

总主编 苗亚男

# 大学英语

## 进阶教程

# 4

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(4)

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# 前 言

《大学英语进阶教程(4)》是根据《大学英语教学大纲》及《大学英语四、六级考试改革方案(试行)》精神,参照2013年以来最新的“大学英语四、六级考试”试点考试样卷,结合一线教师的实践教学经验和研究成果,参考学生在学习、考试中反馈的问题编写而成。编委们集思广益,力求通过此书帮助学生解决英语学习和考试中暴露出来的语言知识、应用能力及应试技巧等方面的问题,提高外语综合文化素养,为以后实现语言交际能力、顺利通过英语各级考试打好基础。

本书由两部分组成,包括十个单元基础训练和听力录音文字材料。

除具备同类参考书的一般特点外,本书具有以下几个鲜明特点:

1. 遵循教学大纲精神,符合考试大纲标准。

本书严格遵守教育部最新制定的《大学英语教学大纲》及《大学英语四、六级考试改革方案(试行)》要求,依据多年积累的教学经验,按照标准化四级考试新题型编写而成,教材中重点和难点突出。部分试题材料选自国内外图书、报刊、词典和网络,选材广泛,内容新颖,前瞻性好。

2. 紧扣教材重点内容,同步分层训练。

本书力求严格与现行教材同步,兼顾培养各项语言技能。依据教材各单元、各章节的课程目标,把课文中的重点和难点知识融入试题当中,尤其是词汇题、翻译题和作文题,紧扣课本,注重学生实用能力的培养,帮助学生高效率地掌握相关知识和基本技能。同时,一些原创题的开发可以帮助学生在测试训练中构建自主学习和迎接考试的平台。

3. 搭建学习特色平台,构筑考试绿色通道。

本书针对性强,重点围绕学生英语学习中共性的、需要掌握的语言知识和能力,在命题素材、角度和方式等方面做到精、新、活、准。题项设置上,注重典型性、实用性、灵活性,以期举一反三、触类旁通;题型选择上,注重应用性、科学性、新颖性,以期稳中求进,开阔视野;思路点拨上,注重可操作性、通俗性、规律性,以期激发创新、拓展思维。

本书可供大学基础阶段准备参加各层次英语考试,尤其是大学英语四、六级考试备考复习、自学、自测及强化训练使用。

《大学英语进阶教程(4)》为大学二年级第二学期使用教材。本册教材旨在培养学生大学英语四级和六级能力的同时,加深对英语翻译的理解,突出实践能力的培养。

因编写时间仓促,不足之处请批评指正。

《大学英语进阶教程》编写组

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# UNIT 1

## Part I Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled **Be a civic-minded tourist**. You should include in your essay tourists' uncivil behaviors in the scenic spots and the corresponding solutions. You should write at least 120 words but no more than 180 words. Write your essay on **Answer Sheet 1**.

注意：此部分试题请在答题卡 1 上作答。

## Part II Listening Comprehension

(30 minutes)

### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

注意：此部分试题请在答题卡 1 上作答。

1. A) He made things worse.  
B) He messed up the deal.  
C) He wasn't trusted by the woman.  
D) He had a terrible day.
2. A) Keep on trying.

- B) Remember what he said.  
 C) Cut the cake in half.  
 D) Leave the cake there.
3. A) The man doesn't like soup.  
 B) The woman doesn't like fruit.  
 C) The woman wants to have vegetables.  
 D) The man wants to have fruit juice.
4. A) It's suitable for the woman's friends.  
 B) It looks like mature.  
 C) It doesn't have the right color.  
 D) It doesn't fit the woman.
5. A) Have a meal.  
 B) Have a haircut.  
 C) Go downtown.  
 D) Go to a bar.
6. A) Talkative.  
 B) Careless.  
 C) Ill-spent.  
 D) Fashionable.
7. A) They have cloudy weather there.  
 B) They are planning a journey.  
 C) The woman wants to quit her job.  
 D) The man decides to come back to earth.
8. A) How to use a computer.  
 B) How repair a computer.  
 C) How to copy files.  
 D) How to look for the menu.

**Questions 9 to 11 are based on the conversation you have just heard.**

9. A) There is a heavy traffic.  
 B) She cannot find the place.  
 C) The train arrives late.  
 D) She has to wait for the man.
10. A) They prevent from traffic jam.  
 B) They make travel convenient.  
 C) They improve the service standard.  
 D) They design terrific schedules.
11. A) Reading a book.  
 B) Listening to music.

