



总主编 杨晓云 本册主编 王宗宽

大学英语四级考试 全方位训练丛书

阅 读
分 册



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Reading Comprehension

All-round Training on New CET-4

大学英语四级考试全方位训练丛书

阅 读 分 册

总 主 编	杨晓云	
本册主编	王宗宽	
编 者	朱大伟	韩晓玲
	边卫红	赵巴阳
	王 冲	
审 校	边卫红	

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前言

《大学英语四级考试全方位训练丛书》依据《大学英语课程教学要求》和大学英语四级考试采用新题型后的应试要求和特点编写而成,分为《综合分册》、《听力分册》、《阅读分册》和《翻译写作分册》,共4册。各分册所有的选材均力争与大学英语四级水平和要求一致,或略高于考试要求。丛书注重培养学生们的自主学习能力,扩大其知识面,提高其应试能力和技巧,进而促进培养其英语综合应用能力,旨在让学生通过系统的学习,对各种题型融会贯通,达到事半功倍的效果。本丛书适合准备大学英语四级考试的考生使用,也可供参加大学英语六级考试和研究生入学考试的考生学习和参考。

本丛书由教学一线的具有丰富教学实践经验的教师编写,在分析和解释考生在备考或应试中经常遇到的问题时,不同于多数考试辅导教材中的照本宣科或点到就止,而是根据学生们的基础和水平,深入浅出,详略得当,既有考点要点,又有知识扩展,更有足够的练习和巩固的训练素材提供给考生们。

本丛书的特点如下。

1. 题型全面,分类攻克

本丛书囊括了四级考试的所有新旧题型,并按综合、听力、阅读、翻译写作等不同题型,对学生进行全方位集中训练,层层分析,各个击破,为考生更快、更好地通过四级考试提供制胜之道。

2. 总结技巧,指点迷津

本丛书注重讲解解题方法,启发学生思路,提高其综合分析问题的能力。对考题做出详尽的分析与解释,透彻到位,思路清晰,使考生能够知其然并知其所以然,在今后的解题中举一反三,触类旁通。

3. 循序渐进,生动有趣

本丛书所有训练部分均按四、六级考试试题标准设计,训练内容尽可能地循序渐进,帮助考生克服复习阶段常有的畏难情绪和心理。通过本丛书的学习和消化,学生还能扩充有关英语国家的一些风土人情和文化生活等必不可少的背景知识,从中体会学习英语的乐趣和奥妙。

本丛书从内容到讲解都有新的尝试,如有不妥之处,敬请读者批评指正。

编者

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第一章 传统阅读

第一节 题型简介

传统阅读是指历年大学英语四级考试中的必考阅读题型,其特点是每篇文后有 5 个与之相关的问题,问题回答形式是多项选择,每篇文章为 300 词~350 词,其中生词量不超过 3%,该部分共有两篇文章。《大学英语课程教学要求》对于阅读理解能力在一般要求下的内容是,“能基本读懂一般性的英文文章,阅读速度达到每分钟 70 词;在快速阅读篇幅较长、难度略低材料时,阅读速度达到每分钟 100 词。就阅读材料进行略读和寻读。能借助词典阅读本专业的英语教材和题材熟悉的英文报刊文章,掌握中心大意,理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。”

一 题型特点

(一) 题材广泛

文章涵盖了科普常识、社会文化、经济生活、人物传记和日常知识等多方面的内容,且多集中于科普知识、社会文化和经济生活。

(二) 体裁多样

有记叙文、议论文、说明文等,但主要集中于议论文和说明文。

(三) 主、客观性相结合

有主旨题、推理题、事实题、常识题、是非题、推测题等。

二 解题要求

(一) 培养良好的阅读习惯

阅读的目的是获取信息、了解他人对问题的态度和看法等,所以阅读时应培养对知识信息的敏锐感,正确分辨文章中哪些是作者的观点,哪些是事实和论据,能够有意识地略过那些不重要的部分。好的阅读习惯可以帮助考生在考试中应付各种类型问题。

