

新大学英语四级考试特训

阅读分册

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前言

阅读是人们获取信息的重要手段,阅读能力更是语言学习者综合水平的重要体现。众所周知,“听”和“读”是人们在学习语言的过程中语言“输入”的两个必要途径,但与“听”相比较,阅读是获取知识更便捷、更基本和更准确的方法。换言之,要想更多、更扎实地获取语言知识,就必须增加自己的阅读量,提高阅读速度,保证阅读质量,使自己成为一个高效、流畅的读者。

高效、流畅的阅读是指在阅读时有较快的速度,并且具备较强的目的性、交互性、灵活性以及较高的理解率。它既是读者长期努力和不断练习的结果,同时也是读者对阅读策略和技巧的熟练运用。作者根据多年从事阅读教学的经验编写了本书。

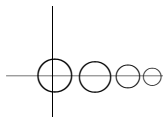
本书分项训练中主要包括四大部分。第一部分是“快速阅读理解”,共有20篇。主要训练考生“运用逻辑关系和寻读手段定位信息点”的能力。第二部分是“仔细阅读理解”,编者针对“篇章层次的词汇理解(Banked Cloze)”选取了20篇文章,主要训练考生“跳读全文,把握大意,词性分类”的能力。在此部分中,编者给出了每篇文章的大意、答案及解释。第三部分为“普通阅读理解”,共选取了20篇文章。每篇文章都包括“文章大意”、“语言点注释”、“难句解析”和“答案及详解”四个环节。这一部分文章选材丰富。科普性、历史性和常识性文章构成主体,阅读这样的文章可以弥补学生背景知识的不足,为进行有效阅读打好基础。同时,“语言点注释”会有效帮助学生扩大词汇量,使其能够自动解码,充分理解文章的含义,“难句解析”专栏对每篇文章中的长句、难句都进行了结构分析,为解决文章后的相关问题创造了条件。这一部分阅读中最具特色的是“答案及详解”环节,每篇文章后不仅附有答案,还对答案产生的原因进行了深入浅出的分析,以期使读者了解到必要的阅读技巧和解决问题的关键。第四部分是“经典回顾”。在“经典回顾”部分,作者从历次四级考试中选取了有代表性的、最能锻炼相关阅读技巧的文章进行分析。每一篇文章都附有答案及详解,旨在帮助读者对四级阅读水平进行体验和熟悉。同时省略了第三部分中“语言点注释”和“难句解析”两个环节,使读者能够充分发挥自己的能动性,练习在前20篇文章中学到的句型分析技巧,熟悉在前面所学到的相关词汇和短语。

2006年改革后的四级考试中,阅读部分仍占到35%的比重,由此可见其重要性。而且,改革后的四级考试在测试学生阅读能力方面的题型更加多样化了,这就对考生的阅读能力提出了更高的要求。

总之,通过阅读本书,读者可以在短时间内涉猎多种体裁的文章,拓宽知识面和词汇量,提高分析句子的能力,掌握相关的阅读技巧,增强阅读兴趣,进而使自己成为一个高效、流畅的读者。

编者

此为试读,需要完整PDF请访问: www.ertongbook.com 2006年8月

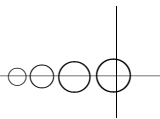


一、大学英语四级考试阅读测试新题型综述

改革后的四级考试中阅读理解部分比例调整为 35%。其中仔细阅读部分 (Reading in Depth) 占 25% ,答题时间为 25 分钟 ,在 Answer Sheet 2 上作答。仔细阅读部分分为 :① 选择题型的篇章阅读理解 ;② 篇章层次的词汇理解 (Banked Cloze) 或短句问答 (Short Answer Questions)。这一部分除测试各种篇章阅读理解外 ,还包括对篇章语境中的词汇理解的测试。另一部分为快速阅读 (Skimming and Scanning) ,占 10% ,答题时间为 15 分钟 ,在 Answer Sheet 1 上作答。快速阅读部分测试各种快速阅读技能 ,测试浏览阅读和查读能力。

关于阅读理解各个测试部分的详细说明请参见下表 :

测试内容		测试题型	比例	答题时间	答题卡
仔细阅读理解	篇章阅读理解	多项选择	25%	25 分钟	Answer Sheet 2
	篇章词汇理解或短句问答	选词填空或短句回答			
快速阅读理解		是非判断 + 句子填空或其他	10%	15 分钟	Answer Sheet 1



二、分项训练

第一部分 快速阅读理解

Directions :In this part ,you will have 15 minutes to go over the passage quickly and answer the questions in the frame following each passage . For questions 1 - 7 ,mark

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

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

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

For questions 8 - 10 ,complete the sentences with the information given in the passage .

