

# 大学英语四级 分类阅读 **100** 篇

姜保华 李 红 著

上海交通大学出版社

根据大学英语四级考试大纲编写

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# 前 言

《大学英语四级分类阅读 100 篇》是根据《大学英语教学大纲》和《最新大学英语四级考试大纲》精心编写的,其目的在于帮助学生迅速提高阅读能力,达到规定要求,顺利通过大学英语四级考试及其他相应的考试。

本书共分四部分:第一部分由 25 个单元构成,每单元包括 4 篇文章,含有 20 道阅读理解题及 4 个划底线的句子用做翻译练习。第二部分由 20 篇文章组成,每篇有 5 道简答题。第三部分为简答题及翻译题做题技巧及样题分析。第四部分为全书 100 篇阅读理解题、100 句翻译及 100 道简答题的参考答案。

本书是根据作者多年的教学和辅导经验及考生考后反馈信息编写的,有很强的针对性、实用性。它有以下四大特点:

1. **全**。体裁及题材全。选材广泛,集趣味性、知识性、实用性、可读性于一体,涵盖了四级考试中阅读理解的常考题材,有科普常识、风土人情、人物传记、日常知识、天文地理、能源环保、文化教育、经济贸易、交通建筑、体育娱乐等几十种。文章体裁多样:有叙述文、说明文及议论文等。

2. **新**。本书所选材料新颖,能激发读者的兴趣,调动思维的积极性,迅速提高做题的能力。根据近几年考试题型变化,本书设计了三种题型:阅读理解题、简答题及翻译题。每单元按阅读文章的题材分类,其内容关联密切,以帮助学习者有针对性地进行训练。本书还包括简答题及翻译题的做题指导,使读者迅速掌握这两种题的做题技巧。

3. **真**。本书所编写的文章,经严格统计、分析、预期考试的发展趋势,从选材的内容、难度到篇章的长短与四级考试保持一致。每单元的测试题目分布合理:文章主旨、深层理解、推测词义、作者意图、内容细

节各占一定比例。简答题主要有特殊疑问句和未完成句两种,旨在提高学生对文字材料理解的基础上的归纳与概括能力。翻译题均从阅读理解文章中摘引,主要培养学生对英语文字材料的确切理解能力和汉语表述能力。

4. 美。本书从单元标题的设计到文章的参考翻译答案力求做到文字美。编写的文章逻辑严谨,语言规范。从多方面、多角度和多层次给学生提供思想性、趣味性、实用性强的 120 篇文章。风格各异的文章能启迪学生的思路,开阔视野,积累知识,丰富文采。

本书信息量大,实用性强,可供各类院校大学生及各类英语应试者使用,也可作为泛读教材或考试强化训练之用。它是学生的良师,老师的益友,是帮助读者通过各种考试的好帮手。

本书由姜保华、李红编写,杨荣泉教授主审。在编写过程中,田桂荣及杨晓靖给予很大的帮助。

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

编 者

2004 年 10 月

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# **Part One**

## **Reading Comprehension with Translations**





## Unit 1 Career

### 谋生之道

Whenever a serious transportation accident takes place in the United States, investigators are called to the scene. They are members of a “go-team”. That is a special unit of the National Transportation Safety Board. The NTSB has go-teams for many kinds of accidents. These include highway, railroad, and shipping, as well as aviation. Investigating an airplane accident is usually a long and difficult task.

A go-team includes experts on different aspects of the accident. At New Orleans, Dick O'Brien was the expert on the pumps, valves, cables, and wiring that control the airplane. Greg Salottolo was the weather expert, investigating how weather conditions might have played a part in the accident.

Other members of the aviation go-team check on engines, safety devices, and the body of the plane. One member of the team interviews any witnesses to the accident. Dick O'Brien's first task in New Orleans was to recover the two “black boxes” from the wreckage of the plane. These tough steel boxes are actually red-orange and are required on all U. S. passenger planes. One box, which is the flight recorder, records every word the members of the crew say to one another. When the boxes were examined, the background noises drowned out the voices. The flight recorder gave no clues to the cause of the accident. O'Brien then examined the plane parts. He found that the controls for the plane were in a correct takeoff position when it hit the ground. He concluded that the pilot had set the controls properly.

The only go-team member who could point to a likely cause for the accident was Greg Salottolo, the weather expert. He found that there had been a thunderstorm in New Orleans at the time of the crash. Thunderstorms often bring sudden and violent changes in wind direction. (1) The shifting winds might have thrown the plane out of control in the first few seconds of the takeoff.

A go-team completes its investigation of an accident by making a report.

That report gives the likely cause of the accident and makes recommendations for preventing future accidents. One important recommendation from the New Orleans team was that all old black boxes in planes be replaced by new ones.

