

GRE阅读

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1 GRE阅读介绍

本章提纲：

- 1、语文部分结构
- 2、加试是什么
- 3、自适应是什么
- 4、阅读题型分类
- 5、官方指南建议



Verbal 的结构

题型	Text Completion	Reading Comprehension	Sentence Equivalence	Reading Comprehension
题目数量	6	6	4	4
题型/篇目数量	2 + 3 + 1	2 + 4	/	1 + 3

题型	Text Completion	Reading Comprehension	Sentence Equivalence	Reading Comprehension
题目数量	6	5	4	5
题型/篇目数量	Uncertain	2 + 3	/	1 + 2 + 2

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- 2) section内部可以任意选择做题顺序，可以回看和修改
- 3) section 1 填空部分是2单空+3双空+1三空
- 4) 阅读中的1、2、3、4道题分别代表长度不同的逻辑题、短、中、长文章

加试的角色

GRE考试中必然会出现语文 / 数学的加试，考试不会告知考生哪个部分是加试环节。

加试的表现不会被计入总分，而是作为等值参量（量尺），修正不同试卷在难度上的差异。考试官方将综合考生在加试部分的表现，去反馈和调整考生在某次考卷上的分数表现。

或

作为预备期的新题进行试测，能够获得更准确的考生数据，验证题目的效度。

GRE的自适应

在机考过程中，计算机会根据考生实际的答题表现来为考生分配接下来的题目。如果考生正确率较高，则为考生分配更难的题目；如果考生正确率较低，则为考生分配更简单的题目。

GRE机考由系统根据其余40道题目的难度和正确率计算获得。在得出原始分后，机考考生根据一套算分标准计算出最终成绩。

对于考生而言，计算最终成绩时越难部分的题目分值越高（同一部分内每道题目分值仍然是相同的）。考生只要第一部分做得足够好，接下来难度较高的第二部分即使正确率较低，最后成绩也不会差。反过来，如果第一部分做得足够糟糕导致第二部分进入低难度，则第二部分哪怕做得再好成绩也不会高。

GRE的自适应（例）

第一部分正确数	第二部分难度	第二部分正确数	最终成绩
0	低	10	140
10	中	10	152
15	高	0	150
15	高	5	154
15	高	10	158
15	高	12	160
20	高	0	154

GRE阅读文章分类

文章分类	字数	题目数量	建议时间
Short passage	150 - 200	2	4min
Medium passage	200+	3	6min
Long passage	450+	4	8min
Logic	50-100	1	2min

每道题目的**字数大约80-100字**，考生阅读速度要平均每分钟读90-100字。

GRE阅读题目分类

单选题	5个选项，1个正确答案。	
不定项选择题	3个选项，至少1个正确答案。	错选、漏选均不得分。
句子点选题	根据题干要求，选出原文中符合要求的句子。	用鼠标在原文中点选特定的某一句。

绝大多数题目是单选题，少量不定项选择题，句子点选题极少。

GRE阅读题材分类

Physical Science	天文学、地质学、水文学等。	
Biological Science	动物分类学、神经学等。	
Social Science	经济学、心理学、历史等。	
Art	小说、绘画、音乐作品等。	
Humanity	民权运动及相关的事件。	
Everyday topic	其他常见的社会事件。	此类题材是少数。

官方指南给考生的建议

- 1) 考试中的文章大多是短文章。 (The majority are **one paragraph** in length.)
- 2) 解题无需背景知识。 (All the questions can be answered on the basis of information provided in the passage, you are not expected to rely on any **outside knowledge**.)
- 3) 先阅读并分析文章，然后再答题。 (Read and analyze the passage carefully **before trying to answer** any of the questions.)
- 4) 答题时别忘记结合原文。 (Many words have quite different meanings in different **contexts**.)
- 5) 注意选择最合适的答案。 (The correct answer is the one that **most accurately and most completely answers** the question posed. Don't be misled by answer choices that are only partially true or only partially answer the question.)