Passage 1

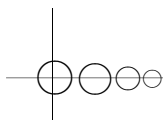
Animal Language

Some people say that human beings are the only animals that have language . Is this true ?It is a very difficult question to answer . A person must have a good definition of “language” . Different kinds of animals must be studied . Some animals certainly seem to have a communication system . That system may or may not be a language . For example , the bee has ways of telling other bees about food . The dolphin , a kind of fish , has ways of giving information to other dolphins . The monkey , an animal that is similar to humans in many ways , can use a human language system . Does this mean animals have language ? We will study each of these animals to try to answer this question .

BEES

Bees do two kinds of dances to tell other bees of their discovery of food . First , there is a round dance . In this dance , the bee moves in a circle inside the hive . The round dance is used when food is close by . The food must not be more than ten meters away . If a bee comes back and does a round dance , other bees know they must go out and look nearby for food . The bees also smell the bee that has found the food . The smell tells them what kind of flower to look for . After watching the round dance and smelling the bee that has found the food , the other bees can find the food source .

A second kind of dance done by the bees is a tail-wagging dance . In this dance , the bee wiggles the end of its body as it moves in a straight line . The tail-wagging dance is used when the food is more than ten meters away . The bees know from the speed of the tail-wagging dance just how far away the food source is . The line the bee dances on shows the direction that the bees must fly in to find the food . In the



tail-wagging dance , the bees also smell the bee that has found the food . The smell tells them what kind of flower to look for . After watching the tail-wagging dance and smelling the bee that has found the food , the other bees know three things . They know how far to fly , what direction to fly in , and what kinds of flowers to look for .

The bees communication system is extremely interesting . Each bee can tell all the other bees where to look for food . The bees can also tell one another if the food is especially good and how much of it there is . Karl von Frisch did an experiment with bees . He put a food source very high above the bee hive , and put a bee into the food . The bee returned to the hive and did the round dance , but none of the other bees could find the food . This suggests that bees do not really have a language . One bee could not tell the other bees the height of the food . One bee could not communicate this new information to the others .

DOLPHINS

Dolphins , like bees , have been studied to see if they have a language . Although scientists have not studied the dolphin as carefully as they have studied the bee , they have made interesting discoveries . Many observations have been made . A few experiments with dolphins have been done . The dolphin has been studied because its general behavior is much like that of humans . For communication , however , the dolphin s system is much more limited than a person s . The dolphin has three kinds of calls or noises to tell other dolphins about food , danger , or other things .

MONKEYS

☆ Monkey Viki

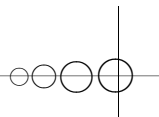
It seems that bees and dolphins communicate , but that they do not have language . It is much more difficult to decide whether monkeys have language . Monkeys are very intelligent and similar to humans . Because of this similarity , some scientists in the late 1940 s tried to teach a monkey named Viki to talk . After a year , Viki could only say a few words . Part of the problem with this experiment is that monkeys do not have the same kind of mouth and throat as humans . They are not really able to make human speech sounds . As a result , the experiment with Viki did not work well .

☆ Monkey Washoe

In the mid-1960 s , other scientists tried to teach a monkey named Washoe to use a sign language . In a sign language , words are not spoken . Instead , signs are made with the hands . Many people who cannot speak or hear use this sign language . It seemed to be a better kind of language to teach to a monkey . After two years , Washoe could make thirty-four signs with her hands . For example , she could also do two other things . First , she combined signs to make sentences . Second , she used one sign for all things of one kind , generalizing her use of the sign . The ability to combine and to generalize is important in language use .

☆ Monkey Lana

A third group of scientists have been working with a monkey named Lana in the past few years . Lana is being studied at the Yerkes Primate Research Center in the United States . The scientists who are working with Lana are studying her ability to make sentences . She makes sentences by pressing symbols on a computer board . Lana may ask the computer to give her food , water , or toys . She must press the symbols



in a correct sentence order to get what she wants. Lana has learned to use the nearly 100 symbols on the computer board. She can also use the symbols on the computer to answer simple questions that the scientist asks, using the computer also. She has shown that she understands sentences in two ways. First, she can correct the word order in a sentence. If the scientist presses the symbols in the wrong order, Lana will press them correctly. Lana has also shown that different word orders have different meanings for her. Lana's achievements are quite amazing. Does she have a language?