1. The goal of a go-team is to \_\_\_\_\_.  
A. determine the cause of an accident    B. try to prevent future accidents  
C. examine wreckage    D. all of the above
2. Which of these would most likely be investigated by a go-team?  
A. A stalled freight train.  
B. A collision between two ships.  
C. A high-speeding car.  
D. The landing of a plane in a thunderstorm.
3. Who pays for the investigations by the go-team?  
A. The U. S. government.    B. Passengers on planes and trains.  
C. City airports.    D. Go-team members.
4. This selection is mainly about \_\_\_\_\_.  
A. a plane crash in New Orleans  
B. an investigation of a plane crash  
C. the training of go-team members  
D. the National Transportation Safety Board
5. Which of these is not a true statement about the black boxes?  
A. They are aboard every U. S. passenger plane.  
B. They are useful to a go-team's investigation.  
C. They always explain the cause of an accident.  
D. They are built to survive a plane crash.

The heat was intense as we moved down the long corridor. Not only was it a difficult blaze, but the July heat made things even worse as we struggled to get the best of the flames. As we finally made the turn into the apartment where the fire had started, the words of the young mother outside screamed in my brain: "Please help! My baby is in there!"

We moved into the bedroom under cover of hoses from the engine company. I started looking in the usual spots where a child might seek refuge: under the bed, in the corners. As I groped my way through the thick smoke, I suddenly fell forward, tripping over something on the floor. It was the child. Taking off my mask to give mouth-to-mouth resuscitation, I grabbed the child and raced for the stairs. When we reached the waiting Rescue Squad

members, my legs felt weak, and I collapsed in a heap. The ambulance sped off into the night, its siren wailing.

Later that evening, we received word that the child had died in the hospital's emergency room. Another small life lost in the city.

(2) Why do little children such as that one have to pay the price for the neglect of others? During my career as a fire fighter, I have seen this happen many times. You would think that we would become hard and cold, but we don't. We mourn each person who dies. What bothers me is that many senseless tragedies could have been prevented. An overwhelming number of deaths in fires can be prevented by just one thing — a smoke detector.

It is estimated that fewer than 50 percent of all dwellings in the United States are protected by smoke detectors. Why are so many people ignorant about the need for smoke detectors? Smoke detectors save lives. They are easy to install. Their cost is reasonable, and they offer immediate protection. People must persuade their communities to provide fire education for everyone.

The money spent on fire education gets a reward that cannot be measured. If you do not think so, then consider your reactions if the child I carried out of that flaming apartment had been a member of your own family. You would probably then be willing to do anything at any cost to undo that tragedy.

6. In the section about carrying the child from the building, the author is describing \_\_\_\_\_.

- A. an article in a newspaper
- B. a personal experience
- C. a tragedy in a fire fighter's family
- D. a report from a city police department

7. The author's main purpose in the passage is to \_\_\_\_\_.

- A. reveal some fire-fighting techniques
- B. advertise a brand of smoke detector
- C. encourage fire safety measures
- D. plead for new fire-fighting equipment

8. Which of these opinions would the author agree with?

- A. The death of the child could have been prevented.
- B. The fire in the apartment was caused by smoking.

- C. The Rescue Squad could have saved the child.
  - D. Fires always result in tragedy.
9. The author blames the lack of smoke detectors in households on \_\_\_\_\_.  
A. their high cost  
B. the difficulty of installing them  
C. their failure to work at all times  
D. ignorance about the need for them
10. The author used the story of the apartment fire to \_\_\_\_\_.  
A. prove that fire fighting is dangerous  
B. persuade readers to become fire fighters  
C. support the case for protection against fires  
D. argue against smoking in apartments

Radio, TV, film, and new video technology bring to mind visions of bright, exciting, high-paying careers. Many young people are tempted to wonder: Is there a place for me in the broadcast media field?

People in the business warn that the road to a successful broadcast media career can be very rocky. They point out that getting started in the field is often difficult. To begin with, competition for most broadcast jobs can be fierce. Then, once on the job, the pace and pressure are often tremendous. Many jobs in broadcasting require long working hours, including nights and weekends. In most cases, the salaries are not very high.

What can you do to prepare for a career in broadcast media? Getting some kind of broadcasting experience during high school or college can be extremely important. Because the field is so popular, many employers are in a position to select beginners with developed skills.

You can start by becoming familiar with communications media while still in high school. If there is a media resource department in your school, volunteer to do anything — run the slide and film projectors, work the computers. If there is no media department, take photos or movies of games and social events. Work on the drama productions or write for the school newspaper or yearbook.

Many beginners in broadcasting start at small local radio or TV stations. Such stations are usually more willing than the networks to take on people with little or no experience. (3) Here, you have a chance to be involved in

many aspects of the broadcast industry and get trained on the job.

An important career in broadcasting is in the technical field. The biggest need now is for technicians to maintain studio equipment, including computers. This career requires an aptitude for working with electrical and mechanical equipment. Skills for most technical jobs can be obtained through community college and vocational school programs.