2 文章分析基本法

本章提纲：

- 1、 辨识观点和事实
- 2、 句间关系
- 3、 句子层次

1、辨识观点 or 事实

观点：主观的（未必发生）、对于未知的判断（不可检测）。

1、辨识观点 or 事实

观点：主观的（未必发生）、对于未知的判断（不可检测）。

事实：客观的（已经发生）、可被检测的事情。

1、辨识观点 or 事实

观点：1) 核心主谓宾：表达观点的谓语或宾语（suggest / hold / argue / point等）
2) 语法：情态动词、强调句、系表结构、判断句、虚拟语态等

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事实：事实没有归属，在GRE阅读中不会被直接攻击；
GRE阅读作者认可事实。

分辨观点 / 事实 练习

Passage 2

Most mammals reach sexual maturity when their growth rates are in decline, whereas humans experience a growth spurt during adolescence.

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事实

Passage 3

Many cultural anthropologists have come to reject the scientific framework of empiricism that dominated the field until the 1970s and now regard all scientific knowledge as socially constructed.

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观点

anthropologist的观点

核心主谓宾: reject empiricism...../regard

Passage 8

According to Hill and Spicer, the term “nation-state” is a misnomer, since the ideal model of a monolingual, culturally homogeneous state has never existed, not even among Europeans, who invented the nation-state concept and introduced it to the rest of the world.

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观点

Hill 和 Spicer 的观点

Passage 12

While historian Linda Nicholson sees women's participation in voluntary associations as activities consistent with the increasing relegation of women's lives to a separate, "private" sphere in nineteenth-century Europe, historian Katherine Lynch argues that these kinds of activities enabled women to join with one another and to develop a kind of shadow citizenship within civil society

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观点

Linda 和 Lynch的观点

核心主谓宾: see ... as consistent..../ argue that.....

Passage 14

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事实

Passage 17

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观点

作者的观点

核心主谓宾: is important to.....

Passage 24

Du Bois believed that Spencerian sociologists failed in their attempts to gain greater understanding of human deeds because their work examined not deeds but theories and because they gathered data not to affect social progress but merely to theorize.

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观点

Du Bois的观点

核心主谓宾：believe that.....

事实服务于观点

2、句间关系

1) 顺承 (consistent): 细节展开、举例、正话反说、补充说明、因果解释、并列等。

2、句间关系

- 1) 顺承 (consistent): 细节展开、举例、正话反说、补充说明、因果解释、并列等。
- 2) 转折 (contrast): 客观对比、主观削弱。

句间关系 练习

Passage 31

Many researchers attribute the large number of physiological and behavioral similarities between birds and mammals, which have separate evolutionary histories, to endothermy. However, Farmer argues that parental care rather than endothermy is the key to understanding the similarities between mammals and birds.

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转折

主观削弱: Farmer 认为 Researcher给的因果关系有问题, 并给出新的因果。

Passage 38

Having a larger assortment to choose from increases consumers' expectations about matching their preferences. The heightened expectations seem logical, since assortments containing more or more varied items should increase the degree to which preferences can be matched.

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顺承

因果解释：第二句具体解释了第一句中的Assort如何带来期待值上升。

Passage 42

Zora Neale Hurston's 1942 autobiography, *Dust Tracks on a road*, has received some of the most negative criticism of any of Hurston's books. Among critics' complaints—some from Hurston's warmest admirers—is the work's fragmentary nature.

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顺承

细节展开：第二句具体展开第一句中的“negative criticism”。

Passage 43

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顺承

细节展开：第二句具体展开第一句中的“benefit from competition”。

Passage 51

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转折

客观对比：第一句“太阳热量不足”；但是第二句“地球温度挺高”。

Passage 51

Many scientists now attribute much of the warming of early Earth to oxygen-intolerant microbes—methanogens—that produce the greenhouse gas methane. The methanogen hypothesis could help to explain the first global ice age: 2.3 billion years ago, Earth's atmosphere began to fill with oxygen produced by other microbes—cyanobacteria—causing methanogens to decline rapidly.

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顺承

正话反说：第一句“甲烷带来热量”；第二句“甲烷减少后出现冰川”。

Passage 53

Hotter and more massive than the Sun, stars called “stragglers” are puzzling to astronomers because such rapidly burning stars would not be expected to persist in ancient star clusters. Some researchers believe that the typical blue stragglers formed when two ancient, lower-mass stars collide and merge form more massive, hotter star.

