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CET710分  
全能系

# 4 大学英语 级考试 长篇阅读



2013年12月新题型

College English Test  
Band 4

- ★ 30篇长篇阅读
- ★ 2套全新模拟题

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# 前言

作为英语老师,我们亲眼目睹和经历了我国高校《大学英语》课程教学与测试的改革、发展和完善的过程。早在上世纪五六十年代,《大学英语》被称作《公共英语》,它是我国普通高校大学生的公共必修课之一。与当今《大学英语》课程相比,无论是师资队伍、教材资源、生源水平还是电教课件等,均不可同日而语。随着我国改革开放的春风吹遍大地,经济建设的号角吹响,对外交流的工具——英语的重要性逐渐被人们所认识。一批学术造诣颇高的专家学者制定了文理科和工科的《公共英语》课程教学大纲,指导不同类型高校的公共英语教学。随后,该课程的两本教学大纲在实施过程中有了求同存异、合二为一的强烈需求,于是第一部指导我国高校该课程的教学大纲应运而生,《公共英语》更名为《大学英语》,并统一了教学目标、步骤、具体教学要求,为我国大学英语教学水平的提升奠定了坚实基础。为了检测各高校大学英语的教学大纲执行情况,教育部又批准成立了全国高校大学英语四、六级考试委员会,对修满该课程两学年或四学期,即1—4级16学分的大学生准予自愿报名参加每年六月或十二月组织的全国统一考试。毫无疑问,该重大改革对促进我国大学英语教学水平的提高,功不可没。长期以来,专家们密切关注我国各高校在教学实施环节中出现的問題,如盲目攀比CET4/6及格率、应试教学,及时对测试进行调节并指导教学步入正常状态。如:设作文最低分以提高学生英语实际运用能力,取消CET4成绩与学位挂钩以减少对考试成绩过分关注,增加诸如复合式听写(Compound Dictation)、简答题(Short Answer Questions)、翻译(Translation)等主观题型,以提高学生的“动手”能力。为使CET4/6测试卷更完善、更具权威性,改革的步伐仍在前行。最近,全国四、六级考试委员会公布的题型变更样题就是又一实证。

为了帮助大学英语学习者更快适应变化的新题型,我们特编写了《大学英语四级考试长篇阅读》,供大家训练使用。本册书由武汉大学汪火焰教授带领一支工作在教学第一线的年轻教师编写团队完成。该册书共分两部分:第一部分为长篇阅读篇章(30篇),每篇文章长度适中、题材广泛、内容新颖。其后的测试题型设计不仅考核学习者快速浏览获取相关信息的能力,更重要的是考核他们正确理解相关重要信息或细节之意、段落大意以及从给出的10道测试题中逐个正确判断与之相匹配的段落信息出处的能力。该测试题设计看似客观选择题,但由于测试题的顺序并非按篇章段落发展顺序而安排的,所以,解题时有一定难度。学习者在规定时间内首先应读完篇章,再根据要求做测试题,真正达到自我训练的目的。该部分由彭林霞编写7篇(Passages 1、2、3、4、6、22、24),徐玮编写6篇(Passages 7、8、9、11、12、17),陈杉编写6篇(Passages 10、13、14、15、16、18),谢娜编写5篇(Passages 5、19、20、21、23),谢灵敏编写最后6篇(Passages 25—30)。第二部分为大学英语四级模拟试题(两套)。本书附录部分为30篇长篇阅读篇章参考答案和解析,以及两套大学英语四级模拟试题的听力资料、参考答案和解析。由于时间短,编写经验不足,难免有疏漏之处,敬请广大读者不吝赐教。