The Definition of Language

Of course, the answer to this question depends on how "language" is defined. We may define language as any system for exchanging information. If this definition is used, then bees, dolphins, and monkeys all have a language. But language may be defined in another way. We may define language as a system for exchanging information by making new combinations of symbols. If this definition is used, then bees and dolphins do not have a language, but monkeys may have one. Monkeys are clearly able to combine symbols in a human language that they have been taught. This is not their usual language, however.

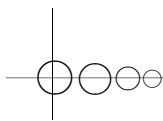
Animal language, then, is a very complex thing. Many experiments are interesting because they tell us more about animals. They are also interesting because they may help us learn language. The system used to teach Washoe has helped some humans to learn language. These experiments are a help to humans. We really cannot say whether animals have language or not. Much more research will have to be done before we can be sure.

1. A bee can tell other bees by doing tail-wagging dance that it has found food, which shows that bees have language.
2. Dolphins do not have a communication system of their own.
3. Monkeys are very intelligent and able to make human speech sounds.
4. It is proved that monkeys have the ability to combine and to generalize the sign language.
5. Experiments show that monkeys have language.
6. Monkeys can be taught to use some human language, but that is not their usual language.
7. In the future we will make clear whether animals have language or not.
8. The author means to tell us that language is not simple but a very _____ thing.
9. None of the experiments with monkey can prove that monkeys have language because they can never speak like _____.
10. We learn from scientists' experiments that monkeys are cleverer in language learning than other animals because they have the ability to _____.

Passage 2

What Causes Cancer?

The question "What causes cancer?" has been asked for centuries. The short answer is: we still don't know. But a tremendous amount has added to our understanding in recent decades. One major



change in the way researchers view cancer is that they now rarely think in terms of a single unitary cause. Rather, it appears that most cancers are caused by the interaction of several factors. In many cases, some or all of three factors may be involved: (1) viruses, (2) individual susceptibility, and (3) environmental irritants(刺激物). Another major change in our contemporary view of cancer is that it is now regarded as a premiere example of an environmental disease — that is, a disease in which environmental factors are often crucial to the disease process.

☆ VIRUSES

A number of viruses have been identified that induce cancer in laboratory animals. What about humans? As of the late 1970s, no virus had been shown conclusively to cause cancer in people. However, the scientific consensus was that it was probably only a matter of time before such a connection was proven.

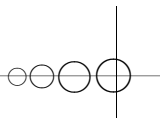
Cancer, however, is not a communicable disease, like a cold or influenza. It is not “catching” in the ordinary sense of a word, and the mere presence of the suspect virus is apparently not enough, by itself, to produce the disease. It appears that the process may work something like this: A carcinogenic(致癌物的) virus enters a cell and insinuates itself amidst the cell's genetic material. (Viruses and genes are structurally similar.) The virus may then lie dormant(休眠的) for years, until it is triggered into action by some kind of environmental irritant, such as pollution or radiation. At that point, the reactivated virus causes changes in the genes, altering the host cell permanently and also altering all the cells produced by the division of the original cell. The genetic program of these new — and now cancerous — cell calls for the unrestrained growth, dedifferentiation(分化), anaphase, and metastasis(转移) discussed earlier.

☆ INDIVIDUAL SUSCEPTIBILITY

Some people may be more prone to develop cancers than others, for several possible reasons.

Heredity is one. Resistance to cancer, or susceptibility to it, is a quality for which laboratory animals can be bred. So, presumably, heredity may play some role in humans as well. Statistical evidence, however, shows only a minor tendency for cancers to run in families. Indeed, for most cancers no such tendency can be demonstrated. Cancers of the breast, lung, thyroid, colon, and rectum do seem to cluster in families, at least to some degree. If your family has a history involving one of these cancers, you and your physician may want to be especially vigilant for signs of such cancer during your periodic physical examinations.

Some researchers have proposed that personality characteristics may render some people more vulnerable to cancer. According to this theory, people are more likely to develop cancer, and more likely to die from it, if they have rigid, authoritarian personality and suppressed inner conflicts about sexual and aggressive feelings. There have been many studies attempting to test this theory, and the results are thought-provoking. In one study, for example, doctors at the University of Rochester were able to predict with seventy-five percent accuracy whether women entering the hospital for a biopsy would have cancer or not, based on psychiatric interviews. However, this and many other studies linking cancer and psychological factors were performed on small samples. Well-controlled, large-scale, long-term studies are needed



before the theory can be regarded as well established.