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顺承

因果解释：第一句是现象；第二句是解释。

Passage 54

Most seismologists assume that following a major earthquake and its aftershocks, the fault (a break in Earth's crust where pressure can trigger an earthquake) will remain quiet until stresses have time to rebuild, typically over hundreds or thousands of years. Recent evidence of subtle interactions between earthquakes may overturn this assumption, however.

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转折

削弱：第一句是观点；第二句事实削弱第一句。

关于更多“削弱”的具体解释和例子，
请参考第四章 《阅读中的逻辑》

3、句子逻辑层次：上层 / 下层 / 平行

- 1) 上层：被服务的对象，通常是“观点”；
比如：总论点、分论点等

3、句子逻辑层次：上层 / 下层 / 平行

- 1) 上层：被服务的对象，通常是“观点”；
比如：总论点、分论点等
- 2) 下层：服务于他人的信息，可以是“事实”或“观点”；
比如：分论点、论据、补充说明等

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- 1) 上层：被服务的对象，通常是“观点”；
比如：总论点、分论点等
- 2) 下层：服务于他人的信息，可以是“事实”或“观点”；
比如：分论点、论据、补充说明等
- 3) 平行：有共同关联、在同一维度展开、不存在必然先后顺序；
比如：对比、并列、递进等

客观事实服务于主观观点。

句子层次 练习

Passage 63

The “deindustrialization” thesis of Bluestone and Harrison asserts that the replacement of domestic with foreign manufacturing begun by United States corporations in the late 1960s resulted in a “hollowing out” of American industry, whereby workers displaced from manufacturing jobs through massive plant closings found themselves moving more or less permanently into lower-paying, less secure jobs or into unemployment. Critics of the deindustrialization thesis have argued that new service and high-technology sectors of the United States economy have recently created a substantial number of jobs.

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第一句和第二句平行。

转折，Critics的观点削弱Blue的观点，认为结果发生了变化。

Passage 65

Some historians question the widely held belief that continually improving education led to gradual African American empowerment in the southern United States from the late nineteenth century through the mid-twentieth century. They note that the development of Black educational institutions in the segregated South was never rapid or steady: disparities between Black and White schools sometimes grew in the early decades of the twentieth century.

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第一句是上层；第二句是下层。

顺承，第二句具体细节展开历史学家的观点。

Passage 65

They note that the development of Black educational institutions in the segregated South was never rapid or steady: disparities between Black and White schools sometimes grew in the early decades of the twentieth century. And African Americans' educational gains did not bring commensurate economic gains. Starting in the 1940s, even as Black and White schools in the South moved steadily toward equality, Black southerners remained politically marginalized and experienced systematic job discrimination. Although Black schools had achieved near parity with White schools in per capita spending and teachers' salaries by 1965, African Americans' income still lagged behind that of Whites.

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第二、三、四句平行关系。

顺承，并列。

Passage 33

In 1755 British writer Samuel Johnson published an acerbic letter to Lord Chesterfield rebuking his patron for neglecting and declining further support. Johnson's rejection of his patron's belated assistance has often been identified as a key moment in the history of publishing, marking the end of the culture of patronage.

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第一句是下层，第二句是上层。

顺承，第一句是事实，第二句是对事实的观点（大众观点）。

3 GRE阅读解题方法

本章提纲：

- 1、主旨题、结构题、细节题
解题流程
- 2、错误选项标签

题目分类

- 1、主旨题（primary / main idea / mainly discuss）
- 2、结构题（function / in order to / role）
- 3、直接细节题 / 间接细节题（according to / imply / suggest / infer）

占90%比重

4、其他小众题目

- 1) 词汇题
- 2) 类比题
- 3) 加强题
- 4) 削弱题

题目分类

1、主旨题 (primary / main idea / mainly discuss)

The primary purpose of the passage is to.....

The main idea of the passage is.....

The passage is primarily concerning with.....

题目分类

1、主旨题（primary / main idea / mainly discuss）

The primary purpose of the passage is to.....

The main idea of the passage is.....

