

修订版

# 大学英语 四级阅读

# 200 篇

杨荣泉 主编

200 PASSAGES TO DEVELOP  
READING COMPREHENSION

上海交通大学出版社

# 大学英语四级阅读 200 篇

(修订版)

主编	杨荣泉	
编者	杨荣泉	田桂荣
	姜保华	马克勇

上海交通大学出版社

## 内 容 提 要

提高英语阅读能力的关键在于加大训练量,通过反复实践,培养出语言感和一种临场的熟练反应。本书依照《大学英语四级考试大纲》的目的和要求而编写的,其目的在于迅速提高学生的阅读水平和应试水平。

本书由 50 个单元组成,每个单元 4 篇短文,每篇为 200~350 个单词,每个单元为 1000~1300 个单词,全书选材广泛,体裁多样,文章通俗有趣、易学易记,有助于锻炼读者的定时定量阅读能力、迅速摘取信息的能力和概括推断能力。

## 大学英语四级阅读 200 篇(修订版)

上海交通大学出版社出版、发行

上海市番禺路 877 号 邮政编码 200030

全国新华书店经销

常熟市印刷二厂印刷

开本:850×1168(毫米)1/32 印张:11.75 字数:325000

版次:1995 年 10 月 第 2 版 印次:1998 年 5 月 第 7 次

印数:83001—103000

ISBN 7—313—01507—0/H·167 定价:11.30 元

## 前 言

《大学英语四级阅读 200 篇》(修订版)是根据《大学英语教学大纲》及《大学英语四级考试大纲》编写的,目的在于帮助高等学校的学生迅速提高英语阅读水平,达到《大纲》的要求,顺利通过大学英语四级考试。

本书由 50 个单元组成,按大学英语四级考试样题阅读理解部分的形式,每个单元 4 篇短文,并配有 20 个阅读理解题,每篇短文约 250~350 个单词,文章的难易程度与四级考试中阅读理解部分相近,每个单元的总词数约为 1100~1400 个。

本书选材广泛;有科普常识,有人物传略,有英语语言国家的风土人情、日常生活知识、社会、文化教育等方面的内容。体裁多样;有叙述文、说明文、议论文等。文章由浅入深,循序渐进,可读性强。对影响阅读理解的超纲词加注了汉语释义。

本书主要培养学生掌握所读材料的主旨大意;了解说明主旨和大意的细节;既理解字面的意思,也能根据所读材料进行一定的判断和推论;既理解个别句子的意义,也理解上下文的逻辑关系,以提高学生准确、快速获取信息的能力。

本书可供学生自读自测,也可作为阅读教材及强化训练之用。阅读完一个单元的时间为 35 分钟,这个时间包括完成每单元中的 20 个练习题。

本书出版以来深受广大读者的欢迎,4 年时间发行 10 多万册。

为了满足广大读者的要求,根据一些院校教师和学生的意见,本书的修订版对原版中的部分文章进行了更换。

《大学英语四级阅读 200 篇》(修订版)主编是杨荣泉。主要修

订者是田桂荣、姜保华及马克勇。对参加过第一版编写工作的王志、王璁、刘爱萍、叶雪玲、陈莉达、杨露和张国治等所作的贡献，修订版的编者在此向他们表示衷心的感谢。

由于编者水平有限，时间仓促，谬误疏漏之处在所难免，望广大读者及同行专家们不吝赐教。

编者

1995年6月

# 目 录

Unit One .....	(1)
Unit Two .....	(8)
Unit Three .....	(16)
Unit Four .....	(24)
Unit Five .....	(32)
Unit Six .....	(39)
Unit Seven .....	(46)
Unit Eight .....	(53)
Unit Nine .....	(61)
Unit Ten .....	(68)
Unit Eleven .....	(75)
Unit Twelve .....	(82)
Unit Thirteen .....	(89)
Unit Fourteen .....	(96)
Unit Fifteen .....	(104)
Unit Sixteen .....	(112)
Unit Seventeen .....	(120)
Unit Eighteen .....	(127)
Unit Nineteen .....	(134)
Unit Twenty .....	(141)
Unit Twenty-One .....	(149)
Unit Twenty-Two .....	(157)
Unit Twenty-Three .....	(164)
Unit Twenty-Four .....	(172)