编者  
2013年8月

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# 第一部分 长篇阅读

## Passage 1

**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 matching the corresponding letter with each statement.*

### The American Dream

- A) When a person owns their own home, they are considered to have realized the “American Dream.” Our nation’s rate of homeownership is at an all time high of 67.7 percent, but that doesn’t mean every American is being reached out to.
- B) Several months ago, the Independent Community Bankers of America (ICBA) joined forces with Fannie Mae, Freddie Mac and the National Association of Home Builders to create the Homeownership Alliance, a not for profit broad-based education organization dedicated to preserving, promoting and expanding the system of housing and homeownership in America.
- C) Collectively, the founding members of the alliance represent the nation’s home builders, 5,300 independent community banks, major civil rights organizations, the largest investors in homeownership in America, two of the nation’s largest nonprofit community development organizations and groups representing the nation’s African-American bankers, thrift executives and real estate *brokers* (经纪人).
- D) The need for such an alliance became more apparent only recently. “The housing industry came under attack last year,” said Rick Davis, president of the Homeownership Alliance. “It has become pretty clear that things have changed and housing has become a new issue. In the past what we may have taken for granted is now up for grabs. We are here to rally the housing industry and all those groups that have an effect on housing.”
- E) From the community bank in a small rural area to government sponsored organizations like Fannie Mae and Freddie Mac, many groups essentially impact who is able to purchase a house. There are loan guarantee programs, *mortgage* (抵押) interest deductions and federal support for banks and thrifts that participate in housing finance as well as the maintenance of the secondary mortgage market. The alliance has a very specific purpose: making sure every American has that opportunity to become a homeowner. “At the start of the 21st century, there are many positive and negative developments that can affect access to the American dream,” the group’s mission statement says. “We are dedicated to supporting those positive

developments and to exposing and defeating trends that would harm consumer access to affordable housing.”

- F) ICBA and Fannie Mae recently paired together to show their commitment to homeownership. At ICBA’s national convention held in March, Franklin Raines, chairman of Fannie Mae, told the gathered crowd about a great example of the success that can be reached when industry members partner up. An ICBA member bank in Washington, D. C., joined with Fannie Mae and Howard University in a successful partnership that restored dozens of abandoned row houses near the college to sell them to teachers and other residents on flexible terms. “These homeowners, in turn, have attracted new retail and commercial investment and have fundamentally transformed the neighborhood,” he said. “There is much more that Fannie Mae, the ICBA and member banks can do together to expand homeownership and extend all of its blessings all over the country.”
- G) While the Homeownership Alliance has four board members, it has expanded to include a number of associate members including the National Association of Real Estate Brokers, the Independent Insurance Agents of America, the National Bankers Association and the National Urban League. “Community bank lenders are committed to work to preserve and grow the remarkable American housing finance system which is the envy of the world,” said Ken Guenther, ICBA’s president and CEO who serves on the board of the Homeownership Alliance. “Our system, which provides all lenders ready access to the secondary market sustained by Fannie Mae and Freddie Mac, brings enormous benefits to every American and the opportunity to own a home and build financial dreams.”
- H) At the turn of the 20th century, the housing industry was beginning to show signs of strain. The *influx* (大量涌入) of immigrants coming to America as well as shifts in population from one area to another caused the industry to become very unstable. The Great Depression became the straw that broke the camel’s back, pushing the industry on the verge of bankruptcy at a time when half of the \$20 billion in outstanding mortgage debt had gone into *default* (未履行;拖欠).
- I) To try and ease the strain following the Depression, Congress created the Federal Home Loan Bank System to encourage lenders to extend loans to those interested in buying homes. Less than 10 years later, Fannie Mae was created. Following a severe housing shortage after World War II, the Housing Act of 1949 made it a goal for the federal government to ensure “a decent home and a suitable living environment for every American family.”
- J) To inform people about the Homeownership Alliance, Davis said they relied on word of mouth and their network of industry insiders. Companies would call asking for information and Davis says they expressed an interest in joining. “We want the alliance to act as an educational medium amongst industry groups,” he said. “Eventually we hope we will be able to offer consumers access to various products offered by our members.”
- K) Raines pledged Fannie Mae’s support to the alliance and said community banks are vital to the prospect of more Americans being able to realize the American dream. “In many areas of the country, your banks are the only sources of conventional housing finance,” he said.



“Without the community banker, many Americans might be denied the most important financial service of all — obtaining an affordable mortgage to buy a home. The large-scale banking corporations either are not interested, or they don’t know how to do business there, so if you’re not in these communities, no one can buy a home.”

L) Davis will oversee the administration of the group’s Web site, complete with links of all the members. He will also conduct and fund research so that the site will act as a one-stop educational source useful to everyone, and will conduct seminars to promote homeownership. “The potential for the Homeownership Alliance is boundless,” he said. “Seldom have so many organizations, representing so many constituents come together for so positive a purpose.”