The passage is primarily concerning with.....

不同的问法，
一样的意思。

题目分类

2、结构题（function / in order to / role）

Which of the following best describes the function of the highlighted sentence?

The author of the passage mentions “XXX” primarily in order to.....

考察读者客观分析文章的能力

题目分类

3、直接细节题 / 间接细节题 (according to / imply / suggest / infer)

According to the passage, which of the following is true about ...

It can be inferred from the passage that the author would.....

By mentioning XXX, the author suggests that....

考察以英语为基础的言语逻辑推理 (Argument)

GRE阅读解题方法

1、主旨题：寻找逻辑最上层 / 总结作者的逻辑论述过程。

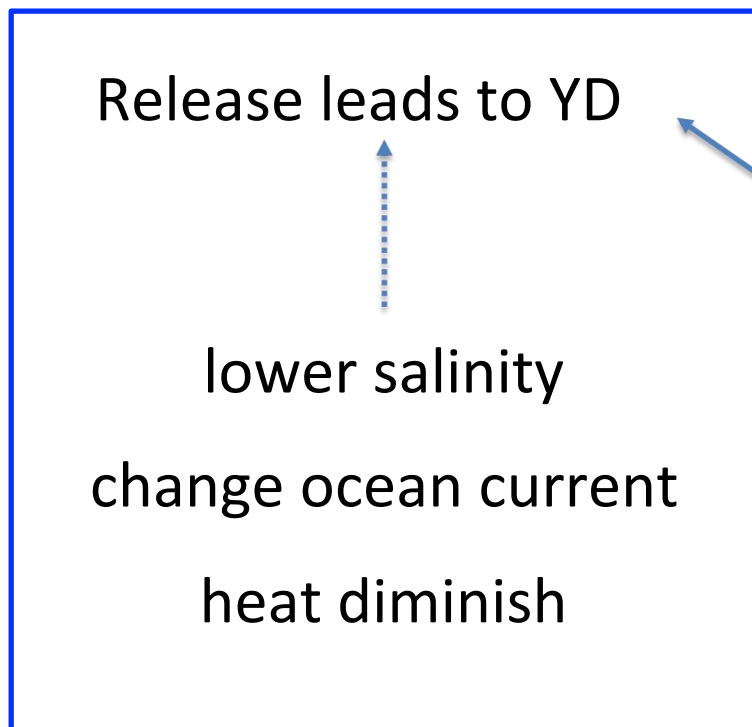
定位	分析	常见错误
定位全文	没有作者观点时：总结全文逻辑最上层的核心内容。 有作者观点时：总结作者的逻辑论述过程。	相反：态度 / 内容相反 无关：不重要的细节 / 次要内容 没有证据：无中生有的概念，没出现的内容。

