

Reading in Depth of CET-4

主编 庞炜

大学英语四级

深度阅读



南京大学出版社

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编写说明

深入阅读,理解词意句意,是英语学习的基础。

作为大学英语四级考试,词汇知识一直是测试的重点。

自四级考试采用新题型之后,词汇知识不再单独作为考项,对词汇的考察由原来的单项选择题改为现在的通过深度阅读进行的篇章词汇理解,即要求考生阅读一篇被拿掉若干词汇的短文,然后从所给的选项中选择正确的词汇填空,使得短文在句子结构和意义上完整。篇章词汇理解旨在测试考生对篇章语境中的词汇的理解和掌握程度,要求考生不仅要认识单词,而且还要结合上下文的语境、语义、逻辑关系和语法结构等因素,对词汇做出正确选择,从而达到读懂英语文章的目的。

本书精选 100 篇短文,由易到难,强化篇章词汇理解训练,以加强同学们对英文的整体阅读技巧并提高对该种题型的做题能力,目的在于丰富同学们的词汇量,增强同学们记忆英语词汇的兴趣和信心。

100 篇文章所涉及的题材包括人物传记、社会、文化、日常生活、科普常识等,内容广泛,时代气息强。所选文章体裁多样,有记叙文、议论文和说明文。根据所选文章的难度,全书分成初级篇(27 篇文章)、中级篇(45 篇文章)和高级篇(28 篇文章)。初级篇和中级篇中的文章每篇约 250 个单词,高级篇中的文章每篇约 300 个单词。要求选择填空的词汇有一部

分超出《大学英语课程教学要求》的范围,我们对被选词一般都加注了汉语释义。

第二部分的“选词解析”针对每篇文章的每个选词进行解析,重点提示解题思路,从而让同学们从词汇、语法和篇章理解等不同的角度来理解所选词汇,通过提高词汇水平以达到对英文深度阅读的目的。

希望本书能为同学们提供一个提高对英语词汇理解和记忆的平台,为同学们掌握英语词汇和四级备考助一臂之力。本书不仅可以作为大学英语四级考前辅导教材,也可以作为大学生在日常英语学习中记忆词汇的帮手。

编写上的疏漏在所难免,希望同行专家批评指正。

编 者

2010年6月

Contents

●Part One Reading Practice(阅读填词)

- ◆ Elementary Level 2
初级篇 Passage 1~27
- ◆ Intermediate Level 33
中级篇 Passage 28~72
- ◆ Advanced Level 87
高级篇 Passage 73~100

●Part Two Explanatory Notes(选词解析)

- ◆ Elementary Level 126
初级篇 Passage 1~27
- ◆ Intermediate Level 164
中级篇 Passage 28~72
- ◆ Advanced Level 227
高级篇 Passage 73~100

Part One

Reading Practice

阅读填词

Elementary Level

初级篇 Passage 1~27

— *Passage 1* —

Success and vocabulary go hand in hand. This has proved so often that it no longer admits of 1.

I have done vocabulary testing for innumerable business concerns. Almost without 2 the results were a remarkable 3 of salaries received. Even the vocabularies and the pay of the secretaries of executives usually followed the same ascending scale as that of the positions of the bosses whom they served. In one outfit that I remembered well, the lowest paid girls were poorest in 4.

Why should this be so?

Our 5 of words is all that makes it possible for us to understand our associates or our friends. And it is only by words that we can 6 others, or command them to do our wishes. More 7 than this, we think with words. We can't think without them!

Said the great American educator, Dr. John Dewey: "Thought is 8 without words."

Said Thomas Sheridan, British actor of 200 years ago: "There is such an 9 connection between ideas

and words that whatever 10 or fault there may be in the one necessarily affects the other.”

- | | | |
|----------------|---------------|-------------------|
| A) vocabulary | B) important | C) intimate |
| D) exception | E) impossible | F) cautious |
| G) necessarily | H) thought | I) interpretation |
| J) knowledge | K) impart | L) argument |
| M) indication | N) deficiency | O) blur |

— *Passage 2* —

Adolph Hitler came into power in Germany. He and his Nazi disliked intellectuals. They also 1 Jews and began to attack them. There was no respect even for Albert Einstein, who only wanted to think of problems beyond time and space and politics. He was 2 from the Academy of Sciences; his house was searched for weapons; he lost his job as a professor; all his 3 was seized; and finally his Germany 4 was taken away. He became a man without a country.