(二) 具备广泛的背景知识

阅读理解试题不仅考查考生的英语语言水平,也考查知识面和知识结构。考生在平时应广泛阅读,特别是一些自己比较生疏的领域。如果了解了文章的背景知识,阅读起来

就会比较顺利,理解文章会比较透彻,解题将得心应手。

(三) 具有较快的阅读速度

较快的阅读速度和较好的解题技巧有助于提高做题的正确率。在平时训练中,考生一定要注意提高阅读速度,把握好测试的时间。考试时考生的心理因素等也会干扰情绪,影响成绩。

三 问题形式

(一) 主旨大意题

要求考生能够归纳总结文章主题,具有对文章中的信息进行分析、推理的能力,问题中常带有“main idea、subject、purpose”等类的词。

(二) 推理引申题

要求考生在理解字面含义的基础上,利用相关事实、背景知识和常识,做出正确选择。

(三) 推测题

要求考生通过文章的措辞、文体或语篇中的修辞等来判断作者的观点、态度和语气。

(四) 细节内容题

要求考生回答针对文章中某些具体部分的理解问题。

(五) 词义判断题

要求考生对文章出现的陌生词汇通过上下文、同义词、反义词、构词法等判断出它们的正确意思。

第二节 答题技巧

如何在大学英语四级考试的阅读理解部分取得高分,这是考生关心的问题。阅读理解的解题关键是什么?如果考生理解了一篇文章的70%的内容,再结合解题技巧,猜测未知信息,排除生词干扰,剔除无关信息,就能够顺利解答大部分甚至全部问题。正确的答题技巧就是必须将英语知识与应试技能结合起来,而真正解决问题的关键还在于语言基础。

下面简要说明阅读理解部分的基本答题步骤和方法。

一 通读全文,把握文章总体内容和形式

在第一次阅读文章时,不必刻意记住所有的事实和细节,而是要通过理解各个段落的首句和尾句,对文章的题材和大意有一个初步的了解。

二 预览问题,带着问题重读文章

在通读一遍全文后,仔细阅读文章后面的问题,不放过每一个细节,目的明确地再次阅读文章,在文中寻找题目答案。常见问题分类如下:

(一) 主旨大意题

考查考生能否通过理解分析全文,区分主要信息和次要信息,进而总结归纳文章的大意。主旨或中心思想是一篇文章或一个段落的核心。不同文章对主旨的表现方式也不尽相同。一般说来,主题句(top sentence)是最常用的方法。主题句一般句法简洁明了,结构简单完整,通常不采用长句形式。主题句在文中出现的位置并不固定,可以出现在全文的开头、末尾,也可以在文章的中间部分。

这类题目的提问方式一般为:

- (1) The main point/ subject/ idea of the passage is...
- (2) The passage is mainly/ chiefly about/ concerned with...
- (3) What's the main idea/ subject/ purpose/ topic of the passage?
- (4) The author's purpose in writing this passage is...
- (5) The best title for this passage would be...
- (6) What does the passage mainly discuss/ deal with?
- (7) The key point/ The best summary/ The theme of the passage is...

(二) 细节内容题

目的是检查考生在对文章大意有一个基本了解的同时,能否找到并理解其中的细节和有关事实。这类题型着重于具体事实或细节,提问语气一般比较肯定。这类题提问方式都比较明晰,而且一般情况下,答案在文中均按一定顺序出现,不需要太多的分析、归纳和推理等技巧。由于细节题一般比较容易,为了增加答题难度,命题人员往往会在题目或选项中加上一些文字或意义上的干扰,使考生很难在文中找到一模一样的现成答案。回答此类问题,最重要的就是在文中找到问题答案所在位置,即定位。

这类题目的提问方式一般为:

- (1) According to the passage, who/ what/ where/ when/ why...?
- (2) In the passage, how many/ how much/ how long...?
- (3) It is stated/ indicated in the passage that...
- (4) Which of the following is NOT mentioned/ included in the passage?
- (5) Which of the following sentences/ statements is NOT true/ accurate?
- (6) Which of the following is NOT answered by...?
- (7) Which of the following does the author NOT express...?
- (8) Which of the following statements is correct/ true according to the passage?

