

新题型 大学英语四级考试

阅读理解

陈开顺 主编

精粹 100 篇

涵盖全部阅读题型：

篇章阅读 + 快速阅读 + 选词填空 + 短句问答

CET
新题型

试题题干和选项均经过精心设计，与真题难度、信度一致

能力校准表：供考生自我评估，找出薄弱环节

名师指路：帮助考生攻克薄弱环节

附表：链接最新阅读真题，统计历年阅读试题变化

tars' grand
redding



Orford must
change



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大学英语四级考试

阅读理解

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前言

为适应我国高等教育新的发展形势,深化教学改革,提高教学质量,满足新时期国家对人才培养的需要,大学英语四级考试改革方案出台,考试题型有所变化,其中阅读理解试题的变化主要包括以下三点:①增加了快速阅读(Skimming & Scanning);②仔细阅读(Reading in Depth)由4篇减为2篇;③增加了篇章选词填空(Banked Cloze),与原来的篇章短句问答(Short Answer Questions)交替出现。

本书根据教育部最新宣布的四级考试新题型编写,旨在帮助考生扩充词汇量,巩固所学词汇和句法知识,深入了解语篇规则,掌握解题方法,提高阅读能力和应试能力,最终达到顺利过关的目的。

全书分为上篇、中篇、下篇三大部分:

上篇为篇章阅读理解,包括热身阅读和实战阅读两章,这两章中的文章均标明题材、体裁、难度系数、建议阅读时间及字数。其中热身阅读共7个单元,每个单元3篇。每篇阅读后特设置7道练习题,以提高考生的解题能力。实战阅读提供10个单元共20篇文章的阅读练习,每篇文章后还安排了词汇串讲和疑难长句分析。

中篇为快速阅读、篇章选词填空、短句问答三章。其中包括快速阅读15篇、篇章选词填空10篇及短句问答10篇。

下篇为综合模拟,包括五个Model Test, Model Test包括快速阅读1篇,篇章选词填空(或者是短句问答)1篇,篇章阅读理解2篇。

本书具有以下四个特点:

(1)精选100篇阅读文章模拟练习,并且每章阅读文章结束后均附有**能力校准测试表**,供考生自我评估,找出自己的薄弱环节。表后附有**名师支招**,帮助考生攻克自己的薄弱之处。

(2)基于对历年大学英语四级考试真题的细致分析和归纳,文章的题型、体裁及题目选项设置等方面具有很强的针对性,可以达到帮助考生快速过关的目的。

(3)对阅读能力、语篇规则和阅读形式进行了一定的分解练习,既重视基本功的练习,又重视阅读技能的灵活应用,不但能帮助考生提高阅读能力,也有助于提高写作能力的。

(4)在提供练习答案的同时作了比较详细的解释,帮助考生掌握文章和选项的分析方法,达到举一反三的效果。

针对改革后的考试题型,笔者建议考生主要应当提高以下能力:

(1)提高主旨大意理解能力。理解主旨大意就是在阅读文章时要注意文章的目的和总的意义,具体包括:文章的主旨大意、作者的态度观点(尤其是议论文)、文章的标题。在快速阅读中,理解主旨大意显得尤为重要。

(2)提高辨别和理解阐释性细节的能力。文章在表达总的观点和各个要点时,必然要进行阐释,理解阐释性细节的能力是词句理解能力的表现,只有根据词句的意思才能理解这些细节。同时,细节理解能力也是理解主旨大意的基础,两者相互关联。

(3)提高语义逻辑分析判断能力。在文章理解过程中,尤其是在词义判断和选词填空过程中,上下文的语义和逻辑关系尤为重要。要提高这种能力,在英语学习中应主动学习并掌握一定的逻辑知识、事理的基本常识、相关的专门知识、语篇衔接和连贯规则的知识。

(4)学会快速阅读的基本方法。四级考试中快速阅读文章也比较长,可能令人望而生畏。其实,在通常情况下,快速阅读并不需要读懂文章的每个细节。要提高快速阅读能力,就是要提高文章大意和篇章结构的理解能力,有了这种能力,就能对大意主旨迅速做出判断,同时也能根据文章结构搜寻相关信息,快速回答其他问题。

