

CET-4
大学英语四级
710分
新题型特训

编 著◎黎锦荣



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前言

作为大学英语四、六级考试改革的“重头戏”以及所占分值比例最大的题型之一,阅读理解题向来为广大考生所重视。根据全国大学英语四、六级考试委员会颁布的《大学英语四级考试大纲(2006年修订版)》,四级阅读理解测试内容、题型、分值详情如下:

分类	快速阅读(Skimming and Scanning)	仔细阅读(Reading in Depth)
题型	是非判断 + 句子填空或其他	多项选择
		选词填空或简答题
长度	总长度约 1000 词	多项选择:300—350 词/篇 选词填空:200—250 词/篇 简答:300—350 词/篇
比例	10%	25%
	35%	

虽然大纲已给出了较明确的指引,然而,不少考生在解题时仍显得底气不足,如 2007 年 12 月的四级考试中快速阅读题型的一次调整就曾令许多考生措手不及。这其中固然有教与学方面的深层次原因,而更直接的原因是未能吃透新大纲、重视不足或备考不当。本书的编写宗旨,正是针对这种状况,力求为广大考生提供准确、全面、高效的备考指导。

本书具有以下特色:

一、紧扣大纲,题型全面。本书严格遵循教育部于 2007 年 7 月颁布的《大学英语课程教学大纲》及大学英语四、六级考试委员会最新颁布的《大学英语四级考试大纲(2006 年修订版)》进行编写。全书囊括了考试大纲所述的所有题型,从宏观的体系编排到微观的试题设置,无不贯彻上述纲领性文件的核心思想。

二、点拨精当,举一反三。本书对历年真题、模拟题的点拨均以准确、实用、简明为宗旨,简单知识点要言不烦,点到即止,重点难点则不惜笔墨,深入浅出。既注重技巧的点拨和解题应试能力的提高,又充分考虑培养考生良好的阅读习惯,真正提高各位考生从英文资料获取信息的能力。

三、选材严格,设题科学。本书不仅涵盖四级考试历年具有代表性的真题,同时还有一定数量的强化训练题。这些模拟题的语料均选自英文原版材料,无论是题材、体裁、难度,还是命题方式均契合真题,相信能够帮助各位考生深入理解新的考试大纲,熟悉新四级阅读的各类题型,使各位考生在考前成竹在胸,考场上游刃有余。

在本书的成书过程中,编者曾征询多位专家的意见,也用心听取了各位考生的心声,然囿于编者学识水平,错讹之处,在所难免,敬请读者批评指正。

编者

2008 年 5 月

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第一章 快速阅读

第一节 快速阅读应试技巧

一、快速阅读题型简介

根据《大学英语课程教学要求(试行)》(2004年),大学阶段英语教学要求分为三个层次,即一般要求、较高要求和更高要求。三个层次对阅读理解能力要求分别如下:

一般要求:能基本读懂一般性题材的英文文章,阅读速度达到每分钟 70 个词;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 个词;能基本读懂国内英文报刊,掌握中心意思,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。

较高要求:能基本读懂英语国家大众性报纸杂志的一般性题材的文章,阅读速度为每分钟 80 词,在快速阅读篇幅较长的材料时,阅读速度达到每分钟 120 词,能就阅读材料进行略读或寻读。能够基本读懂自己专业方面的综述性文献,并能正确理解中心大意,抓住主要事实和有关细节。

更高要求:能读懂有一定难度的文章,理解其意义,借助词典能阅读英语原版书籍和英语国家报纸杂志上的文章。能比较顺利地阅读与自己专业有关的综述性文献。

大学英语四级考试阅读理解部分要求考生达到《教学要求》中的一般要求。根据最新修订的《大学英语四级考试大纲》,四级阅读理解部分包括仔细阅读(Reading in Depth)和快速阅读(Skimming and Scanning),主要测试学生通过阅读获取书面信息的能力;所占分值比例为 35%,其中仔细阅读部分 25%,快速阅读部分 10%,考试时间 40 分钟。