(三) 推理引申题

主要考查考生的思维判断能力。内容包括对作者态度、语气、风格、倾向、意图的推理,对文章主题思想的推理,对数字等文中细节的推理。这类题型的答案一般无法在文中直接找到。只有理解文章字里行间的含义,分析文章的大意和细节。根据题目的关键词和文章中相应的有关内容进行分析、归纳和逻辑推理,从而获得文中未明确说明,却暗含的意思或含义。

与细节内容题不同的是,推理引申题即使成功找到答案所在位置,也不能直接得到答案,而是必须通过推理判断。回答这类问题,首先要在整体上了解全文,然后利用文章相应部分所提供的背景事实,并运用常识和逻辑思维,做出判断。需要注意的是,考生推理

时要注意一定的尺度,不要以自己的主观臆断来替代文中的事实。

这类题目的提问方式一般为:

- (1) It can be guessed/ inferred/ assumed/ concluded that...
- (2) The author implies/ thinks/ suggests/ seems/ believes that...
- (3) The author's attitude/ opinion/ purpose... might be...
- (4) From the passage we can draw the conclusion that...
- (5) What does the passage imply by...?
- (6) Which of the following can be inferred from the passage about...?
- (7) Which of the following can be most probably inferred from the passage?
- (8) The passage is probably taken from a book about _____.
- (9) The passage suggests that _____.

(四) 词义判断题

这类题型测试考生能否利用上下文判断单词或词组在特定语言环境中确切的含义。做这种题,考生需要掌握大量的词汇。但除大量词汇外,考生还需要利用语法知识,根据上下文,对词义进行推测。

这类题目的提问方式一般为:

- (1) In line..., the word "... " means/ refers to...
- (2) From the passage, we can infer that the word "... " means...
- (3) As used in the passage, the phrase "... " suggests...
- (4) The writer used the word "... " to indicate/ suggest that...
- (5) From the passage we know that "... " is a term referring to...

阅读理解很大程度上是考查词汇,检验词汇量。平时英语学习一是以词汇为核心,学习应有侧重,重点突出;二是高质量地掌握词汇。学习单词不能仅满足于英汉对应,还应掌握相关搭配,知道如何使用,融会贯通,全方位、立体化的记忆单词。

攻克阅读大关是以扎实全面的词汇基本功为主,辅之以必要的阅读方法。在加强语言基本功的基础上,结合运用阅读技巧。正如荀子《劝学》中所阐述的“登高而招,臂非加长也,而见者远。顺风而呼,声非加疾也,而闻者彰。”所以在阅读理解中,考生也要“善假于物”。

第三节 实战演练

Passage 1

Directions: The passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D, choose the best answer for each question.

Even as Americans have been gaining weight, they have cut their average fat intake from 36 to 34 percent of their total diets in the past 15 years. And indeed, cutting fat to control or lose weight makes sense. Fat has nine calories per gram. Protein and carbohydrates (碳水化合物) have just four. Moreover, the body uses fewer calories to metabolize(新陈代

谢)fat than it does to metabolize other foods. Compared with protein and carbohydrates—which break down into amino acids and simple sugars, respectively, and can be used to strengthen and energize the body—dietary fat is more easily converted to body fat. Therefore, it's more likely to stay on buttocks, thighs and bellies.