**Statements:**

1. The Homeownership Alliance is a nonprofit organization.
2. In order to achieve its aim, the Homeownership Alliance is committed to promoting positive developments and hindering negative trends.
3. Helping the housing industry did not seem significant until recently.
4. More than two thirds of the Americans have a home of their own.
5. The Homeownership Alliance hadn’t launched any formal publicity for the consumers yet.
6. The success of cooperation between industry members was illustrated at an ICBA meeting.
7. The federal government had taken various measures to help prospective consumers to get loans to a house of their own.
8. For common home buyers, the mortgage is the most important financial support, which is usually available from the community bank.
9. The organization represented by Davis plans to make full use of its Web site in promoting homeownership.
10. The pressure of housing industry was formed because of immigration, migration as well as economic factors.

- |     |     |     |     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1.  | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |
| 2.  | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |
| 3.  | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |
| 4.  | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |
| 5.  | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |
| 6.  | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |
| 7.  | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |
| 8.  | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |
| 9.  | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |
| 10. | [A] | [B] | [C] | [D] | [E] | [F] | [G] | [H] | [I] | [J] | [K] | [L] |

## Passage 2

**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 matching the corresponding letter with each statement.*

### Back to Basics: Learning, Teaching, Love and Wisdom — 500 B. C.

- A) When you hear the word “philosophy,” what do you think of? Do you think of reason? Do you think of the “clash of ideas”? Do you think of infinite flights of fancy or puzzling French *prose* (散文)? Do you think of love? “Philosophy” derives from two Greek words: *philo* (love) and *sophos* (wisdom). *Etymologically* (根据词源学), philosophy is the love of wisdom.
- B) Many accounts of Western philosophy begin with three great thinkers: Socrates, Plato and Aristotle. They were “family” actually. Socrates was the teacher of Plato, whose student was Aristotle. Socrates charged no fees and published nothing. So effective was he in modeling critical thinking for the youth of Athens that angered victims of Socrates’ public questioning plotted his fatal *rendezvous* (约会) with *hemlock* (从毒芹中提取的毒药). Socrates died, quite happily, philosophizing.
- C) Plato was the first “academic,” having founded a lively school in a walled park outside Athens (an area known as *Akademikos*). A mathematician, theorist and master storyteller, Plato recorded the last days of his much-loved teacher and — in the decades after Socrates’s death — with imaginative philosophical dialogues in which Socrates featured as a character and activator for inquiry.
- D) Aristotle thrived at Plato’s Academy. A master of various disciplines, he wrote perceptively about physics, metaphysics, poetry, theater, music, logic, rhetoric, politics, government, ethics, and biology. Aristotle tutored Alexander the Great, criticized both Socrates and Plato violently, and pronounced women absolutely inferior to men — lacking in reason and unfit to lead.
- E) Most of us have heard of Socrates. Most of us have heard of Plato. We’ve heard of Aristotle. But few — professional philosophers included — recognize the name Diotima. Diotima was Socrates’s teacher. Strictly speaking, Diotima was the founder of the most famous school of Western philosophy. She was a woman. We only learn of her in Plato’s book *Symposium*.
- F) Socrates was young when he went to study from Diotima, the priestess of Mantinea. He recalls telling her: “I realize I need teachers ... that’s why I come to study with you, Diotima ... you’re very wise”. What did Socrates learn from Diotima? He learned to say he

didn't know. He learned to ask for guidance. He learned about inquiry, argumentation, myth and narrative. Diotima honored Socrates' thinking, and his modesty. She inspired. According to Socrates, Diotima taught of Love. And Wisdom.