11. This article was written mainly to \_\_\_\_\_.
  - A. persuade readers to work in broadcasting
  - B. discourage applicants for radio and TV jobs
  - C. describe the most popular jobs in broadcast media
  - D. recommend preparation for broadcasting careers
12. According to the writer, jobs with the TV networks \_\_\_\_\_.
  - A. require experience with local stations
  - B. are harder to find than jobs with local stations
  - C. are learned through training programs
  - D. pay high salaries
13. In the writer's opinion, what is the most important means of preparing for a career in broadcasting?
  - A. Reading booklets about broadcasting.
  - B. On-the-job training at the networks.
  - C. Experience that develops skills.
  - D. No special preparation is necessary.
14. What is the result of the high demand for jobs in broadcasting?
  - A. Applicants with experience are preferred.
  - B. There are fewer jobs.
  - C. Training programs are limited.
  - D. Higher pay is being offered.
15. A student who follows the advice in the article would \_\_\_\_\_.
  - A. start broadcasting
  - B. quit broadcasting
  - C. gain experience
  - D. choose a special skill

Across the United States, there are 8,000 forestry workers who spend most of their time on paved streets. They take care of 200 million shade and park trees in 1,300 cities.

One of those workers is Glenn Patterson, forestry inspector for the borough of Manhattan in New York City. Although Manhattan is famous for

its skyscrapers and busy streets, it also has 34,000 trees along its sidewalks and another 190,000 in its parks. Patterson's job is to try to keep those trees in good health. He spends most of his time inspecting the trees along Manhattan's 504 miles of streets. "That's where the conditions for trees are so much more severe," he says.

(4)In the wild, the only major threats to trees are occasional fires and ice storms. On city streets, however, trees are sometimes damaged by people and cars. Most sidewalk trees are cramped in pits four feet square. The trees are choked by air pollution, and blasted by the heat that collects in city streets in summer. In Manhattan, street trees last an average of 15 to 20 years, compared with 80 to 100 years for trees in the wild.

Glenn Patterson starts his workday early. He arrives at the Parks Department office at six A. M. He climbs into a pickup truck and is on the streets before they become crowded with morning rush-hour traffic. A toolbox in the back of the truck contains pruning shears, handsaws, a climbing line and also a pair of binoculars, which he uses to check for buds on upper branches. The lack of such buds is an early warning of trouble. "Trees die from the top down," Patterson explains.

If he finds an urgent problem, such as a branch about to fall, he usually handles the pruning on his own. For big tasks, such as the removal of a dead or dying tree, he can call on a crew of climbers and prunes from the Parks Department. Before removing a tree, Patterson likes to make absolutely sure that it cannot be saved. Many city dwellers have strong feelings about trees and are likely to protest if they see one being chopped down.

On a busy day, Patterson inspects as many as 60 dead or dying trees. Sometimes, he daydreams about moving to the West where, he says, "trees get a better break." But his city job gives him great satisfaction. When he was young, he enjoyed the challenge of taking trees down, but now he would much rather save the trees than remove them. "It's more fun saving trees," he says.

16. Compared to the average lifetime of a tree in the wild, a tree on a street in Manhattan lives about \_\_\_\_\_.

A. one fifth as long

B. half as long

C. the same length of time

D. twice as long

17. Which of the following is not described as a threat to city trees?
- A. People.
  - B. Air pollution.
  - C. Cars.
  - D. Ice storms.
18. Which of the following titles best describes the main idea of the passage?
- A. On the Streets of Manhattan.
  - B. Caring for City Trees.
  - C. Recognizing Disease in Trees.
  - D. Using City Parks.
19. According to the passage, one sign of a dying tree is \_\_\_\_\_.
- A. small buds on the upper branches
  - B. no buds on the upper branches
  - C. weak branches
  - D. damaged roots
20. Glenn Patterson's favorite part of his job is \_\_\_\_\_.
- A. removing dying trees
  - B. trimming branches from a trunk
  - C. saving trees
  - D. planting young trees



## Unit 2 Taste of Life

### 人生百味

My beginnings were like those of a country child in the eighteenth century. The self-containment of the village, its environment, its self-dependence — the whole situation, all were different. And I was different there. We had a little farm which went down, down, down.

Our poverty was dreadful and extreme, and nobody believed that it would ever go away. Now and then it rose up and struck at me personally and there was absolutely nothing that I could do about it. Or Mother, and she had learnt ways of dealing with practically everything.

It was Mother who found the way out. Had she not discovered it, my entire life would have been different. I would have left school at twelve or so and become a farm-laborer. Mother heard that an old charity existed in the village which allowed the sum of £10 to educate one boy for one year. One year's education, of course, was no good to anyone. (1)But this charity had been ignored and neglected for so long that a substantial balance had built up. And so first my brother and then myself got to the grammar school and stayed there, backed by this ancient money. Mother's determination — she would have moved heaven and earth to make the trustees(受托人) start paying this charity again — altered everything. It made all the difference in the world to my life. It completely re-routed it. Certainly without it I should have been at work on the land and with all the lack of chances which went with such an existence at that time.

The grammar school itself was still stuck in some distant past. It consisted mainly of a seventeenth-century hall with a curtain down the middle to make two classrooms — a very hit-and-miss sort of division with the noise and tensions, and the scrape of two different classes grinding against each other. Half a mile away there was the headmaster's house and another classroom and a gymnasium. There were about twenty boys and two or three teachers. Some of us were boarders and quite a lot of people walked in daily