganda to provide leadership where it matters most”—has backed down, pledging to remain silent about the bill until it has been passed or defeated. It’s probably no coincidence that these changes have come after weeks of denouncements from political and religious figures—and, perhaps more importantly, threats to cut off aid and relocate an HIV/AIDS research center. If Ugandans were to lose their aid deals over the bill, would Rwandans think twice about pushing their own legislation through? That’s a domino theory worth testing. (761 words)

1.2 英语专业四级阅读测试要求

根据《高校英语专业四级考试大纲》以下简称《考试大纲》的规定,阅读理解占题量的 20%,考试时间为 25~30 分钟,要求的阅读速度为每分钟 120 个单词。具体考试要求如下:

(1) 能在规定的时间内仔细阅读英美国国家出版的报刊、杂志等类媒体中的中等难度的文章和材料,掌握所读材料的主旨和大意,如 *Newsweek*, *New York Times*, *London Times*, VOA 等。考生可以充分利用现代网络,登录英美国国家的重要新闻媒体网站,有针对性地分类阅读当今西方社会和世界普遍关注的问题的新闻与评论。

英语专业四级考试中阅读理解常见话题涉及社会、教育、科技、人物传记、历史研究、妇女、种族、自然、健康、经济等方面。

(2) 了解、说明所读文章的篇或段的主旨,及与主旨相关的事实和细节。因此,考生必须掌握英语文章的篇章结构,了解叙事文、说明文、议论文等体裁文章的主题布局特征,从而更好地从宏观上把握阅读理解的信息要点。

(3) 既能理解字面的意思,也能根据上下文进行具体概念或句子内容的判断和推论。依据英语文章的连贯和衔接特征,考生必须熟悉英语文章上下文的相互关联性和相互解释性,从而推断理解的语言难点和信息盲点。

(4) 既能理解个别句子的意义,也能理解上下文的逻辑关系。英语文章段与段之间、句与句之间在语义上必须具有连贯的逻辑关系,而英语作为典型的形合语言,这些逻辑关系体现为不同的关系标示词,如连词、副词、序数词等,并以此来表达段落之间和句群之间的因果、转折、例证、假设、时间与空间顺序等逻辑关系。因此,考生必须熟练掌握这些标示词的作用,以便更好地理解段与句群的语义块。

(5) 能在 5 分钟内速读 900 词左右中等难度的文章,掌握所读材料的主旨和大意,理解事实和细节。此项测试的目的在于考查考生跳读、略读与寻读等不同的快速阅读获取要点信息的技巧。

例如,2007 年英语专业四级考试阅读理解真题 TEXT C:

I am afraid to sleep. I have been afraid to sleep for the last few weeks. I am so tired that, finally, I do sleep, but only for a few minutes. It is not a bad dream that wakes me; it is the reality I took with me into sleep. I try to think of something else.

Immediately the woman in the marketplace comes into my mind.

I was on my way to dinner last night when I saw her. She was selling skirts. She moved with the same ease and loveliness I often saw in the women of Laos. Her long black hair was as shiny as the black silk of the skirts she was selling. In her hair, she wore three silk ribbons, blue, green, and white. They reminded me of my childhood and how my girlfriends and I used to spend hours braiding ribbons into our hair.

I don't know the word for "ribbons", so I put my hand to my own hair and, with three fingers against my head, I looked at her ribbons and said "Beautiful". She lowered her eyes and said nothing. I wasn't sure if she understood me (I don't speak Lao-tian very well).

I looked back down at the skirts. They add designs in them; squares and triangles and circles of pink and green silk. They were very pretty. I decided to buy one of those skirts, and I began to bargain with her over the price. It is the custom to bargain in Asia. In Laos bargaining is done in soft voices and easy moves with the sort of quiet peacefulness.

She smiled, more with her eyes than with her lips. She was pleased by the few words I was able to say in her language, although they were mostly numbers, and she saw that I understood something about the soft playfulness of bargaining. We shook our heads in disagreement over the price; then, immediately, we made another offer and then another shake of the head. She was so pleased that unexpectedly, she accepted the last offer I made. But it was too soon. The price was too low. She was being too generous and wouldn't make enough money. I moved quickly and picked up two more skirts and paid for all three at the price set; that way I was able to pay her three times as much before she had a chance to lower the price for the larger purchase. She smiled openly then, and, for the first time in months, my spirit lifted. I almost felt happy.

The feeling stayed with me while she wrapped the skirts in a newspaper and handed them to me. When I left, though, the feeling left, too. It was as though it stayed behind in marketplace. I left tears in my throat. I wanted to cry. I didn't, of course.

I have learned to defend myself against what is hard; without knowing it, I have

also learned to defend myself against what is soft and what should be easy.