But cutting fat from your diet doesn't necessarily mean your body won't store fat. For example, between non-fat and regular cookies, there's trivial difference in calories because manufacturers make up for the loss of fat by adding sugar. Low-fat crackers, soups and dressings can also be just as high in calories as richer versions. No matter where the calories come from, overeating will still cause weight again. The calories from fat just do it a little quicker. A Wisconsin computer programmer who decided with a diet coach to eat only 40 grams of fat a day learned the lesson firsthand. He wasn't losing weight. Then he showed his food diary to his coach and revealed he'd been eating half a pound of jelly beans a day. "They don't have any fat," he explains. But they had enough sugar to keep him from shedding an ounce.

Non-fat foods become add-on foods. When we add them to our diet, we actually increase the number of calories we eat per day and gain weight. That was borne out in a Pennsylvania State University study. For breakfast, Prof. Barbara Rolls gave two groups of women yogurt that contained exactly the same amount of calories. One group's yogurt label said "high fat"—the other, "low fat." The "low fat" yogurt group ate significantly more calories later in the day than the other group. "People think they've saved fat and can indulge themselves later in the day with no adverse consequences," says Richard Mattes, a nutrition researcher at Purdue University. "But when they do that, they don't compensate very precisely, and they often end up overdoing it."

1. Why are Americans still gaining weights?
 - A. They eat too much fat.
 - B. They overeat.
 - C. They eat low-fat crackers, soups and dressings.
 - D. They eat sugar.
2. What lesson did the computer programmer learn?
 - A. Overeating will cause weight gain.
 - B. He can eat half a pound of jelly beans a day.
 - C. He didn't eat any fat.
 - D. His coach gave him a lecture.
3. Prof. Barbara's experiment proved that .
 - A. two groups ate the same amount of calories
 - B. two groups ate the same amount of yogurt
 - C. the "low fat" yogurt group ate significantly more calories later in the day than the other group
 - D. people increase the number of calories they eat per day and gain weight
4. According to the author, has less calories.
 - A. fat
 - B. protein and carbohydrates

C. amino acid D. sugar

5. What can we infer from the passage?

A. To keep from being overweight, people have to eat non-fat food.

B. The calories from fat just do it a little quicker than that from protein and carbohydrates.

C. People should avoid temptation.

D. Americans realize that it is necessary to count calories before eating the food.

Passage 2

Directions: The passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D, choose the best answer for each question.

In the last decade the mass media have grown worldwide to be larger, more influential and more powerful. After it was possible in the Federal Republic of Germany in the 60s to receive one TV program and in the 60s and 70s to receive three programs, the number of receivable TV programs has risen for a huge part of the population in western Europe through cable TV to eleven or even more programs in the last years. More TV channels are announced. Additionally there is the huge offer of videos. The distribution of video recorders in the population is increasing. Worldwide we are on the way to communication—to a mass media society in which fiction, fantasy, the definition of reality assumes a greater role than reality itself, where people want to be permanently entertained, and where the description of the contents gains more emphasis than the content itself.

For centuries, news on crime has greatly attracted the population. In the Middle Ages, ballad singers moved very successfully from town to town in order to spread their ballads which were to a great part murder stories. Criminal stories are not a new development because they do not report anything really new. They are regularly told according to the pattern of the “family sensation” because they have a function of relief for the society, because through them, the “law-abiding citizen” can set himself apart from the criminal, because they prove to him that his behavior is “normal” and because he can be content to feel that he is better than the criminals and that he successfully managed to escape the criminal act. There is a huge demand in the population for crime news because they are entertaining and removing the boredom of everyday life. The mass media willingly fulfill this demand because crime news is cheap and easy to get hold of and because they help sell almost any product. That is why there is a symbiosis, an unholy alliance between mass media and society against which the critical criminologist advances his objections almost in vain.