快速阅读部分采用 1—2 篇较长篇幅的文章或多篇短文,总长度约为 1 000 词。要求考生运用略读和寻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,阅读速度约每分钟 100 词。寻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。样题中快速阅读部分采用的题型有是非判断、句子填空、完成句子等。考生要在限定的 15 分钟内完成。文章后有 10 道题,其中前 7 道是判断正误题,后 3 道是填空题。判断正误题除了提供 Yes 和 No 两个备选项之外,还有第三个选择 Not Given。值得注意的是,在 2007 年 12 月的快速阅读题中,原来判断 Y、N 或 NG 的部分改成了与仔细阅读类似的选择题。虽然出题形式有变化,但无论是从出题风格还是总体难度水平来看起伏都不大。对考生来说,关键还是要从词汇、阅读速度等方面扎扎实实地提高自己的快速阅读技能,并通过做题、总结掌握必要的应试技巧。

快速阅读理解的引入是十分必要的。在当今的信息时代,各类文献浩如烟海,要仔细阅读每一本书或每一篇文章是不可能的,也没有这个必要。因此,要快速、准确地从大量资料中筛选出我们所需的信息,就必须提高阅读的效率,而快速阅读理解试题考查的正是把握文章的总体逻辑走向和信息要点的能力。这种能力依赖于多方面的因素,如阅读习惯、知识结构和语言能力等。

阅读能力的培养有一个循序渐进的过程。但是,只要在日常学习中有意识地克服障碍,掌握方法,进行大量的快速阅读训练,并持之以恒,就一定能较快地提高阅读水平。

二、快速阅读技能培养

1. 改变不良的阅读习惯

阅读能力弱的考生往往有许多不良的阅读习惯,其中最常见的就是阅读过程中身体的某些部位做多余的活动。例如,有些考生为了在阅读时集中注意力,常常用手指、钢笔等指着文章一个词一个词地读,或者是头跟着摆动,以使眼睛对准正在读的每个单词上。阅读过程中这些动作对阅读速度和理解率的提高没有帮助,因为眼部的肌肉完全有能力使眼睛从一个词移到另一个词上,根本不需要其他部分的肌肉运动。况且阅读时脑力活动也是相当紧张的,多余的动作通常会降低阅读速度。另外一种阅读中常见的毛病就是复视。复视指的是读完一个句子或段落后再回过头去重复阅读。习惯性的复视对阅读速度的提高是极为不利的。还有一种不良的阅读习惯就是边读边译。部分考生习惯于在阅读过程中逐字逐句地在脑海中进行翻译,平时进行阅读练习译不通时还要查字典或仔细推敲一番,似乎这样才算是真正读懂了。殊不知这种方法不但费时费力,还往往会由于缺乏上下文的融会贯通而造成理解错误。要克服以上这些毛病,关键是要在平时的阅读训练中总结出有效的阅读方法和培养良好的习惯。

2. 快速阅读方法点拨

1) 扩大视幅和按照意群(sense group)阅读

一个人的阅读速度不仅取决于视线在阅读材料上的移动速度,同时还取决于视幅,即视线所及的范围的大小。因此,如果我们进行阅读时,能以意群或句子为单位,而不是逐个单词地进行阅读,阅读速度就可大幅度提高。所谓意群,指的是那些有意义的语法结构或词组。下面我们用“/”来划分一段文章的意群:

Country life, / on the other hand, / differs from / this kind of / isolated existence / in that / a sense of community / generally binds / the inhabitants of small villages / together. / People have the advantage of / knowing that / there is always someone to turn to / when they need help. / But country life / has disadvantages too. / While it is true that / you may be among friends / in a village, / it is also true that / you are cut off from / the exciting and important events / that take place in cities. / There's little possibility of / going to a new show / or the latest movie. / Shopping becomes a major problem, / and for anything / slightly out of the ordinary / you have to go on an expedition / to the nearest large town. / The city-dweller / who leaves for the country / is often oppressed by / a sense of unbearable stillness and quiet.

阅读时对句子进行意群划分,不仅可以大大提高阅读速度,同时也能加深对文章的理解。

2) 略读(skimming)

略读(skimming)又称跳读(reading and skipping)或浏览(glancing),是一种非常实用的快速阅读技能。所谓略读,是指快速阅读文章,掌握其大意及几个能说明问题的关键细节。换句话说,略读是要求读者有选择地进行阅读,可跳过某些细节,以求抓住文章的大概,从而加快阅读速度。据统计,训练有素的读者的阅读速度可以达到每分钟 3 000 到 4 000 个词。略读有下列四个特点:

(1)快速阅读大量材料,寻找事实细节信息和相关的阐述信息;