C) Sleeping for a while.

D) Chatting with others.

**Questions 12 to 15 are based on the conversation you have just heard.**

12. A) Because people can't survive alone.

B) Because good friends benefit business.

C) Because he has few friends.

D) Because he can learn from friends.

13. A) Develop new hobbies.

B) Play the video games.

C) Take part in sports.

D) Make friends.

14. A) They are helpful in improving the team spirit.

B) They are relevant to business management.

C) They are helpful in his previous work.

D) They are relevant to the job of assistant manager.

15. A) An assistant manager.

B) A sales manager.

C) A college lecturer.

D) A football player.

## Section B

**Directions:** *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

注意：此部分试题请在答题卡 1 上作答。

### Passage One

**Questions 16 to 19 are based on the passage you have just heard.**

16. A) She wondered why many students didn't finish their work or seek help.

B) She wanted to re-experience the college life as a student.

C) She was appointed by the university ethics committee.

D) She decided to do a project to research how the students are studying.

17. A) It is difficult for students to get an average score.

B) The students discuss and talk about their lives quite often.

C) It is reasonable for students to take many classes in one semester.

D) The students don't have enough time to care about their classes.



18. A) Material assigned by the teacher for reading.  
B) Material directly related to discussion in class.  
C) Material linked to the job-hunting in the future.  
D) Material attractive to the students indeed.
19. A) Her scoring criteria.  
B) Her reading speed.  
C) Her teaching style.  
D) Her personal desire.

### Passage Two

Questions 20 to 22 are based on the passage you have just heard.

20. A) Shade of sunlight.  
B) Light pollution.  
C) Loss of sleep.  
D) Business competition.
21. A) Remove the lights above the apartment blocks.  
B) Turn the lights on late at night.  
C) Replace the lights with energy-saving ones.  
D) Turn the lights off earlier in the evening.
22. A) To draw customers' attention.  
B) To provide services and products at night.  
C) To decorate their shops.  
D) To make the sky brighter.

### Passage Three

Questions 23 to 25 are based on the passage you have just heard.

23. A) Family groups.  
B) Larger groups.  
C) Classmates groups.  
D) Friendship groups.
24. A) People with excellent qualities.  
B) People with desire to be leaders.  
C) People with special personal ability.  
D) People with years of experience.
25. A) They are more concerned with the group goals.  
B) They pay attention to the overall happiness of group members.  
C) They may punish group members who keep from achieving the goal.  
D) They tend to share responsibility with group members.

## Section C

**Directions:** *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

注意：此部分试题请在答题卡 1 上作答。

As a professor at a large American university, I hear often from students: "I'm only a 1050." The unlucky students are speaking of the 26 on the SAT, which is used to determine whether they will 27 the college or university of their choice, or even have a chance to get a higher education at all.

It is obvious that if students 28 their test scores, then a great amount of their 29 is put in the number. Students who perform poorly on the exam are left feeling that it is all over. The low test score, they think, will make it 30 for them to get into a good college. And without a 31 from a prestigious university, they fear that many of life's doors will remain forever closed.

According to a study, the SAT is only a reliable indicator of a student's future performance in most cases. 32, it becomes much more accurate when it is set together with other indicators — like a student's 33, they will never be able to test things like confidence, efforts and willpower, and are unable to give us the full picture of a student's potentialities. This is not to suggest that we should stop 34 SAT scores in our college admission process. The SAT is an 35 test in many ways, and the score is still a useful means of testing students. However, it should be only one of many methods used.



## Part III Reading Comprehension

(40 minutes)

## Section A

**Directions:** *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the centre. You may not use any of the words in the bank more than*

*once.*

Questions 36 to 45 are based on the following passage.

We all know that emotions originate in the brain. But we usually talk about our emotions coming from our hearts. If someone you know doesn't give up 36, you might say, "He's got a lot of heart." Then what about bad emotions? When you feel so bad that your heart "aches," could it actually be true? A new study shows what goes on in your mind can, literally, break your heart.