A third factor that might influence your susceptibility to cancer is the state of your immune system. When a person's immune system is weak, he or she has a heightened chance of developing cancer. The immune system can be weakened by a hereditary defect, by exposure to radiation, or by the action of immunosuppressive drugs (given, for example, to people who have organ transplants).

☆ ENVIRONMENTAL IRRITANTS

You may have been surprised to learn that environmental factors play a role in forming sixty percent of cancer. You may also wonder: how do we know?

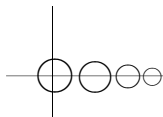
We know, in large part, by studying the geographical patterns of cancer. Lung cancer, for example, is common in the United States and Britain, rare in Africa and most of Asia. Colon and rectal cancers are common in the West, but rare in developing countries. Rates of various cancers also vary dramatically in various regions of the United States.

You might think that genetic or ethnic factors could account for these geographical differences. But careful studies of people who move from one country to another showed that immigrant populations quickly lost the patterns in their country of origin and developed the cancer patterns typical of their new environment.

If more evidence is needed that environmental irritants play a major role in the development of cancer, it is abundantly supplied by the relationship between certain occupation and certain types of cancer. People who work with asbestos have high rates of lung cancer; so do uranium miners and people who tend coke (焦炭) ovens at steel mills. People who work with aniline dyes or in the rubber industry have elevated rates of bladder cancer. Being exposed to substances such as metals, dust, chemicals, or pesticides at work can increase the risk of cancer. Asbestos, nickel, cadmium, uranium, radon, vinyl chloride, benzidine, and benzene are well-known examples of carcinogens (致癌物) in the workplace. These may act alone or along with another carcinogen, such as cigarette smoke. For example, inhaling asbestos fibers increases the risk of lung diseases, including cancer, and the cancer risk is especially high for asbestos workers who smoke. It is important to follow work and safety rules to avoid contact with dangerous materials.

Exposure to large doses of radiation from medical x-rays can increase the risk of cancer. X-rays used for diagnosis expose you to very little radiation and the benefits nearly always outweigh the risks. However, repeated exposure can be harmful, so it is a good idea to talk with your doctor or dentist about the need for each x-ray and ask about the use of shields to protect other parts of your body. Before 1950, x-rays were used to treat noncancerous conditions (such as an enlarged thymus, enlarged tonsils and adenoids, ringworm of the scalp, and acne) in children and young adults. People who have received radiation to the head and neck have a higher-than-average risk of developing thyroid cancer years later. People with a history of such treatments should report it to their doctor and should have a careful exam of the neck every 1 or 2 years.

In some of these instances, it is possible to pinpoint a particular environmental irritant, such as asbestos or polyvinyl chloride, which is involved in the process of cancer development. In the population at



large , however , it is a guessing game trying to ascertain which pollutants and other substances to which we are exposed , or which combinations of these substances contribute to cancer . Are the major offenders in the water we drink ? In the meat we eat ? In the air we breathe ? For the most part , we simply don't know . There are so many variables that analysis is extremely difficult .

1. Research into the causes of cancer reveals that we are still unsure of its precise causes.
2. All the viruses have been identified that induce cancer in animals.
3. Cancer is a communicable disease.
4. The virus may then lie inactive for years.
5. All the cancers do seem to cluster in families , at least to some degree.
6. Family heredity is related to certain types of cancer.
7. It is possible to ascertain which pollutants and other substances to which we are exposed , or which combinations of these substances contribute to cancer in the future.
8. _____ play a major role in the development of cancer.
9. An American steelworker has the high risk of _____ .
10. The intent of the author in writing this passage is to _____ readers.

Passage 3

Creative Justice

The Ancient Method of Punishment

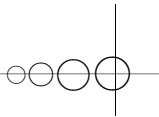
Throwing criminals in jail is an ancient and widespread method of punishment , but is it a wise one ? It does seem reasonable to keep wrongdoers in a place where they find fewer opportunities to hurt innocent people , and where they might discover that crime doesn't pay . The system has long been considered fair and sound by those who want to see the guilty punished and society protected . Yet the value of this form of justice is now being questioned by the very men who have to apply it : the judges . The reason , they say , is that prison doesn't do anyone any good .

The Alternative Sentencing

Does it really help society , or the victim , or the victim's family , to put in jail a man who , while drunk at the wheel of his car , has injured or killed another person ? It would be more helpful to make the man pay for his victim's medical bills and compensate him for the bad experience , the loss of working time , and any other problems arising from the accident . If the victim is dead , in most cases his family could use some financial assistance .