- (2)可以跳过某个部分或某些部分不读;
- (3)理解水平可以稍低一些,但也不能太低;
- (4)根据文章的难易程度和阅读目的,灵活地调整阅读速度。

由此可以看出,略读这种技巧要求的是对整篇文章的快速阅读,阅读目的是获取文章的主要大意和能说明问题的一些重要细节。

3) 寻读(scanning)

寻读(scanning)是一种从大量的资料中迅速查找某一项具体事实或某一项特定信息,如人物、事件、时间、地点、数字等,而对其他无关部分略去不读的快速阅读方法。运用这种方法,读者就能在最短的时间内掠过尽可能多的印刷材料,找到所需要的信息。例如,在车站寻找某次列车或汽车的运行时刻,在机场寻找某次班机的飞行时刻,在图书馆查找书刊的目录,在文献中查找某一日期、名字、数字或号码等,都可能用到这种方法。作为一种快速寻找信息的阅读技巧,寻读既要求速度,又要求有较高的准确性。具体地说,寻读带有明确的目的性,有针对性地选择问题的答案。因此在寻读时不必字字句句过目。视线在印刷材料上掠过时,一旦发现有关的内容,就要稍作停留,将它记住或摘录下来,这样既保证了寻读的速度,也能提高定位的准确性。

三、快速阅读解题技巧

→利用细节,如文章的标题、副标题、小标题等,对文章进行预测略读。预测略读的目的在于了解作者的思路、文章大意、有关的细节及其相互关系。

→以一般阅读速度阅读文章开头的第一、第二段,力求抓住文章大意、背景情况、作者的文章风格、叙述口吻或语气等。

→抓住关键词句。关键词句是连接上下文的纽带,快速阅读时如果能准确地把握关键词,其他问题便可迎刃而解。而抓住关键句子也就是找出主题句。主题句是文章中用来概括大意的句子,主题句往往是每个段落的第一个句子,有时也可能是最后一个句子,在特殊情况下还可能出现在段落当中。通过识别主题句,可以快速、准确地抓住文章中各个段落的主要意思,如果能把每一段落的大意抓住了,那么全篇文章的中心思想也就把握住了。

→标记细节信息。对一些关键的名词,如人名、术语等,必须予以重视。同时应留意数字和符号,因为年代、百分比等数据很有可能成为考点。如样题中的第9题:9. To dispose of a ton of trash in a landfill, customers have to pay a tipping fee of _____. 答题依据就在原文的: Customers are charged tipping fees for using the site. The tipping fees vary from \$ 10 to \$ 40 per ton.

→准确表达。快速阅读的最后三道题是填空题。和简答题一样,回答要做到内容正确,用词简练,符合语法,拼写无误。答题时应尽量以原文中出现过的词句为基础,不要作任意的修改。

第二节 快速阅读真题详解

★2007年12月考题

Part II 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 on **Answer Sheet 1**.

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.

Universities Branch Out

As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

In response to the same forces that have driven the world economy, universities have become more self-consciously global; seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative (合作的) research programs to advance science for the benefit of all humanity.

Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U. K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.

Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in the summer internships (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible.

Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The

Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U.S. team.

As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet infrastructure (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.

For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U.S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U. K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.

Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and—like immigrants throughout history—strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

1. From the first paragraph we know that present-day universities have become _____.
 - A) more popularized than ever before
 - B) in-service training organizations
 - C) a powerful force for global integration
 - D) more and more research-oriented
2. Over the past three decades, the enrollment of overseas students has increased _____.
 - A) at an annual rate of 8 percent
 - B) at an annual rate of 3.9 percent
 - C) by 800,000
 - D) by 2.5 million
3. In the United States, how many of the newly hired professors in science and engineering are foreign-born?
 - A) 38%.
 - B) 10%.
 - C) 30%.
 - D) 20%.
4. How do Yale and Harvard prepare their undergraduates for global careers?
 - A) They give them chances for international study or internship.
 - B) They arrange for them to participate in the Erasmus program.
 - C) They offer them various courses in international politics.
 - D) They organize a series of seminars on world economy.
5. An example illustrating the general trend of universities' globalization is _____.
 - A) Yale's establishing branch campuses throughout the world
 - B) Yale's student exchange program with European institutions
 - C) Yale's helping Chinese universities to launch research projects
 - D) Yale's collaboration with Fudan University on genetic research
6. What do we learn about Silicon Valley from the passage?
 - A) It is known to be the birthplace of Microsoft Company.
 - B) It was intentionally created by Stanford University.
 - C) It is where the Internet infrastructure was built up.
 - D) It houses many companies spun off from MIT and Harvard.
7. What is said about the U.S. federal funding for research?
 - A) It has increased by 3 percent.
 - B) It doubled between 1998 and 2003.
 - C) It has been unsteady for years.