(5)熟悉相关的体裁和题材。篇章阅读理解主要需要熟悉说明文、议论文,及报刊杂志上的报道性文章。新的试题增加快速阅读后,文章的体裁和题材的空间有所扩大,不但会使用说明文和议论文,也会使用各种其他文体,例如规章制度、履历、通知、书目等。因此,我们应当注意各方面经常出现的体裁和题材,例如学术研究、日常生活、报刊杂志、网上浏览等方面的文章。

(6)扩大词汇量和提高句法分析能力。词汇和句法是阅读的基础,无论考试如何变化,有了这个基础就有了主动权。

编者

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快速阅读、篇章选词填空、短句问答

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上篇

篇章阅读理解

热身阅读

- 常言道：“磨刀不误砍柴工”，热身阅读的目的就是在于“磨刀”，帮助考生了解阅读选择题的类型、学会各类选择题的分析方法，尤其是熟练掌握一些特殊选择题的处理办法。为了增强考生对各类题型的敏感度，此部分每篇阅读文章后特设置 7 道练习题，其中两道为该单元重点附加题，以提高考生的解题能力。此部分共 7 个单元，每个单元 3 篇。

实战阅读

- 为了能够灵活熟练地运用热身阅读中学习的技能和技巧，此部分提供 10 个单元共 20 篇文章的阅读练习，文章难度严格按照历年考试真题的要求，题目设置涵盖常考的 7 种题型。另外，为了帮助考生在练习中提高英语水平，每篇文章后还安排了词汇串讲和疑难长句分析。

每章阅读文章结束后均附有**能力校准测试表**，供考生自我评估，找出自己的薄弱环节。表后附有**名师支招**，帮助考生攻克自己的薄弱之处。

文章难度系数说明：高难★★★★

中等★★

难★★★

易★



第一章 热身阅读

阅读理解部分的目的是测试学生通过阅读获取信息的能力,该部分主要测试的能力可以概括为以下6种:主旨和大意理解能力;事实和细节理解能力;字面意义的理解能力;词义判断和推断能力;单句理解能力;上下文逻辑关系理解能力。

四级阅读理解试题中常见的7种类型如下:

1. 文章大意判断题:即对文章或段落大意进行判断和选择
2. 文章标题判断题:即根据文章内容选择适合的标题
3. 写作目的判断题:即根据文章判断作者的写作目的
4. 作者态度判断题:即根据文章所提供的各种线索判断作者的态度
5. 推理分析题:即通过分析推理选择正确的答案
6. 词义判断题:即根据上下文和构词知识对文章中的单词或短语的意义进行判断
7. 细节理解题:即对文章中具体词、句的理解

UNIT 1 文章大意判断

文章大意判断是四级考试必考题型,该类题型的具体提问方式如下:

- ① This passage is mainly/chiefly about _____.
- ② What is the passage mainly about?
- ③ What is the main idea of the passage?
- ④ The main idea of the passage is that _____.
- ⑤ Which of the following is the main idea/major point of the passage?
- ⑥ What is the author's main concern?
- ⑦ In this passage, the author is primarily concerned with _____.
- ⑧ The major point discussed in the passage is _____.
- ⑨ What is the author trying to tell us?

另外,该类题型还经常使用 **conclude** 一词提问,例如 **It can/may be concluded from the passage that _____**。从原则上讲,这种考题可对文章中的任何一点进行提问,检测考生对文章大意的判断能力。

大意理解与判断需要注意以下四点:

- ① 分清主题句和阐释句,抓住文章和段落的主题句。一般一篇文章第一段

的第一句或前两句就是主题句(也有在中部或尾部的),其作用是点明要谈的内容或提出要阐述的观点。例如谈生产形势很好,开门见山第一句就写:According to Government report, there has been a sharp rise in national production since January,然后紧紧围绕句中的新信息(a sharp rise)谈具体的事实和数据等。这种行文方法直截了当,非常清楚。阅读时抓住主题句,就可根据主题句确定文章或段落的大意。在主题句不明确的情况下,则应根据大多数句子的主要内容进行判断。阅读时也应注意有的文章开头没有主题句,而把主要观点放在文章的尾部。