☆ The Idea of Compensation

The idea of compensation is far from new : some ancient nations had laws defining very precisely what should be paid for every offense and injury . In Babylon , around 2700 B.C. , a thief had to give back five times the value of the goods he had stolen ; in Rome , centuries later , thieves only paid double . " Good system ! " say modern judges , who know what bad effects a prison term can have on a nonviolent



first offender. A young thief who spends time in jail receives there a thorough education in crime from his fellow prisoners. Willingly or not, he has to associate with tough criminals who will drag him into more serious offenses, more prison terms — a life of repeated wrongdoing that will leave a trail of victims and cost the community a great deal of money; for it is very expensive to put a man on trial and keep him in jail.

☆ Other Kinds of Punishment for “Light” Criminals

Such considerations have caused a number of English and American judges to try other kinds of punishment for “light” criminals, all unpleasant enough to discourage the offenders from repeating their offenses, but safe for them because they are not exposed to dangerous company. They pay for their crime by helping their victims, financially or otherwise, or by doing unpaid labor for their community; they may have to work for the poor or the mentally ill, to clean the streets of their town, collect litter or plant trees, or to do some work for which they are qualified. Or perhaps they take a job and repay their victim out of their salary. This sort of punishment, called an alternative sentence, is applied only to nonviolent criminals who are not likely to be dangerous to the public, such as forgers, shoplifters, and drivers who have caused traffic accidents. Alternative sentences are considered particularly good for young offenders. The sentenced criminal has the right to refuse the new type of punishment if he prefers a prison term.

☆ The Application of “Creative Justice”

Since alternative sentences are not defined by law, it is up to the judges to find the punishment that fits the crime. They have shown remarkable imagination in applying what they call “creative justice”.

A dentist convicted of killing a motorcyclist while driving drunk has been condemned to fix the teeth of the poor and the elderly at his own expense one day a week for a full year. Another drunk driver (age nineteen) was ordered to work in the emergency room of a hospital once a week for three years, so that he could see for himself the results of careless driving.

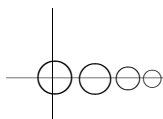
A thief who had stolen some equipment from a farmer had to raise a pig and a calf for his victim. A former city treasurer, guilty of dishonest actions, was put to raising money for the Red Cross.

A group of teenagers were sentenced to fix ten times the number of windows that they had smashed “just for fun” one wild evening. Graffiti artists have been made to scrub walls, benches, and other “decorated” places. Other young offenders caught snatching old ladies’ purses have been condemned to paint or repair old people’s houses or to work in mental hospitals.

A doctor who had attacked his neighbor during a snowball fight had to give a lecture on the relation between smoking and cancer. A college professor arrested in a protest demonstration was ordered to write a long essay on civil disobedience, and the president of a film company, who had forged \$42,000 worth of checks, had to make a film about the danger of drugs, to be shown in schools. The project cost him \$45,000, besides the fine that he had been sentenced to pay.

The judge’s creativity is not reserved for individuals only; lawbreaking companies also can receive alternative sentences. They are usually directed to make large contributions to charities or projects that will benefit their community.

Instead of trying new types of sentences, some judges have explored new ways of using the old ones.



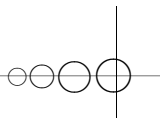
They have given prison term to be served on weekends only , for instance — a sentence that allows married offenders to retain their jobs and to keep their families together . Although the public tends to find the weekend sentences much too light , the offenders do not always agree . Says one , “ It s worse than serving one term full time , because it s like going to jail twenty times . ” But prison personnel object that it is too easy for weekenders to bring drugs and other forbidden goods to the other inmates : they have to be searched carefully and create extra problems and work for the guards .

☆ Opinions on Alternative Sentencing

Alternative sentencing is now practiced in seventeen states and is spreading fast . Judges meet regularly to compare sentences and share their experiences . The federal government has announced that it would provide guidelines to prevent the courts from giving widely different sentences for similar offenses . The judges have not welcomed the idea ; they feel that it will narrow their imagination .