Unit Twenty-Five .....	(181)
Unit Twenty-Six .....	(188)
Unit Twenty-Seven .....	(196)
Unit Twenty-Eight .....	(203)
Unit Twenty-Nine .....	(210)
Unit Thirty .....	(217)
Unit Thirty-One .....	(224)
Unit Thirty-Two .....	(230)
Unit Thirty-Three .....	(237)
Unit Thirty-Four .....	(245)
Unit Thirty-Five .....	(253)
Unit Thirty-Six .....	(260)
Unit Thirty-Seven .....	(267)
Unit Thirty-Eight .....	(274)
Unit Thirty-Nine .....	(281)
Unit Forty .....	(289)
Unit Forty-One .....	(296)
Unit Forty-Two .....	(303)
Unit Forty-Three .....	(310)
Unit Forty-Four .....	(317)
Unit Forty-Five .....	(323)
Unit Forty-Six .....	(330)
Unit Forty-Seven .....	(337)
Unit Forty-Eight .....	(344)
Unit Forty-Nine .....	(351)
Unit Fifty .....	(357)
Answer Keys .....	(364)

# Unit One

## Passage 1

There are three kinds of goals: short-term, medium-range and long-term goals.

Short-range goals are those that usually deal with current activities, which we can apply on a daily basis. Such goals can be achieved in a week or less, or two weeks, or possibly months. It should be remembered that just as a building is no stronger than its foundation, our long-term goals cannot amount to very much without the achievement of solid short-term goals. Upon completing our short-term goals, we should date the occasion and then add new short-range goals that will build on those that have been completed.

The intermediate goals build on the foundation of the short-range goals. They might deal with just one term of school or the entire school year, or they could even extend for several years. Any time you move a step at a time, you should never allow yourself to become discouraged or overwhelmed. As you complete each step, you will enforce the belief in your ability to grow and succeed. And as your list of completion dates grow, your motivation and desire will increase.

Long-range goals may be related to our dreams of the future. They might cover five years or more. Life is not a static thing. We should never allow a long-term goal to limit us or our course of action.

1. Our long-term goals mean a lot \_\_\_\_\_.
  - a. if we complete our short-range goals



- b. if we cannot reach solid short-term goals
  - c. if we write down the dates
  - d. if we put forward some plans
2. New short-term goals are built upon \_\_\_\_\_.
- a. two years
  - b. long-term goals
  - c. current activities
  - d. the goals that have been completed
3. When we complete each step of our goals, \_\_\_\_\_.
- a. we will win final success
  - b. we are overwhelmed
  - c. we should build up confidence of success
  - d. we have strong desire for setting new goals
4. Once our goals are drawn up, \_\_\_\_\_.
- a. we should stick to them until we complete them
  - b. we may change our goals as we have new ideas and opportunities
  - c. we'd better wait for the exciting news of success
  - d. we have made great decisions
5. It is implied but not stated in the passage that \_\_\_\_\_.
- a. those who have long-term goals will succeed
  - b. writing down the dates may discourage you
  - c. the goal is only a guide for us to reach our destination
  - d. everyone should have a goal

## Passage 2

As the pace of life continues to increase, we are fast losing the art of relaxation. Once you are in the habit of rushing through life, being on the go from morning till night, it is hard to slow down. But relaxation is essential for a healthy mind and body.

Stress is a natural part of everyday life and there is no way to avoid it. In fact, it is not the bad thing it is often supposed to be. A certain amount of stress is vital to provide motivation and give purpose to life. It is only when the stress gets out of control that it can lead to

poor performance and ill health.

The amount of stress a person can withstand depends very much on the individual. Some people are not afraid of stress, and such characters are obviously prime material for managerial responsibilities. Others lose heart at the first signs of unusual difficulties. When exposed to stress, in whatever form, we react both chemically and physically. In fact we make choice between "flight" or "fight" and in more primitive days the choices made the difference between life or death. The crises we meet today are unlikely to be so extreme, but however little the stress, it involves the same response. It is when such a reaction lasts long, through continued exposure to stress, that health becomes endangered. Such serious conditions as high blood pressure and heart disease have established links with stress. Since we cannot remove stress from our lives (it would be unwise to do so even if we could), we need to find ways to deal with it.

6. People are finding less and less time for relaxing themselves because \_\_\_\_\_.

- a. they do not know how to enjoy themselves
- b. they do not believe that relaxation is important for health
- c. they are travelling fast all the time
- d. they are becoming busier with their work

7. According to the writer, the most important character for a good manager is his \_\_\_\_\_.

- a. not fearing stress
- b. knowing the art of relaxation
- c. high sense of responsibility
- d. having control over performance

8. Which of the following statements is true?

- a. We can find some ways to avoid stress.
- b. Stress is always harmful to people.