D) It has been more than sufficient.

8. The dramatic decline in the enrollment of foreign students in the U. S. after September 11 was caused by _____.
9. Many Americans fear that American competitiveness may be threatened by foreign students who will _____.
10. The policy of welcoming foreign students can benefit the U. S. in that the very best of them will stay and _____.

【答案及解析】

1. C 2. B 3. D 4. A 5. D 6. B 7. C

8. changes in the visa process

9. take their knowledge and skills back home

10. strengthen the nation

1. [C] 文章第一段为主旨段。该段提到大学在提升国家竞争力、促进和平和经济发展等方面的作用,但其重点在后半部分:大学已成为促进全球一体化、相互理解和地缘政治稳定的重要力量。因此本题选 C。
2. [B] 本题考查对文章细节的理解。根据文章第三段第二句可直接选出正确答案 B。
3. [D] 本题同样为细节理解题。题干中的关键词为“foreign-born”,根据文章第三段最后一句可知,在美国,在科学和工程领域最新聘请的教授中,有 20%是在国外出生的。
4. [A] 第四段末句提到,耶鲁大学和哈佛大学为每位本科生提供至少一次在海外进修或实习的机会。备选选项中只有 A 提到“international study”和“internship”,故为正确选项。
5. [D] 从备选选项看,该例子与耶鲁大学有关。原文第五段开头提到,全球化改变了科研的方式,接下来便以美国大学和中国大学之间的一个科研项目合作为例加以说明。因此本题选 D。
6. [B] 根据题干关键词“Silicon Valley”可定位至第六段。解答本题可根据选项的关键词进行排除。第六段最后一句提到“Microsoft”的诞生地是“Cambridge”而非“Silicon Valley”,故不选 A;选项 C 中的“Internet infrastructure”在该段首句,从该句我们知道“Internet infrastructure”是科技商业应用的一个例子,文中也没有提到其与硅谷的关系,故不选;又据原文“Route 128 outside Boston has long housed companies spun off from MIT and Harvard”可排除 D。
7. [C] 本题考查对文章细节的理解。根据题干中的关键词“funding”可定位至文章第七段。根据该段第二句可知本题正确选项为 C。
8. changes in the visa process. 原文表述是:“In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U.S. universities...”。“in the wake of”意思是“在……之后”。
9. take their knowledge and skills back home. 答题依据在第九段:“... but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back

home”。

10. strengthen the nation. 见文章最后一段: “the very best of them stay in the States and-like immigrants throughout history—strengthen the nation”。细读该句不难得出句中插入语后面的部分即为答案。

★2007年6月考题

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on **Answer sheet 1**.

For questions 1—7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For question 8—10, complete the sentences with the information given in the passage.

Protect Your Privacy When Job-hunting Online

Identity theft and identity fraud are terms used to refer to all types of crime in which someone wrongfully obtains and uses another person's personal data in some way that involves fraud or deception, typically for economic gain.

The numbers associated with identity theft are beginning to add up fast these days. A recent General Accounting Office report estimates that as many as 750,000 Americans are victims of identity theft every year. And that number may be low, as many people choose not to report the crime even if they know they have been victimized.

Identity theft is “an absolute epidemic,” states Robert Ellis Smith, a respected author and advocate of privacy. “It's certainly picked up in the last four or five years. It's worldwide. It affects everybody, and there's very little you can do to prevent it and, worst of all, you can't detect it until it's probably too late.”

Unlike your fingerprints, which are unique to you and cannot be given to someone else for their use, your personal data, especially your social security number, your bank account or credit card number, your telephone calling card number, and other valuable identifying data, can be used, if they fall into the wrong hands, to personally profit at your expense. In the United States and Canada, for example, many people have reported that unauthorized persons have taken funds out of their bank or financial accounts, or, in the worst cases, taken over their identities altogether, running up vast debts and committing crimes while using the victims' names. In many cases, a victim's losses may include not only out-of-pocket financial losses, but substantial additional financial costs associated with trying to restore his reputation in the community and correcting erroneous information for which the criminal is responsible.