In the study, just published in the *Journal of the American College of Cardiology*, researchers looking at more than 63,000 women who were participants in the 37 Nurses' Health Study, found that, those who reported basic symptoms of depression had a higher-than-normal 38 or heart attack. And women who are clinically depression were more than twice as 39 as other women to suffer sudden heart attack. None of participants had heart problems at the study's 40, but nearly 8% had symptoms of depression.

The researchers theorize that depression might have some direct physiological impact on the heart-like 41 it to work harder in the face of stress. Or it may be that the *antidepressants* (抗抑郁药) 42 to treat those with mood problems were associated with heart diseases; in the study, sudden heart attack was linked more 43 with antidepressant use than with women's symptoms of depression.

No one is sure exactly how depression hurts the heart, and one 44 explanation is that a damaged heart and its consequent stress on the body might activate, somehow, genes or other physiological changes that 45 to depression.

注意：此部分试题请在答题卡 2 上作答。

- |               |               |               |            |             |
|---------------|---------------|---------------|------------|-------------|
| A) risk       | B) plausible  | C) ongoing    | D) sum     | E) strongly |
| F) outset     | G) likely     | H) meaningful | I) causing | J) process  |
| K) contribute | L) prescribed | M) easily     | N) make    | O) possibly |



## Section B

**Directions:** In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on *Answer Sheet 2*.

### What If a College Education Just Isn't for Everyone?

- A) Long before the president swore last year that America will "have the highest proportion of college graduates in the world" by 2020, the importance placed on



going to college was firmly rooted in the American soul. The case is compelling: As good jobs increasingly require more education, college is widely seen as the ticket to personal economic security and to global competitiveness. And yet, there's a potential trend of concern about a group of students — sometimes called “the forgotten half,” — who, for whatever reason, do not think college is for them. It's expressed by soul-searching parents such as Crave, whose son doesn't thrive in the classroom. It's also expressed increasingly by educators, economists and policy analysts, who question whether it's realistic and responsible to push students into college even if the odds of academic success seem low.

- B) They're swimming against a powerful tide. A small but growing number of states now require all high-schoolers to take a college entrance exam. Philadelphia's mayor opened an office in City Hall last month to help residents get information about how to attain a college degree. Bill Gates, perhaps the world's most famous college dropout, has poured more than \$2 billion into programs and scholarships to help more students complete college. But what's still getting lost, some argue, is that too many students are going to college not because they want to, but because they think they have to. “We're force-feeding them” the idea that “you must go to college or you'll be a second-class citizen,” says Marty Nemko, a California career counselor.

#### **Economic Benefits, and More**

- C) The debate over college is not new, but today's economic climate has raised the stakes. “There's beginning to be a lot of concern among the American public that . . . if you don't get into that upper class, you're going to struggle your whole life,” says Public Agenda's Jean Johnson. A four-year degree is no guarantee of wealth, of course. About 25% of those with bachelor's degrees earn less than those with two-year degrees, studies by Georgetown University's Center on Education and the Workforce have found. But research consistently has shown that, on average, those at the top of higher education's pecking order reap the most benefits, both economically and beyond.
- D) “This is a market for social position, which is why we spend so much on going to Harvard and one of the reasons it's hard to get a student excited” about community college, says Anthony Carnevale, director of the center. “Class is real, and it has consequences. The position you hold, where you work, really determines your status.”

#### **Falling Through the Cracks**

- E) Economists continue to debate the slight differences of trend data for jobs and wages. But some argue that college dropout rates alone suggest many students are wasting their time and money. Federal data show that fewer than 60% of new

students graduate from four-year colleges in six years, and just one in three community college students earn a degree. “It’s fine for most kids to go to college, of course, but it is not obvious to me that that is the best option for the majority,” says Mike Gould, founder of New Futures, a Washington, D. C. -based organization that provides scholarships for low-income students pursuing anything from a four-year degree to a massage-therapy certification. “Some education may be a good thing or it may just be a lot of debt.”

- F) The problem, Gould and others say, is that many high schools focus so much on college that low-achieving students fall through the cracks. A Public Agenda report this month raises similar concerns about high school guidance counseling. It follows up on a December survey that concluded most young workers who don’t have a college degree “are in their jobs by chance, not by choice,” and that guidance toward a career path “is hardly clear and purposeful.”