- G) Diotima held that philosophy is not abstract. Our thoughts, our desires, our aspirations: all have consequences — for ourselves and our communities. Philosophy, she taught, is partial, imperfect, and ultimately practical: we ought to concern ourselves with being good and creating good societies. Why? Because we are wise enough to see we are all connected: that my good is your good and yours mine. Because it feels good to love what is good. Because it makes life, and lives, worth living.
- H) This is philosophy of ancient Greeks; the art of living. Humans are not perfect. We never know all. But we have the privilege of learning. Learning and love go hand in hand. Fear can drive us, but we tend to develop — hence to become — what we love. So we ought to choose carefully what we love. For thus we fashion what we learn, how we live and who we are, individually, institutionally, culturally. When we love wisdom, we grow wise.
- I) But what is wisdom? As the ancient Greeks conceived it, wisdom is virtue. From their perspective, virtue is not a trait. It is not a rule. It is not a register of “thou shalt” (Old English, meaning “you shall”) and relative prohibitions. Virtue is joyful, purposeful life, carefully, thoughtfully led. According to Diotima, THAT is a beautiful life. THAT is “the good life”. Wisdom is a goal never attained. Because we are human, because we are limited, we can only strive toward goods which exceed our powers.
- J) According to the ancient priestess, it is foolish and useless to seek god-like *omniscience* (无所不知). Mourn it not, urges Diotima — for we humans go wrong easily, we enjoy pleasures and privileges, and deny the gods. We learn. We unlearn. We discover. We develop. We are not set. Our eager questing species comes hard-wired with a desire to learn. If we fail to keep learning, we stop moving forward; we move backward. Fear motivates — but much less well than love. Diotima was not the last wise teacher to affirm: students who lose themselves in love of learning will not be prevented, distracted or separated from the objects of their passion — be they racing cars, physics or facebook.
- K) If some, or all, of these ideas seem familiar, you will find them echoed in the renowned teachings of all three of Diotima's descendants of universal esteem. Each, in turn, has greatly influenced Western philosophy. We have Plato to thank for preserving Socrates's memory of his teacher's discourses. And while the book *Symposium* is a delight in itself, this fact is astonishing: the “seed” ideas — even the precise phrases uttered by this ancient priestess to her impressionable, devoted student — reappear nearly literally in Socrates, Plato and Aristotle.
- L) Diotima must have been a brilliant philosopher. She must have been a superb teacher. But she has not received much credit. Diotima was a gifted weaver of imaginative tales. She spins her philosophy simply yet elegantly with rich, compelling myths and *allegories* (寓言). Socrates called Diotima wise. She was an inquirer. She questioned Socrates. Better yet: she listened to him. Diotima inspired Socrates. He questioned her. They dialogued.

They enjoyed good conversation. There is no pretense, but much playful wit and good-humored jokes in their lively conversations. Self-realized, this teacher lived and loved, modeled and inspired philosophy as she defined it: “the life-long love of wisdom”. On her account, philosophy is not content. It lives. We live it.

**Statements:**

1. Human beings are imperfect and can never know all.
  2. After Socrates’ death, Plato wrote about him in the form of dialogues.
  3. According to Aristotle, males are absolutely superior to females in various aspects.
  4. Socrates became a student of the priestess of Mantinea when he was young.
  5. Diotima was much less well-known than Socrates, Plato, and Aristotle.
  6. According to Diotima, philosophy is partial, imperfect and practical, but by no means abstract.
  7. Although Socrates taught his philosophies for free, he kept philosophizing even when he was poisoned by people offended by his ideas.
  8. Diotima thought students should not be prevented from learning what they loved.
  9. Plato learnt Diotima’s ideas from Socrates and passed them on to Aristotle.
  10. According to its Greek origin, the word philosophy means “love of wisdom”.
1. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  2. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  3. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  4. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  5. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  6. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  7. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  8. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  9. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  10. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]

### Passage 3

**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 matching the corresponding letter with each statement.*

#### Agency Offers Waste Exchange

- A) Recycling harmful waste rather than dumping it in *landfills* (垃圾填埋场) has emerged as an attractive solution for companies struggling to comply with new, strict environmental regulations governing disposal. But finding companies that can make use of waste material such as metal stains and *sulfuric acid* (硫酸) can be tough. Waste Systems Institute (WSI) of Michigan Inc., a non-profit research and education organization in Grand Rapids, is helping to close the circle of recycling by providing a forum for matching waste generators and waste users.
- B) WSI's five-year-old *Great Lakes Regional Waste Exchange* is a catalog that offers free listings to companies looking to get rid of waste material safely and economically. The exchange lists the type of waste and quantity available. For example, a company in Montague recently unloaded 1 million tons of *sodium hydroxide* (氢氧化钠) within two months via the exchange. The compound can be used to neutralize acidic waste before disposal. "If they weren't able to make a match, that sodium hydroxide would have ended up in several landfills," said Bill Stough, technical program manager for WSI. "That's really the ideal situation — when you find a productive use for a substance that would otherwise just be thrown away." Not only does recycled waste reduce dependence on landfills, it also considerably cuts the cost of raw materials for companies that acquire the waste, Stough said. Companies interested in obtaining waste are also listed on the exchange.
- C) Waste exchanges have become popular in the United States in recent years as corporate environmental managers learn to cope with new pollution control laws. Environmental regulations such as the Clean Water Act have become more and more severe with each successive reauthorization. Companies also have managed to understand the scope of the Right To Know laws quickly, which require employers to identify all harmful materials and train their employees to use them safely. Perhaps the most significant change in environmental policy came with the reauthorization of the Resource Conservation and Recovery Act (RCRA), the federal law that regulates solid and harmful waste. The revised RCRA brought small generators of harmful waste — any company that produces at least 25 gallons per month — under the regulatory umbrella for the first time.
- D) The law also encourages the Environmental Protection Administration to ban harmful waste from landfills if an alternative technology is available. Companies such as photography