The supporters of the new justice point out that it presents many advantages . It reduces prison crowding , which has been responsible for much violence and crime among inmates . It saves a great deal of money , and decreases the chances of bad influence and repeated offenses . It also provides some help to the victims , who have always been neglected in the past . Many judges think that alternative sentences may also be beneficial to the offenders themselves , by forcing them to see the effects of their crimes and the people who have suffered from them . The greatest resistance to the new kind of justice comes from the families of victims who have died . Bent on revenge , many angrily refuse any sort of compensation . They want the criminal locked up in the good old-fashioned way . They believe , reasonably , that the only just punishment is the one that fits the crime . And they fail to understand the purpose of alternative sentencing . What the judges are trying to find is the kind of punishment that will not only be just , but useful to society , by helping the victims and their families , the community , and those offenders who can be reformed . “ This , ” says a “ creative ” judge , “ is true justice . ”

1. English and American judges object to prison terms .
2. Prison terms to be served on weekends only are most welcomed by the offenders .
3. Alternative sentencing is considered only good for young offenders .
4. A nonviolent offender can choose between jail and alternative sentencing .
5. Alternative sentencing is also called “ creative justice ” .
6. Creative justice is applied to both individuals and companies .
7. Alternative sentencing is so widespread in the U. S. that guidelines should be provided by the federal government .
8. Judges say creative justice will not be worthy of the name if _____ are to be provided by federal government .
9. Creative justice started in the United States is based on _____ .
10. _____ to be served on weekends only are a new way of using the old types of punishment .



Passage 4

Reading for A's

Where and when and what you study are all important. But the neatest desk and the best desk light, the world's regular schedule, the best leather-covered notebook and the most expensive textbooks you can buy will do you no good unless you know how to study. And how to study, if you don't already have some clue, is probably the hardest thing you will have to learn in college. Some students can master the entire system of imaginary numbers more easily than other students can discover how to study the first chapter in the algebra book. Methods of studying vary. But two things are sure; nobody else can do your studying for you, and unless you do find a system that works, you won't get through college.

Meantime, there are a few rules that work for everybody.

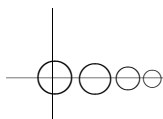
☆ Rule 1

The first is don't get behind. The problem of studying, hard enough to start with, becomes almost impossible when you are trying to do three weeks' work in one weekend. Even the fastest readers have trouble doing that. And if you are behind in written work that must be turned in, the teacher who accepts it that late will probably not give you full credit. Perhaps he may not accept it at all.

Getting behind in one class because you are spending so much time on another is really no excuse. Feeling pretty virtuous about the seven hours you spend on chemistry won't help one bit if the history teacher pops a quiz. And many freshmen do get into trouble by spending too much time on one class at the expense of the others, either because they like one class much better or because they find it so much harder that they think they should devote all their time to it. Whatever the reason, going whole hog for one class and neglecting the rest of them is a mistake. If you face this temptation, begin with the shortest and easiest assignments. Get them out of the way and then go on to the more difficult, time-consuming work. Unless you do the easy work first, you are likely to spend so much time on the long, hard work that when midnight comes, you'll say to yourself, "Oh, that English assignment was so easy, I can do it any time," and go on to bed. The English assignment, easy as it was, won't get done.

If everything seems equally easy (or equally hard), leave whatever you like best until the end. There will be more incentive at half past eleven to read a political that sounded really interesting than to begin memorizing French irregular verbs, a necessary task that strikes you as pretty dull.

In spite of the noblest efforts, however, everybody does get a little behind in something some time. When this happens to you, catch up. Don't skip the parts you missed and try to go ahead with the rest of the class while there is still a big gap showing. What you missed may make it impossible, or at least difficult, to understand what the rest of the class is doing now. If you are behind, lengthen your study periods for a few days until you catch up. Skip the movie you meant to see or the nap you planned to take. Stay up a little later, if you have to. But catch up.



☆ Rule 2

The second rule that works for everybody is don't be afraid to mark in textbooks. A good student's books don't finish the term looking as fresh and clean as the day they were purchased: they look used, well used. In fact, the books look as though somebody had studied them. . . To get your money's worth from your textbooks, you must do more with them than just read them.

To begin with, when you first get a new textbook, look at the table of contents to see what material the book covers. Flip through the pages to see what study aids the author has provided: subheadings, summaries, charts, pictures, review questions at the end of each chapter. After you have found what the whole book covers, you will be better prepared to begin studying the chapter you have been asked to read.

Before you begin reading the chapter, give it the same sort of treatment. Skim through the first and last paragraphs; look with more care at the subheadings; if there are questions at the end of the chapter, read them first so you will know what points to watch for as you read. After you are thus forewarned, settle down to the actual business of reading. Read the chapter all the way through, as fast as you comfortably can. Don't mark anything this first time through except the words that are new to you. Circle them. When you have finished the chapter, find out what these unknown words mean, and write the definitions in the margin opposite the word.