I get up, light a candle and want to look at the skirts. They are still in the newspaper that the woman wrapped them in. I remove the paper, and raise the skirts up to look at them again before I pack them. Something falls to floor. I reach down and feel something cool in my hand. I move close to the candlelight to see what I have. There are five long silk ribbons in my hand, all different colours. The woman in the marketplace! She has given these ribbons to me!

There is no defense against a generous spirit, and this time I cry, and very hard, as if I could make up for all the months that I didn't cry. (629 words)

90. Which of the following is NOT correct?
- A. The writer was not used to bargaining.
 - B. People in Asia always bargain when buying things.
 - C. Bargaining in Laos was quiet and peaceful.
 - D. The writer was ready to bargain with the woman.
91. The writer assumed that the woman accepted the last offer mainly because the woman _____.
- A. thought that the last offer was reasonable
 - B. thought she could still make much money
 - C. was glad that the writer knew their way of bargaining
 - D. was tired of bargaining with the writer any more
92. Why did the writer finally decide to buy three skirts?
- A. The skirts were cheap and pretty.
 - B. She liked the patterns on the skirts.
 - C. She wanted to do something as compensation.
 - D. She was fed up with further bargaining with the woman.
93. When the writer left the marketplace, she wanted to cry, but did not because _____.
- A. she had learned to stay cool and unfeeling
 - B. she was afraid of crying in public
 - C. she had learned to face difficulties bravely
 - D. she had to show in public that she was strong
94. Why did the writer cry eventually when she looked at the skirts again?
- A. She suddenly felt very sad.
 - B. She liked the ribbons so much.
 - C. She was overcome by emotion.
 - D. She felt sorry for the woman.

例如,2007 年英语专业四级考试阅读理解真题 TEXT D:

The kids are hanging out. I pass small bands of students, in my way to work these mornings. They have become a familiar part of the summer landscape.

These kids are not old enough for jobs. Nor are they rich enough for camp. They are school children without school. The calendar called the school year ran out on them a few weeks ago. Once supervised by teachers and principals, they now appear to be “self care”.

Passing them is like passing through a time zone. For much of our history, after all, Americans arranged the school year around the needs of work and family. In 19th-century cities, schools were open seven or eight hours a day, 11 months a year. In rural America, the year was arranged around the growing season. Now, only 3 percent of families follow the agricultural model, but nearly all schools are scheduled as if our children went home early to milk the cows and took months off to work the crops. Now, three-quarters of the mothers of school-age children work, but the calendar is written as if they were home waiting for the school bus.

The six-hour day, the 180-day school year is regarded as something holy. But when parents work an eight-hour day and a 240-day year, it means something different. It means that many kids go home to empty houses. It means that, in the summer, they hang out.

“We have a huge mismatch between the school calendar and realities of family life,” says Dr. Ernest Boyer, head of the Carnegie Foundation for the Advancement of Teaching.

Dr. Boyer is one of many who believe that a radical revision of the school calendar is inevitable. “School, whether we like it or not, is educational. It always has been.”

His is not popular idea. Schools are routinely burdened with the job of solving all our social problems. Can they be asked to meet the needs of our work and family lives?

It may be easier to promote a longer school year on its educational merits and, indeed, the educational case is compelling. Despite the complaints and studies about our kids’ lack of learning, the United State still has a shorter school year than any industrial nation. In most of Europe, the school year is 220 days. In Japan, it is 240 days long. While classroom time alone doesn’t produce a well-educated child, learning takes time and more learning takes more time. The long summers of forgetting take a toll.

The opposition to a longer school year comes from families that want to and can provide other experiences for their children. It comes from teachers. It comes from tradition. And surely from kids. But the most important part of the conflict has been over the money. (462 words)

95. Which of the following is an opinion of the author's?
- A. "The kids are hanging out. "
 - B. "They are school children without school. "
 - C. "These kids are not old enough for jobs. "
 - D. "The calendar called the school year ran out on them a few weeks ago. "
96. The current American school calendar was developed in the 19th century according to _____.
A. the growing season on nation's form
B. the labour demands of the industrial age
C. teachers' demands for more vacation time
D. parents' demands for other experiences for their kids
97. The author thinks that the current school calendar _____.
A. is still valid
B. is out of date
C. can not be revised
D. can not be defended
98. Why was Dr. Boy's idea unpopular?
A. He argues for the role of school in solving social problems.
B. He supports the current school calendar.
C. He thinks that school year and family life should be considered separately.
D. He strongly believes in the educational role of school.
99. "The long summers of forgetting take a toll "in the last paragraph but one means that _____.
A. long summer vacation slows down the progress of learning
B. long summer vacation has been abandoned in Europe
C. long summers result in less learning time
D. long summers are a result of tradition
100. The main purpose of the passage is _____.
A. to describe how American children spend their summer
B. to explain the needs of the modern working families
C. to discuss the problems of the current school calendar