② 分清内容的主次,注意句子重点所在,注意段落的主要内容,注意文章各段的大意。

③ 阅读时应当做到先慢后快,首先摸清作者所谈的主要观点和思路,然后快速了解各段的主题句或主要内容。

④ 分析各个选项的涵盖面是否与文章的主要内容相吻合。选项的涵盖面相当于词句的涵盖面,例如在 chemist, physicist, scientist 和 biologist 这四个词语,scientist 的词义涵盖面最广,包括了其余三个。这种涵盖面分析法可以直接用于对大意选择题的分析。

下面我们阅读三篇文章,每篇后面附有七道选择题,其中包括三道大意理解题。大意理解题包括两种:一种是全文大意,另一种是段落大意。大意理解练习可以帮助我们培养结构意识、逻辑意识、整体意识,从宏观上提高阅读能力。

Passage 1

⊙:7minutes

题材:妇女解放运动 体裁:说明文 难度:★★

In the 1960s the women's liberation movement burst suddenly into the public consciousness and quickly grew into the largest social movement in the history of the United States. Women's liberation was a continuation of the 19th-century women's rights movement, but that struggle had been dormant(不活动的) since the 1920s and even the founders of second-wave feminism(女权运动) knew little about the women and men who preceded them.

The women's movement developed in two separate streams. One stream, a formally structured national set of organizations, was around the National Organization for Women(NOW), organized in 1966. This stream primarily included adult women and men and sought equality for women within mainstream institutions such as government, employment, and labor unions. Another stream, beginning at the end of that decade, never developed into a dominant national organization. Informally named women's liberation, it attracted primarily young women college graduates, many of

whom had been active in the antiwar and civil rights movements. This more radical stream concentrated on changing personal, social, and cultural life and challenged the male-dominated power structure. It focused on issues that had not been previously considered political, such as housework, beauty, reproductive rights, violence, and sexuality.

The two streams emphasized different forms of organization. NOW used more traditional tactics: it had elected, salaried officers, held national conferences, and worked through lobbying(对议员或官员的疏通活动), petitioning, trying to change laws, and bringing suits in cases of discrimination. The women's liberation stream developed a strikingly new activist form: consciousness-raising, in which small groups of women explored their own experiences to arrive at new political understandings of women's oppression. The movement had not stable national organizations or leaders. They preferred provocative, colorful, inventive actions to publicize their positions, including street theater, poetry and song, speak-outs, and slogans. These tactics were extremely effective in changing mass consciousness, partly because they appealed to the media. Within just a few years millions of American women came to understand and use new terms such as "sexism", "Ms.", "male chauvinism"(大男子主义) and "gender". They were, however, less effective in sustaining long-term organization. (342 words)

1. The National Organization for Women _____.
 - A) never developed into a dominant national organization
 - B) attracted primarily young women college graduates
 - C) included adult women and men
 - D) developed a strikingly new activist form
2. Millions of American women came to understand and use new terms such as "sexism", "Ms.", "male chauvinism" and "gender" because _____.
 - A) these words were new
 - B) these women became more conscious of the equality between men and women
 - C) these words were used repeatedly in newspapers and magazines
 - D) these women were fashionable
3. The attitude of the writer towards the movement is _____.
 - A) objective
 - B) hostile
 - C) indifferent
 - D) critical
4. It can be inferred that the women's liberation movement in the 1960s was _____.
 - A) the first-wave feminism
 - B) the second-wave feminism
 - C) a small-scale social movement

- D) not related to the 19th-century women's rights movement
5. The second paragraph is mainly about _____.
 A) the development of the women's liberation movement
 B) the two streams of the women's liberation movement
 C) the National Organization for Women
 D) the stream of women's liberation
6. The third paragraph is mainly about _____.
 A) the two streams of the women's liberation movement
 B) the history of the women's liberation movement
 C) the development of the women's liberation movement
 D) the ways of organizing activities by the two streams
7. The passage is mainly about _____.
 A) the streams of the women's liberation movement
 B) the history of the women's liberation movement
 C) the women's liberation movement
 D) the National Organization for Women

附加题

KEYS & NOTES.