主旨题 练习

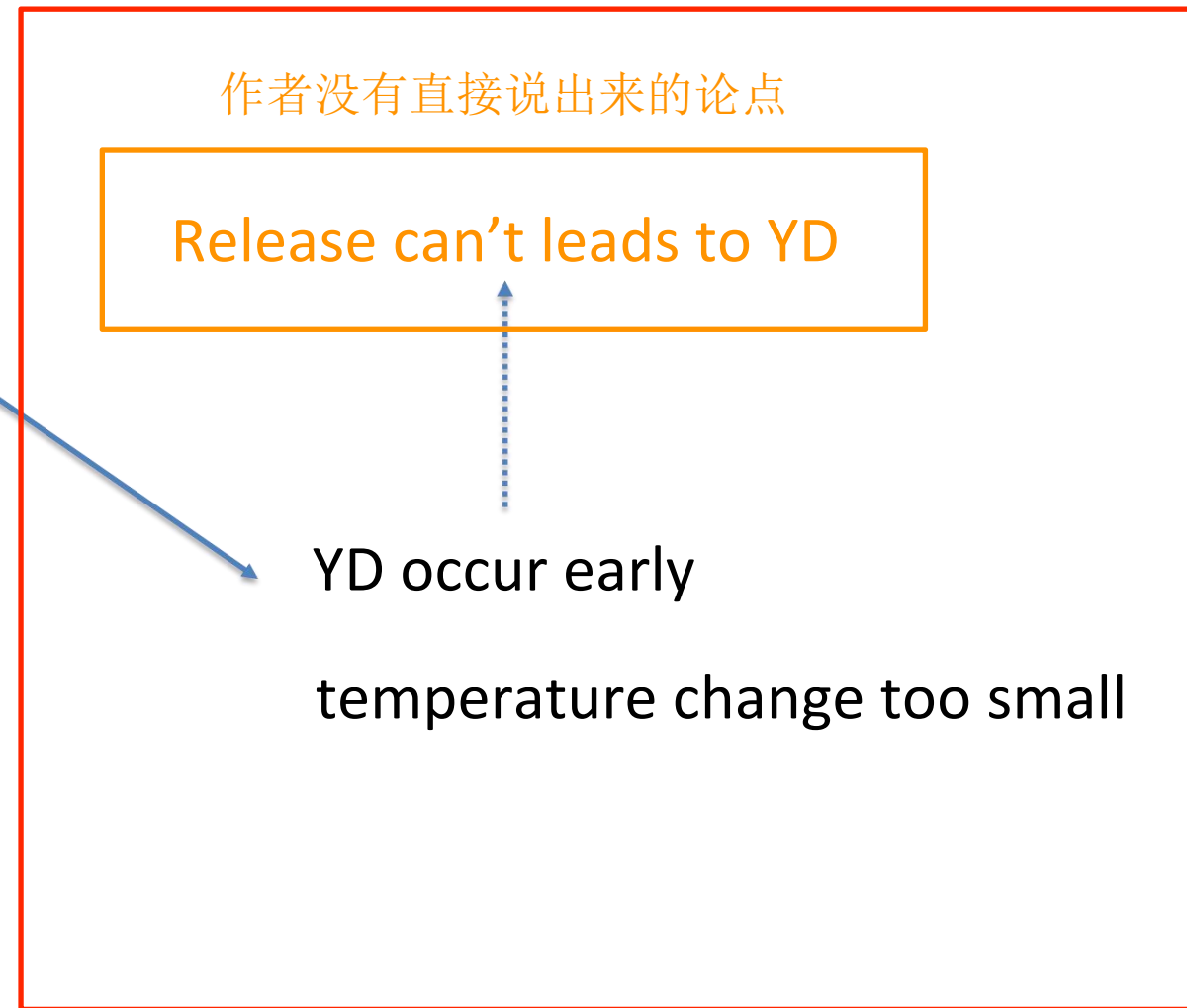
Passage 60

For years, the leading theory for what caused the Younger Dryas (a dramatic reversal, about 12,900 years ago, in a global warming trend) was a release of water from Glacial Lake Agassiz. The theory posited that this meltwater flooded into the North Atlantic, lowering the salinity and intensity of surface waters enough to prevent them from sinking. Ocean currents were changed in such a way that northward transport of heat in the ocean diminished, and the North Atlantic regions plunged back into near-glacial conditions. However, evidence has emerged that the Younger Dryas began long before freshwater flooded the North Atlantic. Additionally, the temperature changes included by a shutdown in the North Atlantic heat conveyor system are too small to explain the Younger Dryas.

	句子性质	句间关系	层次
S1	观点	N/A	老观点：Release — YD
S23	观点	顺承	S23是S1的下层，给出细节。
S4	事实	转折	S4是客观事实，削弱老观点，处于S1斜下方
S5	观点	顺承	S5和S4平行，削弱老观点



大众的论点和论据



作者的论点和论据

2. The passage is primarily concerned with

- A. presenting evidence that undermines an explanation
- B. explaining the nature of a climatological phenomenon
- C. questioning the timing of a particular event
- D. discussing a new explanation for a phenomenon
- E. suggesting revisions to a popular theory

2. The passage is primarily concerned with

- A. presenting evidence that undermines an explanation
- B. explaining the nature of a climatological phenomenon (无关, 只是细节)
- C. questioning the timing of a particular event (无关, 只是论据)
- D. discussing a new explanation for a phenomenon (没有证据, 不存在新解释)
- E. suggesting revisions to a popular theory (态度相反)