Fleeing Germany, Einstein went first to France, then to Belgium, and then to England. There he received an 5 from the U. S. A. The Institute for Advanced Study at Princeton, New Jersey, offered him a 6 professorship. He accepted but asked for so small a salary to 7 its own standards that the Institute had to raise it.

Such behavior was 8 of Einstein. He had little concern for money, though he could have been 9

wealthy. He once turned down an offer of \$1,000 a minute to speak on the radio. On another occasion he was observed using a 10 for \$1,500 from the Rockefeller Foundation as a bookmark. Then he lost the book!

- | | | |
|---------------|----------------|--------------|
| A) submissive | B) extremely | C) property |
| D) expelled | E) individual | F) hated |
| G) maintain | H) essential | I) check |
| J) typical | K) citizenship | L) tolerated |
| M) lifetime | N) invitation | O) promptly |

— Passage 3 —

Cigarettes, chewing tobacco and alcohol are major risk factors for head and neck cancers. Now new research suggests that people consider 1 cigarettes with the beta-carotene-rich (富含β胡萝卜素的) carrot. Beta-carotene-rich carrot, which is 2 by the body to vitamin A, may reverse a precancerous (癌前期的) condition known as leukoplakia (黏膜白斑病), which appears as whitish patches in the mouth and throat.

Previous studies have shown that vitamin A can 3 leukoplakia but can also be toxic at the 4 levels. In a 1989 pilot study, Dr. Harinder Garewal of the University of Arizona Cancer Center in Tucson reports that 25 patients with leukoplakia took 30 milligrams of beta-carotene a day—which is 5 equal to eating four to six carrots. The whitish patches decreased or

disappeared in more than 70 percent of the subjects as long as they continued taking the beta-carotene. None of the toxic 6 effects associated with vitamin A 7 occurred.

Garewal says a 8 trial may show that an inexpensive beta-carotene supplement could 9 an important public health role. Head and neck cancers are a serious problem worldwide, especially where good 10 and proper oral care are lacking.

- | | | |
|----------------|----------------|--------------|
| A) nutrition | B) balancing | C) replacing |
| D) side | E) serve | F) converted |
| G) especially | H) required | I) roughly |
| J) larger | K) patients | L) reverse |
| M) supplements | N) permanently | O) healthy |

— Passage 4 —

It has been estimated beyond a shadow of doubt that readers in general waste a great deal of time and effort. Why is this so? Why is it that the poorest readers by whatever standard are often the ablest of people? Why is it that the 1 of students have very little idea of how to 2 their reading? Why is it that a high percentage of readers—not 3 those whose professional work 4 a lot of reading—use a technique that is hardly more advanced than when they were children?

Or why are there people—to take an extreme but 5 example—who in conversation and discussion

will 6 a difficult argument with ease and nevertheless who as readers 7 only factual information, and even do that with difficulty, so that worthwhile books are 8 beyond them? In our opinion, reading presents technical problems of communication that 9 the reader to use inappropriate methods of assimilation; this, only this, can provide an adequate explanation of why readers as a class are so 10 .

A) majority

B) manage

C) mechanically

D) pledge

E) inefficient

F) dispose

G) mental

H) illuminating

I) inappropriate

J) involves

K) assimilate

L) virtually

M) excluding

N) tackle

O) sustain

— Passage 5 —

Many birds that once flew in large numbers have vanished completely. Why have so many birds become 1 ?

Some birds were killed by animals searching for food. For example, during World War II, the rodents(啮齿类动物) that came to Norway on ships completely destroyed the flightless rail(秧鸡) in two years. Sometimes, the vegetation birds need to 2 has been destroyed. Rabbits, for example, 3 plants that, in turn, caused the deaths of three-fifths of the birds on an island in the Pacific Ocean. Man, too, is 4 of killing birds. By 1914, the passenger pigeon was lost even though there

had been millions of them in 1800s. The Carolina parakeet was last seen in 1920 after it had been named a garden pest and hunted for its pretty 5. Many other birds have been lost 6.

Today, birds are threatened as the human population increases and as the world becomes more 7. Factors responsible for this problem include land clearing, swamp draining, 8 bird diseases and wars. Although 9 birds now are somewhat protected from hunters, such measures are sometimes lax(不严格的). Unless we change our ways, we'll find that many 10 of birds will disappear.

A) guilty	B) species	C) prominent
D) fatally	E) industrialized	F) contagious
G) extinct	H) forever	I) responsible
J) feathers	K) endangered	L) survive
M) destroyed	N) support	O) brought

— *Passage 6* —

Let us consider what science and technology have to contribute to the food problem.