#### **The Apprentice (学徒) Model**

- G) Apprenticeships have long been popular in Europe, but workforce-oriented high school training is not nearly as common in US schools. One reason is that such programs sound dangerously similar to tracking-sorting students by ability level, a practice repeatedly rejected in US culture, in which the dominant philosophy is that all students should have opportunity to meet their full potential. If high schools were to advise students that some education beyond high school is not necessary for everyone, “there’s a little bit of a concern that . . . we’re saying a lesser goal is OK for the populations of students who have been historically least well-served by higher education,” says Jane Wellman, executive director of Delta Project, which studies higher education spending.
- H) In recent years, male college-going and completion rates have raised concerns. But those least well-served historically are low-income and underrepresented minority students, who are less likely than their peers to pursue two-and four-year degrees, and most at risk of not completing college if they do enroll.
- I) Some evidence suggests, though, that students already are being held to different standards. A recent national survey of high school teachers by ACT Inc., the educational testing company, found 71% agreed “completely” or “a great deal” that high school graduates need the same set of skills and knowledge whether they plan to go to college or enter the workforce, yet 42% said teachers reduce academic expectations for students they perceive as not being college-bound. Studies released in November by Deloitte, an international consulting firm, suggest another disconnect: A survey of 400 low-income parents found that 89% say it’s “extremely” or “very important” that their child goes to college, but just 9% of high school teachers viewed preparing students for college as their most

important mission.

- J) Deloitte CEO Barry Salzberg, chairman of the College Summit, which seeks to increase college enrollment rates, says that's misguided. "I think we should measure high schools on their college entrance rate and figure out a way to track performance of high school graduates in college and see how many go beyond one full year of college." But others say the enthusiasm to increase college-going rates ignores the reality that many students will be in over their heads once they start college. "College preparation for everyone is a very nice ideal, but we have a very high failure rate," says Northwestern University professor James Rosenbaum. "If we don't start letting counselors be frank, we're not going to fix this system."

注意：此部分试题请在答题卡 2 上作答。

46. High college dropout rate indicates that some students are wasting their time and money in college.
47. Historically speaking, minority students, being poor and underrepresented, are the least well-served group in college education.
48. Some are worried that the high college failure rates will be ignored if we put too much emphasis on increasing College-going rates.
49. The apprenticeship in the US is not as popular as in Europe in that the model conflicts with the US dominant culture.
50. To increase college graduation rate, the mayor of Philadelphia informed residents about how to get a college degree.
51. College education is always considered as the ticket to economic security and high competitive power.
52. Teachers will lower their academic expectations of those who are considered as not being college-bound.
53. The studies by Georgetown University's Center on Education and the Workforce show a bachelor's degree doesn't necessarily bring high wages.
54. Many students think they have to go to college because that's the way to the upper social position.
55. According to the survey in December, those who don't have a college degree are in their jobs by chance.

### Section C

**Directions:** *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*





## Passage One

Questions 56 to 60 are based on the following passage.

There is no more fashionable solution to the current global recession than “green jobs”. Many countries are all eagerly promoting clean-technology industries. It sounds like the ultimate win-win deal: create jobs, cut down on energy dependence, and save the planet from global warming. Ever since the recession began, governments, environmental groups, and even labor unions have been spinning out reports on just how many jobs might be created by these new industries—estimates that range from tens of thousands to millions.

Those kinds of predictions, however, may be overoptimistic. As a new study from McKinsey points out, the clean-energy industry doesn't have much in common with old, labor-intensive manufacturing industries like steel and cars. A more accurate comparison would be to the semiconductor industry, which was also expected to create a boom in high-tech jobs but today employs mainly robots. Green-tech workers now make up only 0.6 percent of the American workforce. McKinsey figures that clean energy won't command much more of the total job market in the years ahead.

On the other hand, a booming green sector could fuel job growth in other industries. Here, too, the story of the computer chip is instructive. Today the big chip makers like Intel employ only 0.4 percent of the US workforce. But indirectly they helped create millions of jobs by making other industries more efficient.

McKinsey says that the same process could play out today if governments focused less on building a clean-energy industry and more on greening every part of the existing economy. US efforts to promote corn-based *ethanol* (乙醇), for instance, are incredibly counter-productive. The state is creating inefficient sectors, with jobs that are not likely to last.

A better approach would be to push businesses and consumers to do the basics, such as to improve building *insulation* (绝缘材料) and replace outdated heating and cooling equipment. In places like California, 30 percent of the summer energy load is sucked up by air conditioning, so the state government now offers low-interest loans for consumers to replace old units with more efficient ones. Consumers pay back the loans through their taxes. When that money is spent, it drives demand and thus job growth in other areas.