1. **C 细节理解: 根据文章主线条寻找细节** The National Organization for Women 是妇女运动主流派的名称, 简称为 NOW, 另一派别的非正式名称是 women's liberation。根据第二、三段, A, B, D 都是 women's liberation 的特征, 只有 C 是 NOW 的特征, 因此选 C。
2. **B 细节理解: 因果关系** 文章强调的是妇女解放运动的各种活动形式, 这些活动应当是使用新词汇的原因。另外, 最后一句 (They were, however, less effective in sustaining long-term organization.) 中的 less effective 表示比较, 潜在的比较对象是前面提到的妇女解放运动的各种活动。由此可见, 这些活动卓有成效, 导致妇女的平等意识增强, 因而使用这些新词。sexism: 性别歧视; Ms: 对女士的称呼 (不论婚否); gender: 性别。
3. **A 作者态度: 内容和词句线索** 本文的内容比较客观, 也没有明显的贬褒词, 因此选 A。objective: 客观的; hostile: 敌视的; indifferent: 漠不关心的; critical: 批评的。
4. **B 推理分析: 词句理解** 本题的答案在第一段, 该段第一句说明 60 年代的妇女解放运动是 19 世纪妇女解放运动的继续, 第二句后半句中的 second-wave feminism 指 60 年代的运动, the women and men who preceded them 指 60

年代之前的男女,也就是19世纪的人。由此可知,19世纪的运动是第一波,60年代的运动是第二波,因此选B。

5. **B 段落大意:主题句** 本段第一句是主题句(The women's movement developed in two separate streams),该句指出妇女解放运动有两个主要流派。然后,文章分别介绍了两个流派:一个叫 NOW;另一个叫 The women's liberation。阅读时注意抓住 One stream 和 Another stream 两个标记。因此,正确答案是B。选项A太泛,选项C和D太窄。
6. **D 段落大意:主题句** 阅读本段时首先要注意第一句(The two streams emphasized different forms of organization),同时要注意两个流派的名称:一个叫 NOW,另一个叫 the women's liberation。本段重点谈两个流派的活动组织形式,故选D。本段不是谈历史或发展,应当首先排除B和C,A项的问题是太泛。
7. **C 文章大意:分析各段大意** 本文的内容包括妇女解放运动的起源、流派、流派的特征及妇女解放运动所导致的变化,因此A,B两项太窄,D项是一个流派的名称,也太窄。只有C项比较适合。

Passage 2

⌚:7 minutes

题材:生活现代化 体裁:说明文 难度:★★

Concern with money, and then more money, in order to buy the conveniences and luxuries of modern life, has brought great changes to the lives of most Frenchmen. More people are working than ever before in France. In the cities the traditional leisurely midday meal is disappearing. Offices, shops, and factories are discovering the greater efficiency of a short lunch hour in company lunchrooms. In almost all lines of work emphasis now falls on ever-increasing output. Thus the "typical" Frenchman produces more, earns more, and buys more consumer goods than his counterpart of only a generation age. He gains in creating comforts and ease of life. What he loses to some extent is his sense of personal uniqueness, or individuality.

Some say that France has been Americanized. This is because the United States is a world symbol of the technological society and its consumer products. The so-called Americanization of France has its critics(批评者). They fear that "assembly-line life" will lead to the disappearance of the pleasures of the more graceful and leisurely(but less productive) old French style. What will happen, they ask, to taste, elegance, and the cultivation of the good things in life—to joy in the smell of a freshly picked apple, a stroll by the river, or just happy hours of conversation in a

local cafe?

Since the late 1950's life in France has indeed taken on qualities of rush, tension, and the pursuit of material gain. Some of the strongest critics of the new way of life are the young, especially university students. They are concerned with the future, and they fear that France is threatened by the triumph of this competitive, goods-oriented culture. Occasionally, they have reacted against the trend with considerable violence.