According to the FBI, identity theft is the number one fraud committed on the Internet. So how do job seekers protect themselves while continuing to circulate their resumes online? The key to a successful online job search is learning to manage the risks. Here are some tips for staying safe while conducting a job search on the Internet.

1. Check for a privacy policy.

If you are considering posting your resume online, make sure the job search site you are considering has a privacy policy, like CareerBuilder.com. The policy should spell out how your information will be used, stored and whether or not it will be shared. You may want to think twice about posting your resume on a site that automatically shares your information with others. You could be opening yourself up to unwanted calls from solicitors (推销员).

When reviewing the site's privacy policy, you'll be able to delete your resume just as easily as you posted it. You won't necessarily want your resume to remain out there on the Internet once you land a job. Remember, the longer your resume remains posted on a job board, the more exposure, both positive and not-so-positive, it will receive.

2. Take advantage of site features.

Lawful job search sites offer levels of privacy protection. Before posting your resume, carefully consider your job search objectives and the level of risk you are willing to assume.

CareerBuilder.com, for example, offers three levels of privacy from which job seekers can choose. The first is standard posting. This option gives job seekers who post their resumes the most visibility to the broadest employer audience possible.

The second is anonymous (匿名的) posting. This allows job seekers the same visibility as those in the standard posting category without any of their contact information being displayed. Job seekers who wish to remain anonymous but want to share some other information may choose which pieces of contact information to display.

The third is private posting. This option allows a job seeker to post a resume without having it searched by employers. Private posting allows job seekers to quickly and easily apply for jobs that appear on CareerBuilder.com without retyping their information.

3. Safeguard your identity.

Career experts say that one of the ways job seekers can stay safe while using the Internet to search out jobs is to conceal their identities. Replace your name on your resume with a generic (泛指) identifier, such as "Intranet Developer Candidate," or "Experienced Marketing Representative."

You should also consider eliminating the name and location of your current employer. Depending on your title, it may not be all that difficult to determine who you are once the name of your company is provided. Use a general description of the company such as "Major auto manufacturer." or "International packaged goods supplier."

If your job title is unique, consider using the generic equivalent instead of the exact title assigned by your employer.

4. Establish an email address for your search.

Another way to protect your privacy while seeking employment online is to open up an email account specifically for your online job search. This will safeguard your existing email box in the event someone you don't know gets hold of your email address and shares it with others.

Using an email address specifically for your job search also eliminates the possibility that you will receive unwelcome emails in your primary mailbox. When naming your new email address, be sure that it doesn't contain references to your name or other information that will give away your identity. The best solution is an email address that is relevant to the job you are seeking such as Salesmgr2004@provider.com.

5. Protect your references.

If your resume contains a section with the names and contact information of your references, take it out. There's no sense in safeguarding your information while sharing private contact information of your references.

6. Keep confidential(机密的) information confidential.

Do not, under any circumstances, share your social security, driver's license, and bank account numbers or other personal information, such as race or eye color. Honest employers do not need this information with an initial application. Don't provide this even if they say they need it in order to conduct a background check. This is one of the oldest tricks in the book — don't fall for it.

1. Robert Ellis Smith believes identity theft is difficult to detect and one can hardly do anything to prevent it.
2. In many cases, identity theft not only causes the victims' immediate financial losses but costs them a lot to restore their reputation.
3. Identity theft is a minor offence and its harm has been somewhat overestimated.
4. It is important that your resume not stay online longer than is necessary.
5. Of the three options offered by CareerBuilder. com in Suggestion 2, the third one is apparently most strongly recommended.
6. Employers require applicants to submit very personal information on background checks.
7. Applicants are advised to use generic names for themselves and their current employers when seeking employment online.
8. Using a special email address in the job search can help prevent you from receiving _____.
9. To protect your references, you should not post online their _____.
10. According to the passage, identity theft is committed typically for _____.