studios, dry cleaners and car washes have suddenly found themselves searching for ways to dispose of waste materials. “The pressures are just enormous on environmental managers,” Stough said. “With these regulations starting to come down, people who have used those landfills for years and years are now desperate for an alternative.” Legal responsibility is another consideration for harmful waste generators. State and federal court decisions consistently have held that legal liability remains with the original generator from “cradle to grave.” “All of a sudden there is a strong economic motivation for companies to find an alternative way of dealing with environmental issues,” Stough said.

- E) The exchange is published as part of *Great Lakes Exchange*, a bimonthly magazine that features new developments in waste management regulations and techniques. The publication is distributed to 15,000 environmental managers throughout the Great Lakes Region. The six Great Lakes States are responsible for about 25 percent of all the harmful waste generated in the country, Stough said.
- F) The exchange carries an average of 180 listings an issue and fields about 600 inquiries annually. WSI matches inquiring companies with the listing organization and then gets out of the way. The two parties negotiate transaction terms. Some waste materials command a price, others are free. The Great Lakes Regional Waste Exchange is the only waste exchange in North America that does not receive government operating funds. It relies on public and private foundations and corporate grants and contributions. The states of Illinois and Indiana also operate exchanges in the Great Lakes Region.
- G) The exchange is broken down into 11 categories of waste materials, including acids, *solvents* (溶剂), metal and oil. Stough figures plastic, currently the third most prominent substance on the exchange, holds the most promise for recycling opportunities in the future. Plants processing precious metals are also finding a receptive market for their waste products on the exchange. Technology has progressed to the point where trace amounts of gold, silver and other precious metals can be recovered economically from the wastes of the plating process. “In the past, it was more economical to simply take it to the landfill and forget about it,” Stough said.
- H) Waste Systems Institute formed in 1980 to publish Michigan Waste Report, a biweekly newsletter on environmental issues and waste management techniques. The organization was founded by Jeffrey Dauphin, a former staff engineer with the West Michigan Environmental Action Council who recognized a need for non-biased information on environmental issues while lobbying for solid and harmful waste laws. Michigan Waste Report currently has some 450 *subscribers* (订阅者). Last year, the publication became self-supporting and was spun away from the non-profit arm of WSI.
- I) WSI also offers a confidential technical assistance program for companies in the Great Lakes Region. Companies with environmental problems can call WSI for free information and guidance. The service is aimed primarily at small- to medium-sized companies that don’t have environmental managers on staff. “When an emergency happens to them it has a much greater impact than it does for the Dows and the Fords,” Stough said.

J) WSI plans to use a \$ 50,000 grant from the Michigan Department of Natural Resources to host a two-day conference and expo in September for businesses that generate non-dangerous waste. The expo, scheduled to be held at the Amway Grand Plaza Hotel, will focus on ways industry can increase profits through waste reduction. Stough said the majority of information about recycling opportunities has been aimed at residences and governments despite the fact that the vast majority of solid waste is generated by the industrial sector.

**Statements:**

1. Both the producers and the users of waste materials benefit from the recycling.
  2. The laws drive companies to find alternative ways to dispose of waste materials.
  3. The waste materials are classified and listed separately.
  4. Waste Systems Institute is going to hold a meeting funded by the local government.
  5. Michigan Waste Report is issued every fortnight.
  6. Waste Systems Institute, a non-profit organization, facilitated the reuse of waste materials by connecting the producers with the users.
  7. Waste exchange becomes popular as environmental regulations have become stricter and more inclusive.
  8. In case of environmental emergencies, smaller companies are more easily affected and need more help than larger companies do.
  9. Unlike other waste exchanges in North America, the Great Lakes Regional Waste Exchange is not state-funded.
  10. A quarter of the country's dangerous waste is produced by the six Great Lakes States.
1. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  2. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  3. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  4. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  5. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  6. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  7. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  8. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  9. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]
  10. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L]