In spite of the critics, however, countless Frenchmen are committed to keeping France in the forefront of the modern economic world. They find that the present life brings more rewards, convenience, and pleasures than that of the past. They believe that a modern, industrial France is preferable to the old. (340 words)

1. Which of the following is NOT given as a feature of the old French way of life?

- A) Leisure.
- B) Elegance.
- C) Efficiency.
- D) Taste.

2. Which of the following is NOT true about Frenchmen?

- A) Many of them prefer the modern life style.
- B) They actually enjoy working at the assembly line.
- C) They are more concerned with money than before.
- D) They are more competitive than the older generation.

3. The passage suggests that _____.

- A) in pursuing material gains the French are suffering losses elsewhere
- B) it's now unlikely to see a Frenchman enjoying a stroll by the river
- C) the French are fed up with the smell of freshly picked apples
- D) great changes have occurred in the life style of all Frenchmen

4. Which of the following is true about the critics?

- A) Critics are greater in number than people enjoying the new way of life.
- B) Student critics are greater in number than critics in other fields.
- C) Student critics have, on occasion, resorted to violent means against the trend.
- D) Critics are concerned solely with the present and note the future.

5. What is the main idea of the first paragraph?

- A) Concern with money has brought great changes to the lives of most Frenchmen.
- B) More Frenchmen are working than ever before in France.
- C) Frenchmen have gained a lot in comforts and ease of life.
- D) Frenchmen have lost their individuality.

6. What is the main idea of the second paragraph?

- A) The Americanized of France.
- B) Criticisms of the changes in France by some people.
- C) The United States as a world symbol.
- D) The assembly-line life in France and America.

7. Which of the following best states the main idea of the passage?

- A) Changes in the French way of life.
- B) Criticism of the new life style.
- C) The Americanization of France.
- D) Features of the new way of life.

附加题

KEYS & NOTES

1. **C 细节理解: 搜寻信息点进行反选** 本题属于反选型考题, 需要确定与文章内容不符的选项。从第二段可以找到 *leisurely*, *elegance* 和 *taste*, 在第二段第二句中也可以找到 *leisurely*, 因此可以排除 A, B, D。根据通篇意义和若干处的用词(例如第二段第四句中的 *less productive*), 我们可以知道法国旧的生活方式不可能与高效率(*efficiency*)相联系。
2. **B 细节理解: 搜寻信息点进行反选** 根据最后一段的第一句, 我们可以知道反对现代化的人是少数, 努力奋斗的人很多, 因此可以排除 A。根据文章的第一句可知现代法国人非常关心钱的问题, 因此可以排除 C。根据通篇内容, 尤其是根据第三段第三句的内容, 我们可以证实 D。故本题的正确答案为 B。
3. **B 推理分析: 逐条对照与推理** 题中的 *suggest* 的意思是“间接表达”。关于法国人在现代化过程中的损失, 第一段最后一句已经说明, 第二段和第三段也介绍了批评者的观点, 损失不是全面的, 所以不能选 A。关于苹果的味道, 法国人只会怀旧感, 不会感到讨厌(见第二段最后一句), 因此排除 C。根据第一段第一句, 并不是所有的人, 而只是大多数人的生活发生了巨大的变化, 所以排除 D。由于生活方式的巨大变化, B 项所表达的内容是完全可能的, 从第二段最后一句中可得知。
4. **C 细节理解: 词句语义分析** 从第二、三段可知, 持批评态度的只是部分法国人, 其中大学生的态度最激烈, 偶尔还采用了暴力方法, 但学生人数是否别的领域多文章没有说。因此可以排除 A, B, D, 而选 C。
5. **A 段落大意: 主题句与阐释句** 第一段第一句是主题句, 该句包括两点: 第一点是追求金钱(*concern with money*); 第二点是生活变化。后者是前者的结果。本段的其他句子是具体的阐释, 说明产生的具体变化, 属于细节问题, 不能作为段落大意。因此, 应当选 A 而排除其他。