Then look again at the questions, seeing whether you have found the answers to all of them. Guided by the things the questions emphasize and your knowledge of what the whole chapter covered, go rapidly through the chapter again, underlining the most important points.

One word of warning: don't underline everything you read. If you mark too much, the important material won't stand out, and you will be just as confused as if you had not marked anything at all.

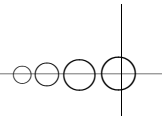
☆ Rule 3

The third rule useful to everybody is don't let tests terrify you. If you have kept up in all your classes, if you have compared your class notes with your texts, if you have kept all your quizzes and gone over your errors, if you have underlined the important parts of each chapter intelligently, the chances are good that you can answer any questions the teacher will ask.

Being fairly sure that you can answer all the questions, however, is not the same thing as answering them. Nothing is more frustrating than freezing up during an important test, knowing all the answers but getting so excited at the sight of the test that half of what you actually know never gets written down. Pretend that the test is only a game you are playing to use up an idle hour.

One way to insure a good score is to read the entire test before you answer any questions. Sometimes questions that come near the end will give clues to the answers on earlier questions. Even if you don't find any answers, you can avoid the error of putting everything you know into the first answer and then repeating yourself for the rest of the test.

Be careful, too, not to spend all your time on one question at the expense of the others. If you have sixty minutes to finish a test that contains ten questions, plan to spend five minutes on each question and save ten minutes at the end to read through what you have written, correcting silly mistakes and making



sure you have not left out anything important. If some of the questions seem easier than others, answer the easiest first. There is no rule that says you must begin at the beginning and work straight through to the end. If you're going to leave something out, it might as well be the things you aren't sure of anyway.

Following these three suggestions, reading through the test, budgeting your time, doing the easy part first, will not guarantee A's on all your tests. To get A's on essay tests, you must be able to write well enough that your teacher is convinced you do understand. What following these suggestions can do, however, is to help you make the most of what you know.

1. The authors believe that since methods of studying vary, there doesn't exist any rule that works for everybody.
2. When a student gets behind, it's important for him to catch up quickly, otherwise he would be burdened with so much work that he will probably never get it done.
3. Whenever you lay your hand on a new textbook, you should read it carefully from the beginning to the end.
4. The authors suggest that when you have a number of things to do at the same time, you should leave the most difficult or the most interesting ones until the end.
5. One of the causes of getting behind in one's studies is that there are too many distractions from inside and outside the college.
6. According to the author, you won't get your money's worth from your textbook only by reading it.
7. By following the suggestions the authors make about how to take tests, students can easily get A's in their tests.
8. In the first paragraph of this article, the authors mainly discuss the importance of finding a good study _____.
9. According to the authors, a good student's books always look _____ by the end of the term because he/she marks up his/her books as he/she reads them.
10. When taking a test, students who are nervous could treat it as a _____ because this could put them at ease.

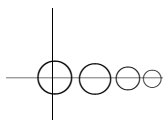
Passage 5

Nova Scotia Outdoors

The Great Outdoors

Nova Scotia is Canada's Ocean Playground, known for its spectacular coastal scenery, picturesque coves and harbors, and charming seaside towns and villages. Inland are lakes, forests, rivers, valleys, and highlands. We invite you to explore our coastline, to discover our natural attractions, our parks, and our wilderness areas. You're sure to find a special corner of Nova Scotia to call your own.

Nova Scotia boasts an accessible wilderness. There are great tracts of public land and coastline all



across the province. Parks , hiking trails , beaches , wildlife sanctuaries , lakes and streams are all within reach. There are guides and outfitters (旅行用品商店) to help you get the most from our great outdoors. Or you can explore on your own — find a secluded beach , hike to a sparkling waterfall , paddle to a backcountry campsite.

Get in touch with nature — and maybe with yourself — outdoors in Nova Scotia.

☆ National Parks

Nova Scotia is graced with two spectacular national parks offering a full range of outdoor activities.

Cape Breton Highlands National Park stretches across the northern and most rugged tip of Cape Breton Island , between the Gulf of St. Lawrence and the Atlantic Ocean. Within its 366 square miles , the park encompasses a great variety of wildlife and landscape : a magnificent highland plateau with wind-swept barrens , deep-walled canyons , picturesque waterfalls , sandy beaches , and spectacular cliffs plunging into the sea. Through it all winds the Cabot Trail , one of the world s most scenic drives. For golfers , the Highlands Links is one of the world s finest courses. For skiers this area offers some of Atlantic Canada s best skiing. Accommodations vary from motels and cabins located in nearby communities to serviced and semi-serviced campgrounds , located along the Cabot Trail. In the park itself , choose everything from backcountry campsites to full-service trailer hookups.