## Passage 4

**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 matching the corresponding letter with each statement.*

### Education: Promises or Reality?

- A) Number one on the *gubernatorial* (州长的) candidates' hit parade of issues is education. This is no surprise. It is the hottest political button they can push. Also not surprising is that raising teachers' salaries is among the top priorities on the education list. This political *balm* (安慰剂) always plays well in gubernatorial races. While some candidates talk about reform, the key element in discussing education inevitably focuses on more money. And that raises some serious questions. Where does the money come from?
- B) The answer is from the taxpayers. But there is a problem. Both candidates advocating a *lottery* (彩票) want the money from that to go to new programs and not be a part of the established spending for education. Unless the current tax base produces more revenue than it did last year there won't be enough money to maintain the current levels of spending, much less increase them, without seriously crippling other vital state government programs such as highway construction and maintenance, health care, and state correctional institutions.
- C) It may be easy to dismiss this thinking as negative, but there is need to maintain a reasonable balance of spending. Generally it's unheard-of to realistically look at campaign promises, but it is better to do so before the election than after.
- D) Two Democrats for governor, Sen. Brad Henry and Oklahoma City businessman Vince Orza, seem to be competing for the title of who is more dedicated to education, but all of the others are in the race too. Henry, a lottery advocate, would use the money from it to fund four-year-old programs, full-day kindergarten, common school reforms, plus funding two tuition-free years of higher education. Higher salaries and greater benefits for educators would come from increased budgetary spending. He is urging increases in teacher pay, saying it is necessary now in the short term. While calling for common school reforms he maintains the state has a great educational system, but needs more money.
- E) Sen. Enoch Kelly Haney is another Democrat candidate for governor, who vows to increase teacher salaries, but says the state must generate more revenue into the state treasury to pay for them. Like Henry, he opposes the fact that over the past eight years of Gov. Frank Keating's administration, the commitment to education has declined from 56 percent of the budget to 53 percent. That may be an interesting statistic but it does not reveal the entire picture. Eight years ago, the state's budget that the 56 percent applied to was about \$2.8



billion, or \$1.5 billion, while in the current *fiscal* ( 财政的 ) year, the budget was \$5.6 billion, of which 53 percent, or \$2.9 billion, went to education. That is more than the entire state budget eight years ago.

- F) Another point to be made is that by adding \$38 million for teacher and education support personnel for health benefits along with a reduced budget for the current fiscal year, the percentage has likely grown again. Front-running Republican candidate Steve Largent, along with Orza and Henry are all pushing to raise teachers' salaries to match or top the regional average. That may be an unrealistic goal for Oklahoma. Of course it is used by most education organizations to keep yearly increases, whether financially feasible or not. It is like a dog chasing its tail, an endless race.
- G) According to figures released by the National Education Association, the average salary in the Southwest region composed of Texas, Oklahoma, New Mexico, and Arizona is \$35,234. To meet that, Oklahoma would have to increase salaries by about \$2,600, which would raise the regional average by \$650. The same is true of the six states bordering Oklahoma, where the average salary is \$36,110. Within the region and bordering states, only Texas has a significantly higher starting teacher salary. Missouri's is barely more. We are constantly reminded the state is losing teachers to Texas. True, but it is doubtful Oklahoma has the broad economic base to compete with it in this field. We can only do what we are financially able to do at the time. To do more can only come from more burdensome taxes.
- H) In addition to pay raises, Largent wants to give local districts more control by reducing state commands, and enforcing academic performance standards in core subjects. He wants to *consolidate* ( 合并 ) the number of administrators to free up more dollars for classroom instruction, and strengthen Oklahoma's career tech centers. For higher education, he proposes to expand the research capacities of our colleges and universities while reducing the high costs of remedial education.
- I) Of all the leading candidates, Gary Richardson appears to be the only one who is not specifically advocating increasing teacher pay. At least in his 35-page "Richardson Plan" no mention is made of it. Even his lottery plan calls for dedicating much of the revenue to socio/educational improvements rather than teacher salaries. He does say "we cannot pay good teachers too much and we should not be paying bad teachers at all." "I want to implement a teacher performance pay model designed after the 'value added' system in Tennessee where schools, teaching teams and individual teachers get bonuses for improvements in student performance."
- J) Education is important to Oklahoma's well being and economic growth. It would be politically foolish for any candidate to deny it. Equally important though is that in the *gush* ( 过度热情 ) over education, we do not lose sight of other critical needs the state cannot afford to shortchange or overlook. A badly overcrowded prison system needs serious attention and planning. Some argue that improving education will solve the prison problem. That is in the future, not the short-term. Health care is another critical problem. Our