- c. It is easy to change the habit of keeping oneself busy with work.
  - d. Different people can withstand different amounts of stress.
9. In Paragraph 3, "such a reaction" refers back to \_\_\_\_\_.
- a. "making a choice between 'flight' or 'fight'"
  - b. "reaction to stress both chemically and physically"
  - c. "responding to crises quickly"
  - d. "losing heart at the signs of difficulties"
10. In the last sentence of the passage, "do so" refers to \_\_\_\_\_.
- a. "expose ourselves to stress"
  - b. "find ways to deal with stress"
  - c. "remove stress from our lives"
  - d. "establish links between diseases and stress"

### Passage 3

The economy of the United States after 1952 was the economy of a well-fed, almost fully employed people. Despite occasional alarms, the country escaped any postwar depression and lived in a state of boom. An economic survey of the year 1955, a typical year of the 1950's, may be typical as illustrating the rapid economic growth of the decade. The national output was valued at 10 percent above that of 1954 (1955 output was estimated at 392 billion dollars). The production of manufacturers was about 40 percent more than it had averaged in the years immediately following World War II. The country's business spent about 30 billion dollars for new factories and machinery. National income available for spending was almost a third greater than it had been in 1950. Consumers spent about 256 billion dollars; that is about 700 million dollars a day, or about twenty-five million dollars every hour, all round the clock. Sixty-five million people held jobs and only a little more than two million wanted jobs but could not find them. Only agriculture complained that it was not sharing in the boom.

To some observers this was an ominous echo of the mid-1920's. As farmers' share of their products declined, marketing costs rose. But there were, among the observers of the national economy, a few who were not as confident as the majority. Those few seemed to fear that the boom could not last long and would eventually lead to the opposite—depression.

11. What is the best title of the passage?
  - a. The Agricultural Trends of 1950's
  - b. The Unemployment Rate of 1950's
  - c. U. S. Economy in the 50's
  - d. The Federal Budget of 1952
12. In Line 3, the word 'boom' could best be replaced by \_\_\_\_\_.
  - a. nearby explosion
  - b. thunderous noise
  - c. general public support
  - d. rapid economic growth
13. It can be inferred from the passage that most people in the United States in 1955 viewed the national economy with an air of \_\_\_\_\_.
  - a. confidence
  - b. confusion
  - c. disappointment
  - d. suspicion
14. Which of the following were LEAST satisfied with the national economy in the 1950's?
  - a. Economists
  - b. Farmers
  - c. Politicians
  - d. Steelworkers
15. The passage states that income available for spending in the U. S. was greater in 1955 than in 1950. How much was it?
  - a. 60%.

b. 50%.

c. 33%.

d. 90%.

#### Passage 4

Women are also underrepresented in the administration and this is because there are so few women full professors. In 1985, Regent Beryl Milburn produced a report blasting the University of Texas System administration for not encouraging women. The University was rated among the lowest for the system. In a 1987 update, Milburn commended the progress that was made and called for even more improvement.

One of the positive results from her study was a System-wide program to inform women of available administrative jobs.

College of Communication Associate Dean Patricia Witherspoon, said it is important that woman be flexible when it comes to relocating if they want to rise in the ranks.

Although a woman may face a chilly climate on campus, many times in order for her to succeed, she must rise above the problems around her and concentrate on her work.

Until women make up a greater percentage of the senior positions in the University and all academia, inequities will exist.

"Women need to spend their energies and time doing scholarly activities that are important here at the University," Spirduso said. "If they do that they will be successful in this system. If they spend their time in little groups mourning the sexual discrimination that they think exists here, they are wasting valuable study time."

16. According to Spirduso, women need to \_\_\_\_\_.

a. produce a report on sexual discrimination

b. call for further improvement in their working conditions

- c. spend their energies and time fighting against sexual discrimination
  - d. spend more time and energy doing scholarly activities
17. From this passage, we know that \_\_\_\_\_.
- a. there are many women full professors in the University of Texas
  - b. women play an important part in administrating the University
  - c. the weather on the campus is chilly
  - d. women make up a small percentage of the senior positions in the University
18. Which of the following statements is true according to the passage?
- a. The number of women professors in the University in 1987 was greater than that of 1985.
  - b. The number of women professors in the University in 1987 was smaller than that of 1985.
  - c. The number of women professors was the same as that of 1985.
  - d. More and more women professors thought that sexual discrimination did exist in the University.
19. One of the positive results from Milburn's study was that \_\_\_\_\_.
- a. women were told to concentrate on their work
  - b. women were given information about available administrative jobs
  - c. women were encouraged to take on all the administrative jobs in the University
  - d. women were encouraged to do more scholarly activities
20. The best title for this passage should be \_\_\_\_\_.
- a. The University of Texas.
  - b. Milburn's Report.
  - c. Women Professors.
  - d. Sexual Discrimination in Academia.