1. Which of the following could most probably be discussed before this passage?

A. The invention of TV.

B. Mass media.

C. TV programs in Germany.

D. Criminal stories.

2. We are next to a mass media society because of the fact that _____.

A. a big population all over the world can have access to many a TV program and video

recording

- B. many people in Western Europe can receive at least eleven programs through cable TV
- C. we can pick up radio programs worldwide
- D. the newspapers worldwide are now playing a larger, more influential and more powerful role than ever before
3. In a modern mass media society people prefer fiction.
- A. real stories to news reports B. fictional accounts to real stories
- C. descriptions of reality to fiction D. fiction to criminal stories
4. Ballad singers in the Middle Ages enjoyed popularity because crime.
- A. their songs were in accordance with the pattern of the "familiar sensation"
- B. their songs had the power to make the singer feel relieved
- C. their accounts of murders met the needs of the audience
- D. they were regarded as story-tellers in many countries
5. By "symbiosis" in the last sentence, the author most probably means unity.
- A. mass media are a symbol of civilization
- B. criminals make use of mass media for their evil purposes
- C. mass media help society advance more quickly
- D. there is close relationship between mass media and society

Passage 3

Directions : The passage is followed by some questions or unfinished statements . For each of them there are four choices marked A , B , C and D , choose the best answer for each question .

There is a new type of small advertisement becoming increasingly common in newspaper classified columns. It is sometimes placed among "situations vacant", although it does not offer anyone a job, and sometimes it appears among "situations wanted", although it is not placed by someone looking for a job, either. What it does is to offer help in applying for a job.

"Contact us before writing your application", or "Make use of our long experience in preparing your curriculum vitae or job history", is how it is usually expressed. The growth and apparent success of such a specialized service is, of course, a reflection on the current high levels of unemployment. It is also an indication of the growing importance of the curriculum vitae or job history, with the suggestion that it may now qualify as an art form in its own right.

There was a time when job seekers simply wrote letters of application. "Just put down your name, address, age and whether you have passed any exams", was about the average level of advice offered to young people applying for their first jobs when I left school. The letter was really just for openers, it was explained, everything else could and should be saved for the interview. And in those days of full employment the technique worked. The letter proved that you could write and were available for work. Your eager face and intelligent

replies did the rest.

Later, as you moved up the ladder, something slightly more sophisticated was called for. The advice then was to put something in the letter which would distinguish you from the rest. It might be the aggressive approach. "Your search is over. I am the person you are looking for", was a widely used trick that occasionally succeeded. Or it might be some special feature specially designed for the job interview.

There is no doubt, however, that it is increasing number of applicants with university education at all points in the process of engaging staff that has led to the greater importance of the curriculum vitae.

1. The new type of advertisement appearing in newspaper columns _____.
 - A. informs job hunters of the opportunities available
 - B. promises to offer useful advice to those looking for jobs
 - C. divides available jobs into different types
 - D. informs employers of the people available for work
2. Nowadays this specialized type of service is in demand because _____.
 - A. there is a lack of jobs available for artistic people
 - B. there are so many top level jobs available
 - C. there are so many people out of work
 - D. the job history is considered to be a work of art
3. In the past it was expected that first job hunters would _____.
 - A. write an initial letter giving their life history
 - B. pass some exams before applying for a job
 - C. have no qualifications other than being able to read and write
 - D. keep any detailed information until they obtained an interview
4. Later, as one went on to apply for more important jobs, one was advised to include in the letter _____.
 - A. something that would distinguish one from other applicants
 - B. hinted information about the personality of the applicant
 - C. one's advantages over others in applying for the job
 - D. an occasional trick with the aggressive approach
5. The curriculum vitae has become such an important document because _____.
 - A. there has been an increase in the number of jobs advertised
 - B. there has been an increase in the number of applicants with degrees
 - C. nowadays jobs are becoming much more complicated
 - D. the other processes of applying for jobs are more complicated

Passage 4

Directions : The passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D, choose the best answer for each question.