【答案及解析】

1. Y 2. Y 3. N 4. Y 5. NG 6. N 7. Y
8. unwelcome emails
9. names and contact information
10. economic gains

1. 根据题干中的人名 Robert Ellis Smith 可迅速定位至文章第三段。根据 Robert Ellis Smith 所说的内容,盗用他人身份的行为影响很广且难于预防。可见题干说法正确。

2. 据原文第四段最后一句可知题干说法正确。
3. 根据文章前四段可知,盗用身份的行为涉及面广、危害大。题干的说法明显与文意不符。
4. 由文章第一个小标题第二段: You won't necessarily want your resume to remain out there on the Internet once you land a job. 可知题干说法正确。
5. 文章第二个小标题中提到 CareerBuilder. com 提出的三点建议,但至于哪一条建议是最重要的,文中并没有给出相关信息。故本题答案为 NG。
6. 根据题干中的 personal information 及 background check 等关键词可定位至文章第六个小标题。由文章的叙述可知,雇主一般不会要求求职者提供这类信息。因此题干的说法是错误的。
7. 文中第三个小标题提到,保护自己的真实身份信息的一个有效手段是用泛指的称谓来代替真实的身份信息。因此题干说法正确。
8. 根据题干中的 using a special email address 可定位至文章的第四个小标题。原文的表述是: Using an email address specifically for your job search also eliminates the possibility that you will receive unwelcome emails in your primary mailbox. 因此本题应填 unwelcome emails。
9. 根据题干中的 reference 不难定位到第五个小标题。从该段的表述看,本题完整答案应是: names and contact information。
10. 据文章首段易知本题应填 economic gains。

★2006 年 12 月考题

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on **Answer sheet 1**.

For questions 1—7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For question 8—10, complete the sentences with the information given in the passage.

Six Secrets of High-Energy People

There's an energy crisis in America, and it has nothing to do with fossil fuels. Millions of us get up each morning already weary over the day holds. "I just can't get started." People say. But it's not physical energy that most of us lack. Sure, we could all use extra sleep and a better diet. But in truth, people are healthier today than at any time in history. I can almost guarantee that if you long for more energy, the problem is not with your body.

What you're seeking is not physical energy. It's emotional energy. Yet, sad to say life sometimes seems designed to exhaust our supply. We work too hard. We have family obligations. We encounter emergencies and personal crises. No wonder so many of us suffer from emotional fatigue, a kind of utter exhaustion of the spirit.

And yet we all know people who are filled with joy, despite the unpleasant circumstances of their lives. Even as a child I observed people who were poor or disabled or ill, but who nonetheless faced life with optimism and vigor. Consider Laura Hillenbrand, who despite an

extremely weak body wrote the best-seller *Seabiscuit*. Hillenbrand barely had enough physical energy to drag herself out of bed to write. But she was fueled by having a story she wanted to share. It was emotional energy that helped her succeed.

Unlike physical energy, which is finite and diminishes with age, emotional energy is unlimited and has nothing to do with genes or upbringing. So how do you get it? You can't simply tell yourself to be positive. You must take action. Here are six practical strategies that work.

1. Do something new.

Very little that's new occurs in our lives. The impact of this sameness on our emotional energy is gradual, but huge: It's like a tire with a slow leak. You don't notice it at first, but eventually you'll get a flat. It's up to you to plug the leak — even though there are always a dozen reasons to stay stuck in your dull routines of life. That's where Maura, 36, a waitress, found herself a year ago.

Fortunately, Maura had a lifeline — a group of women friends who meet regularly to discuss their lives. Their lively discussions spurred Maura to make small but nevertheless life altering changes. She joined a gym in the next town. She changed her look with a short haircut and new black T-shirts. Eventually, Maura gathered the courage to quit her job and start her own business.

Here's a challenge: If it's something you wouldn't ordinarily do, do it. Try a dish you've never eaten. Listen to music you'd ordinarily tune out. You'll discover these small things add to your emotional energy.

2. Reclaim life's meaning.

So many of my patients tell me that their lives used to have meaning, but that somewhere along the line things went stale.

The first step in solving this meaning shortage is to figure out what you really care about, and then do something about it. A case in point is Ivy, 57, a pioneer in investment banking. "I mistakenly believed that all the money I made would mean something," she says. "But I feel lost, like a 22-year-old wondering what to do with her life." Ivy's solution? She started a program that shows Wall Streeters how to donate time and money to poor children. In the process, Ivy filled her life with meaning.

3. Put yourself in the fun zone.

Most of us grown-ups are seriously fun-deprived. High-energy people have the same day-to-day work as the rest of us, but they manage to find something enjoyable in every situation. A real estate broker I know keeps herself amused on the job by mentally redecorating the houses she shows to clients. "I love imagining what even the most run-down house could look like with a little tender loving care," she says. "It's a challenge—and the least desirable properties are usually the most fun."

We all define fun differently, of course, but I can guarantee this: If you put just a bit of it