注意：此部分试题请在答题卡 2 上作答。

56. What does the author say about “green jobs” in the first paragraph?

- A) They inspire many countries to start going green.
- B) They are proved to be a win-win deal in the end.
- C) They are the most stylish way to deal with the recession.

- D) They refer to the jobs in cleaning service industries.
57. Governments, environmental groups and labor unions predict that clean-energy industries \_\_\_\_\_.
- A) can reduce their dependence upon energy
  - B) may offer a large amount of job vacancies
  - C) may bring huge profits to the whole society
  - D) can hold back global warming for good
58. Why does *McKinsey* say “clean energy won’t command much more of the total job market in the years ahead” (Lines 6 – 7, Para.2)?
- A) The clean-energy industry is quite different from other industries.
  - B) The ease of clean-technology is similar to semiconductor industry.
  - C) Clean-energy workers account for a small percentage of the US workforce.
  - D) Job vacancy is expected to boom in labor-intensive manufacturing industries.
59. In what way do the big chip makers like Intel contribute to the American labor market?
- A) By creating millions of jobs for American labors.
  - B) By bringing more advanced working experience.
  - C) By making the US labor market more vigorous.
  - D) By improving the efficiency of other industries.
60. California state government allows consumers to update their air-conditioners with low-interest loans mainly because \_\_\_\_\_.
- A) consumers can use their taxes to pay back the loans
  - B) air-conditioning sucks up 30 percent of the energy load
  - C) it helps stimulate job growth in other industries
  - D) the state government is very wealthy and generous

## Passage Two

Questions 61 to 65 are based on the following passage.

Many parents may think that each new *sibling* (兄弟姐妹) offers their children the gift of companionship. But while we tend to think that siblings teach one another conflict resolution and other interpersonal skills, new research says they are no better off socially than children without siblings.

“Most studies look at the negative consequences of having siblings in terms of educational outcome,” said Donna Bobbitt-Zeher, lead author of *Good for Nothing? Number of Siblings and Friendship Nominations Among Adolescents*. “But we decided to look at social skills to see if there was any other possible benefit to having brothers or sisters.” She and her co-author, Douglas Downey are sociologists at Ohio State’s Marion campus, and neither is an only child. They presented their findings at the



annual meeting of the American Sociological Association in August.

The paper is in large part a reply to a previous study, *Playing Well With Others in Kindergarten: The Benefits of Siblings at Home*, also co-authored by Dr. Downey, which found that kindergarten teachers rated children without siblings worse in interpersonal skills, self-control and problem behaviors.

But an only child isn't necessarily a loner and misfit. First, the social advantages found in children with siblings in the kindergarten study were quite modest. Second, the study relied on teacher evaluations, and teachers may not be reliable judges of friendships among their charges.

And now it seems that any benefits documented in kindergarten disappear altogether by middle school. Using a metric called "peer nomination (提名)," Dr. Downey and Dr. Bobbitt-Zeher found that children without siblings had just as many friends as children with siblings.

"I see the two studies as a natural progression, showing what happens to the only children who didn't have much interaction before kindergarten," Dr. Downey said. Another study he is working on shows that the same only children evaluated in kindergarten had caught up by fifth grade.

While the studies don't examine the cause for the disappearing social boost to kindergartners with siblings, Dr. Downey speculates that continuing school, youth clubs and other group activities — especially in an era of overscheduled children — provide sufficient opportunity for onlys to sharpen their skills.

注意：此部分试题请在答题卡 2 上作答。

61. What is the stereotype toward children with siblings?
- A) Their dependence on their siblings is too heavy.
  - B) Their social skills are better than the only children's.
  - C) They always fight with their brothers or sisters.
  - D) They have the same interpersonal skills as the onlys.
62. Donna Bobbitt-Zeher's new study is to find out \_\_\_\_\_.
- A) the negative consequences of having siblings
  - B) the factors that influence children's social skill
  - C) the biggest advantage the only children own
  - D) if having siblings does any other good to children
63. According to the passage, kindergarten teachers' evaluations of the only children \_\_\_\_\_.
- A) were objective
  - B) hurt the onlys
  - C) may be unfair
  - D) were appropriate