Hardly a week goes by without some advance in technology that would have seemed incredible 50 years ago. And we can expect the rate of change to accelerate rather than slow down within our lifetime. The developments in technology are bound to have a dramatic effect on the future of work. By 2010, new technology will have revolutionized communications. People will be transmitting messages down telephone lines that previously would have been sent by post. Not only postmen but also clerks and secretaries will vanish in a paper-free society. All the routine tasks they perform will be carried on a tiny silicon chip so that they will be as obsolete as the horse and cart after the invention of the motor car. One change will make thousands, if not millions, redundant.

Even people in traditional professions, where expert knowledge has been the key, are unlikely to escape the effects of new technology. Instead of going to a solicitor, you might go to a computer which is programmed with all the most up-to-date legal information. Doctors, too, will find that an electronic competitor will be able to carry out a much quicker and more accurate diagnosis and recommend more efficient courses of treatment. In education, teachers will be largely replaced by teaching machines far more knowledgeable than any human being. Most learning will take place in the home via video conferencing. Children will still go to school though, until another place is created where they can make friends and develop social skills.

What can we do to avoid the threat of unemployment? We shouldn't hide our heads in the sand. Unions will try to stop change but they will be fighting a losing battle. People should get computer literate as this just might save them from professional extinction. After all, there will be a few jobs left in law, education and medicine for those few individuals who are capable of writing and programming the software of the future. Strangely enough, there will still be jobs like rubbish collection and cleaning as it is tough to program tasks which are largely unpredictable.

1. According to the writer, the rate of change in technology _____.
 - A. will remain the same
 - B. will slow down
 - C. will speed up
 - D. cannot be predicted
2. The writer expects that by 2010 new technology will have revolutionized communications and _____.
 - A. bookshops will not exist
 - B. the present postal system will have disappeared
 - C. people will no longer send letters
 - D. the postmen will have been replaced by the motor car
3. From the passage we can infer that _____.
 - A. professionals will not be affected by new technology
 - B. doctors will not be as efficient as computers
 - C. computers can not replace lawyers
 - D. experts will know less in the future

4. The passage tells us that in the future _____.
A. children will not be taught in schools B. no teachers will be needed
C. teachers will be less knowledgeable D. children will learn life skills at home
5. In the writer's view, _____.
A. people should be prepared for the future
B. there exists no threat of unemployment
C. unions can stop the unfavorable change
D. people had better become cleaners

Passage 5

Directions: The passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D, choose the best answer for each question.

The case for college has been accepted without question for more than a generation. All high school graduates ought to go, say conventional wisdom and statistical evidence, because college will help them earn more money, become "better" people, and learn to be more responsible citizens than those who don't go.

But a college has never been able to work its magic for everyone. And now that close to half our high school graduates are attending, those who don't fit the pattern are becoming more numerous, and more obvious. College graduates are selling shoes and driving taxis; college students interfere with each other's experiments and write false letters of recommendation in the intense competition for admission to graduate school. Others find no stimulation in their studies, and drop-outs are often encouraged by college administrators.

Some observers say the fault is with the young people themselves—they are spoiled and they are expecting too much. But that's condemnation of the students as a whole, and doesn't explain all campus unhappiness. Others blame that state of the world, and they are partly right. We've been told that young people have to go to college because our economy cannot absorb an army of untrained eighteen-year-olds. But disappointed graduates are learning that it can no longer absorb an army of trained twenty-two-year-olds, either.

Some adventuresome educators and campus watchers have openly begun to suggest that a college may not be the best, the only place for every young person after the completion of high school. We may have been looking at all those *surveys and statistics* upside down, it seems, and through the rosy glow of our own remembered college experiences. Perhaps college doesn't make people intelligent, ambitious, happy, liberal or quick to learn things—maybe it's just the other way around, and intelligent, ambitious, happy, literal, quick-learning people are merely the ones who have been attracted to college in the first place. And perhaps all those successful college graduates would have been successful whether they had gone to college or not. This is heresy to those of us who have been brought up to believe that if a little schooling is good, more has to be much better. But contrary evidence is beginning to mount up.