D. to persuade parents to stay at home to look after their kids

从《考试大纲》的要求可以看出,阅读理解测试的关键不仅是对语言的理解,而更重要的是对英语文章主旨和细节结构的把握和理解。即考生对英语文章的主题、阐释和例证的结构知识的掌握。从测试要求的第一条可以看出,阅读理解文章的选材渠道和关注的内容。考生可以借助网络,经常登录英美国家重要新闻媒体网站,了解其关注的新闻热点,从而掌握丰富的专题背景信息。

2.1 篇章体裁和结构特征

1. 宏观与微观

篇章是知识和思想的组织结构。无论是记叙文、说明文还是议论文,都有各自特定的篇章结构规律。

记叙文以叙事为主,其宏观结构体现在特定的时间、地点、社会或自然背景中发生的、与人或生命相关的事件过程及其意义。背景、事件、意义三大信息要素是解读记叙文的关键。从微观上讲,记叙文主要是对各要素的描述和评论,对事件过程中的人物及相关背景要素的描述至关重要,而特征和对话是微观叙事的要点。记叙文除常见的文学叙事之外,也包括日益普及的新闻事件报道。2009年的英语专业四级考试的阅读理解题 Text C 和 Text D 就是记叙文。阅读此类文章,把握其宏观和微观结构有助于自上而下把握文章结构,引导信息要点的准确理解。

例如,2009年英语专业四级的阅读理解真题 TEXT C:

It was **late in the afternoon**, and I was putting the final touch on a piece of writing that I was feeling pretty good about. I wanted to save it, but my **cursor** had frozen. I tried to shut the **computer** down, and it seized up altogether. Unsure of what else to do, I yanked (用力猛拉) the **battery** out.

Unfortunately, **Windows** had been in the midst of a delicate and crucial undertaking. The next morning, when I turned my **computer** back on, it informed me that a **file** had been corrupted and **Windows** would not load. Then, it offered to **repair** itself by using the Windows Setup **CD**.

I opened the special drawer where I keep **CDs**. But no Windows CD in there. I was forced to call the **computer company's** Global Support Centre. My call was answered by a woman in some unnamed, far-off land. I find it annoying to make small talk with someone when I don't know what continent they're standing on. Suppose I were to comment on the beautiful weather we've been having when there was a mon-

soon at the other end of the phone? So I got right to the point.

“My **computer** is telling me a **file** is corrupted and it wants to **fix** itself, but I don’t have the Windows Setup CD. ”

“So you’re having a problem with your **Windows Setup CD**. ” She has apparently been dozing and, having come to just as the sentence ended, was attempting to cover for her inattention.

It quickly became clear that the woman was not a **computer technician**. Her job was to serve as a **gatekeeper**, a human shield for the technicians. Her sole duty, as far as I could tell, was to raise global stress levels.

To make me disappear, the woman gave me the phone number for **Windows’ creator**, Microsoft. This is like giving someone the phone number for, I don’t know, North America. Besides, the CD worked; I just didn’t have it. No matter how many times I repeated my story, we came back to the same place. She was calm and resolutely polite.

When my voice hit a certain decibel (分贝), I was passed along, like a hot, irritable potato, to a technician.

“You don’t have the Windows Setup CD, ma’am, because you don’t need it. ” he explained cheerfully.

“Windows came **preinstalled** on your computer!”

“But I do need it. ”

“Yes, but you don’t have it. ” We went on like this for a while. Finally, he offered to walk me through the use of a different CD, one that would **erase my entire system**. “Of course, you’d **lose** all your e-mail, your documents, your photos. ” It was like offering to drop a safe on my head to cure my headache. “You might be able to **recover** them, but it would be expensive. ” He sounded delighted. “And it’s not covered by the warranty (产品保证书)!” The safe began to seem like a good idea, provided it was full.

I hung up the phone and drove my computer to a small, friendly **repair place** I’d heard about. A smart, helpful man dug out a Windows CD and told me it wouldn’t be a problem. An hour later, he called to let me know it was ready. I thanked him, and we chatted about the weather, which was the same outside my window as it was outside his. (576 words)

从上文可以看出,其宏观结构为“Late in the afternoon, I fixed my computer system”的事件过程;从微观结构看主要是事件过程描述,即事件背景、诱因、过程、结果及情绪反映等。其语言风格以人称代词句、动态行为描述、短句、断句、对话等叙事型为主,文中的粗体词为与 computer system 相关的主题事件词。