The simplest way to increase food production, one might suppose, is to bring more land under 1 and put more people to work on it. The U.S.S.R. and some of the underdeveloped countries have 2 to this straightforward approach, without 3 success. For one thing, it usually means moving into 4 lands where

the soil and climatic conditions give a poor return. Cultivation may quickly deplete this soil, ruining it for pasture or forest growth. It is often possible, of course, to turn such lands into useful farms by agricultural know-how; for instance, a 5 knowledge of how to use the 6 water through irrigation system may 7 semi-arid (半干旱的) grasslands for crop-growing. But the cultivation of marginal lands is in any case unsuccessful unless it is carried out by farmers with a centuries-old tradition of experience or by modern experts with a 8 knowledge of the local conditions and the 9 of crops that are suitable for those conditions. Such knowledge is 10 absent in the underdeveloped countries.

- | | | |
|-----------------|------------------|------------------|
| A) pedigree | B) torrents | C) handle |
| D) varieties | E) reclaim | F) conspicuously |
| G) cultivation | H) sophisticated | I) marginal |
| J) deplorably | K) resorted | L) detailed |
| M) inhabitation | N) notable | O) available |

— Passage 7 —

One day a police officer managed to get some fresh mushrooms. He was so sure of what he had bought that he offered to 1 the mushrooms with his brother officers. When their breakfast arrived the next day, each officer found some mushrooms on his plate. "Let the dog try a piece first," suggested one careful officer who was afraid that the mushrooms might be 2. The dog

seemed to 3 his mushrooms, and the officers then began to eat their meal saying that the mushrooms had a very strange but quite 4 taste.

An hour later, however, they were all 5 when the gardener rushed on and said 6 the dog was dead. Immediately, the officers jumped into their cars and rushed into the nearest hospital. Pumps were used and the officers had a very hard time getting rid of the mushrooms that 7 in their stomachs. When they returned to the police station, they sat down and started to study the mushroom 8. Each man explained the pains that he had felt and they agreed that it had grown worse on their way to the hospital. The gardener was called to tell the way how the poor dog had died. "Did it 9 much before death?" asked one of the officers, feeling very pleased that he had 10 a painful death himself. "No," answered the gardener looking rather surprised. "It was killed the moment a car hit it."

A) totally

B) nasty

C) astonished

D) enjoy

E) burden

F) poisonous

G) suffer

H) research

I) remained

J) pleasant

K) escaped

L) penetrated

M) seriously

N) poisoning

O) share

— Passage 8 —

Children model themselves largely on their parents. They do so mainly through 1. Children identify with

a parent when they believe they have the qualities and feelings that are 2 of that parent. The things parents do and say—and the way they do and say to them—therefore strongly influence a child's behavior. However, parents must 3 behave like the type of person they want their child to become.

A parent's actions also affect the self image that a child forms besides identification. Children who see mainly 4 qualities in their parents will likely learn to see themselves in a positive way. Children who observe chiefly 5 qualities in their parents will have difficulty seeing positive qualities in themselves. Children may 6 their self image; however, as they become increasingly influenced by peer group standards before they reach 7.

Isolated events, even dramatic ones, do not 8 have a permanent effect on a child's behavior. Children interpret such events according to their established attitudes and previous training. Children who know they are loved can accept the divorce of their parents or a parent's early death. But if children feel unloved, they may interpret such events as a sign of 9 or punishment.

In the same way, all children are not influenced even by toys and games, reading matter, and television programs. As in the case of a dramatic change in family relations, the effect of an activity or experience depends on how the child 10 it.

- | | | |
|-------------------|-------------------|-----------------|
| A) independence | B) influences | C) negative |
| D) responsibility | E) necessarily | F) reasonable |
| G) rejection | H) modify | I) suppress |
| J) positive | K) identification | L) consistently |
| M) basically | N) characteristic | O) interprets |

— Passage 9 —

Many students find the experience of attending university lectures to be a 1 and frustrating experience. The lecturer speaks for one or two hours, perhaps illustrating the talk with slides, writing up important information on the blackboard, 2 reading material and giving out 3. The new student sees the other students 4 writing on notebooks and wonders what to write. Very often the student leaves the lecture with notes which do not catch the main points and which become hard even for the teachers to understand.

Most institutions provide courses which require new students to develop the skills they need to be 5 listeners and note-takers. If these are 6, there are many useful study-skills guides which enable learners to practice these skills repeatedly. In all cases it is important to tackle the problem before 7 starting your studies.

It is important to 8 that most students have difficulty in acquiring the language skills required in college study. One way of overcoming these difficulties is to attend the language and study-skills classes which