1. We know from the passage that _____.
 - A. people used to question the value of college education
 - B. people used to have full confidence in higher education
 - C. all high school graduates went to college
 - D. very few high school graduates chose to go to college
2. The drop-out rate of college students seems to go up because _____.
 - A. young people are disappointed with the conventional way of teaching at college
 - B. many young people are required to join the army
 - C. young people have little motivation on pursuing a higher education
 - D. young people don't like the intense competition for admission to graduate school
3. According to the passage, the problems of college education partly arise from the fact that _____.
 - A. society can't provide enough jobs for properly trained college graduates
 - B. high school graduates do not fit the pattern of college education
 - C. too many students have to earn their own living
 - D. college administrators encourages students to drop out
4. In this passage, the author argues that _____.
 - A. college education is not enough for the one who wants to be successful
 - B. college education benefits only the intelligent, ambitious, and quick-learning people
 - C. more and more evidence shows college education may not be the best thing for high school graduates
 - D. intelligent people may learn quicker if they don't go to college
5. The "survey and statistics" mentioned in the last paragraph might have shown that _____.
 - A. most people have sweet memories of college life
 - B. college education was not the first choice for intelligent people
 - C. the less school one has the better for him
 - D. college educated people are more successful than non-college-educated people

Passage 6

Directions: The passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D, choose the best answer for each question.

In the first year or so of Web business, most of the action has revolved around efforts to tap the consumer market. More recently, as the web proved to be more than a profession, companies have started to buy and sell products and services with one another. Such business-to-business sales make sense because business people typically know what product they are looking for.

Nonetheless, many companies still hesitate to use the Web because of doubts about its reliability. "Business need to feel they can trust the pathway between them and the suppli-

er.” says senior analyst Blaine Erwin of Forrester Research. Some companies are limiting the risk by conducting online transactions only with established business partners who are given access to the company’s private intranet.

Another major shift in the model for Internet commerce concerns the technology available for marketing. Until recently, Internet marketing activities have focused on strategies to “pull” customers into sites. In the past years, however, software companies have developed tools that allow companies to “push” information directly out to consumers, transmitting marketing messages directly to targeted customers. Most notably, the Pointcast Network uses a screen saver to deliver a continually updated stream of news and advertisements to subscribers’ computer monitors. Subscribers can customize the information they want to receive and proceed directly to a company’s Web site. Companies such as Virtual Vineyards are already starting to use similar technologies to push messages to customers about special sales, product offerings, or other events. But “push” technology has earned the contempt of many Web users. Online culture thinks highly of the notion that the information flowing onto the screen comes there by specific request. Once commercial promotion begins to fill the screen uninvited, the distinction between the Web and television fades. That’s a prospect that horrifies Net purists.

But it is hardly inevitable that companies on the Web will need to resort to “push” strategies to make money. The examples of Virtual Vineyards, Amazon. com, and other pioneers show that a Web site selling the right kind of products with the right mix of interactivity, hospitality, and security will attract online customers. And the cost of computing power continues to free fall, which is a good sign for any enterprise setting up shop in silicon. People looking back 5 or 10 years from now may well wonder why so few companies took the online plunge.

1. We learn from the beginning of passage that Web business _____.
A. has been striving to expand its market B. intended to follow a fanciful fashion
C. tried but in vain to control the market D. has been booming for one year or so
2. Many companies hesitate to use the Web because _____.
A. technical flaws of Internet make it impossible to run business online efficiently
B. shop in silicon costs lots of money
C. consumers are usually annoyed by the “push” strategy
D. some people just do not regard network as reliable pathway for business
3. Speaking of the online technology available for marketing, the author implies that _____.
A. the technology is popular with many Web users
B. businesses have faith in the reliability of online transactions
C. there is a radical change in strategy
D. it is accessible limitedly to established partners
4. In the view of Net purists, _____.