## Unit Two

### Passage 5

In the 1960s, many young Americans were dissatisfied with American society. They wanted to end the Vietnam War and to make all of the people in the U. S. equal. Some of them decided to “drop out” of American society and form their own societies. They formed utopian communities, which they called “communes,” where they could follow their philosophy of “do your own thing.” A group of artists founded a commune in southern Colorado called “Drop City.” Following the ideas of philosopher and architect Buckminster Fuller they built domeshaped houses from pieces of old cars. Other groups, such as author Ken Kesey’s Merry Pranksters, the followers of San Francisco poet Steve Gaskin, and a group that called itself the Hog Farm, lived in old school buses and traveled around the United States. The Hog Farm became famous when they helped organize the Woodstock Rock Festival in 1969. Steve Gaskin’s followers tried to settle down on a farm in Tennessee, but they had to leave when some members of the group were arrested for growing marijuana.

Not all communes believed in the philosophy of “do your own thing,” however. Twin Oaks, a commune founded in Virginia in the late 1960s, was based on the ideas of psychologist B. F. Skinner. The people who lived at Twin Oaks were carefully controlled by Skinner’s “conditioning” techniques to do things that were good for the community. In 1972, Italian architect Paolo Soleri began to build Arcosanti, a

utopian city in Arizona where 2500 people will live closely together in one large building called an "archology." Soleri believes that people must live closely together so that they will all become one.

21. Why did some young Americans decide to "drop out" of society during the 1960s?
  - a. They were not satisfied with American society.
  - b. They wanted to grow marijuana.
  - c. They wanted to go to the Vietnam war.
  - d. They did not want all people to be equal.
22. Where did the members of the Hog Farm commune live?
  - a. in dome-shaped houses.
  - b. in old school buses.
  - c. on a farm in Tennessee.
  - d. in an archology in Arizona.
23. Who gave the people of Drop City the idea to build dome-shaped houses?
  - a. Paolo Soleri.
  - b. B. F. Skinner.
  - c. Steve Gaskin.
  - d. Buckminster Fuller.
24. What was the Twin Oaks commune based on?
  - a. the philosophy of "do your own thing".
  - b. Virginia in the late 1960s.
  - c. the ideas of psychologist B. F. Skinner.
  - d. the belief that people must live closely together.
25. What is an "archology"?
  - a. a person who studies archaeology.
  - b. a large building where people live closely together.
  - c. a city in Arizona.
  - d. a technique to control people.

## Passage 6

Today, as in every other day of the year, more than 3,000 U.S.



adolescents(青少年)will smoke their first cigarette on their way to becoming regular smokers as adults. During their lifetime, it can be expected that of these 3,000 about 23 will be murdered, 30 will die in traffic accidents, and nearly 750 will be killed by a smoking-related disease. The number of deaths attributed to (归咎于) cigarette smoking clearly outweighs all other factors, whether voluntary or involuntary, as a cause of death.

Since the late 1970s, when daily smoking among high school seniors reached 30 percent, smoking rates among youth have declined. While the decline is impressive, several important issues must be raised.

First, in the past several years, smoking rates among youth have declined very little. Second, in the late 1970s, smoking among male high school seniors exceeded that among females by nearly 10 percent. This statistic is reversing. Third, several recent studies have indicated high school dropouts have excessively high smoking rates, as much as 75 percent.

Finally, though significant declines in adolescent smoking have occurred in the past decade, no definite reasons for the decline exist. Within this context, the National Cancer Institute(NCI) began its current effort to determine the most effective measures to reduce smoking levels among youth.

26. According to the author, the deaths among youth are mainly caused by \_\_\_\_\_.

- a. traffic accidents
- b. smoking-related disease
- c. murder
- d. all of these

27. Every day there are \_\_\_\_\_ high school students who will become regular smokers.

- a. 75    b. 23    c. 30    d. 3,000