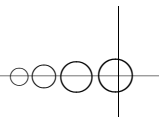
Kejimikujik National Park , in the remote center of southwestern Nova Scotia , preserves pristine (原始的) freshwater lakes , rivers , and boreal forest in their natural state. Island-studded lakes with wilderness campsites and an extensive network of waterways make this a canoeist s paradise. Family camping , hiking , cycling , swimming , fishing and , in winter , cross-country skiing are also popular activities.

☆ Camping

Nova Scotia is a camper s haven (港口 , 避难所) , offering everything from tent-and-trailer villages to wilderness campsites accessible only by canoe. You can camp in the woods , beside a stream , or on a hill overlooking the ocean. Campsites are available in both national parks , 22 provincial parks , and about 130 privately operated campgrounds. All privately owned campgrounds in Nova Scotia have been inspected by government inspectors and have approved water and toilet facilities. For your safety , comfort , and enjoyment we encourage you to use our fine assortment (各类 , 分类) of campgrounds. We ask you not to camp or park your camping vehicle overnight in any area that is not designated as a campground.

☆ Bird Watching

Nova Scotia is located on the busy Atlantic flyway for migrating bird species. Late August through September is the best time to see the flocks of migrants as they converge (聚集) by the thousands on Nova Scotia s beaches to feed before continuing their southward journey. Nova Scotia s bird species are typical of the Acadian forest biome of the northeast and the Atlantic shore biome. The province shelters a large population of bald eagle — some 250 nesting pairs — seen quite readily and most frequently along the shores of Cape Breton s Bras d Or Lakes. Other uncommon species include the rare Atlantic puffin , which nests on cliffs of the Bird Islands off the coast of Cape Dauphin , and the endangered piping plover.



☆ Beaches

Wherever you are in Nova Scotia , there s sure to be beach not far away. Nova Scotia is nearly surrounded by the ocean — and there are sandy beaches along every shore. Inland , countless freshwater lakes and rivers also provide sandy shores for swimming and sunbathing. Some beaches are small and secluded , off the beaten path , wild and unfettered ; others have been developed as parks , with picnic areas , change rooms , and lifeguard service.

Our beach parks are ideal for a quick dip , a picnic , or a stroll along the sand. Parks are listed in the Activity / Picnic Parks section , or you can inquire at local visitor information centers. If there are red-and-yellow flags at the beach , the supervised swimming area is between the flags ; please stay within this area. At some beaches , buoys (浮标) may also be used to mark off the safe swimming area.

☆ Whale Watching

Nova Scotia is one of the finest places on the eastern seaboard for whale watching. The Bay of Fundy is especially good , attracting large concentrations of migrating whales that come to feed in the plankton-rich (富含浮游生物的) waters during summer. Finback , humpback , pilot , and mink are the most common species. The rare right whale also frequents the bay. Whale-watching charters are extremely popular , and advance reservations are advised. There are charters in the Bay of Fundy , in the Gulf of St. Lawrence of Cape Breton Island , along the Eastern Shore , and along the South Shore.

☆ Fishing

Saltwater Fishing

Nova Scotia is surrounded by some of the richest fishing grounds in the world , and there are plenty of opportunities for saltwater sport fishing. Bluefin tuna , shark , and bluefish are the most popular gamefish. Charter boats can also take you to pollock , mackerel , haddock , cod , and halibut. Striped bass are available in certain areas and can be fished from shore or in boats close to shore. Tackle and bait are supplied by most charter boats. Saltwater fishing charters are included in the Boat Tours and Charters section.

Freshwater Fishing

Nova Scotia has been a favorite angling destination for more than a century. Speckled trout and Atlantic salmon are the most popular species. Anglers can also try for brown trout , rainbow trout , American shad , small-mouth bass , and yellow perch. Many of Nova Scotia s rivers are posted for fly fishing only , and anglers should be aware of the scheduled rivers , seasons , license requirements , and bag limits. Licensed outfitters and tackle shops can supply this information.

1. Cape Breton Highlands National Park is much larger than Kejimikujik National Park and therefore attracts more visitors.
2. Cape Breton Highlands National Park is located in the southwestern and most rugged tip of Cape Breton Island.
3. The Cabot Trail in the Kejimikujik National Park is famous for its scenic drive.
4. Kejimikujik National Park is a canoeist s paradise for its island-studded lakes and an extensive network of waterways.