

四级简答 翻译 完形填空专项训练

30天完全突破方案

★ 每天半小时 突破三大关 ★

大学英语四级考试

最后一搏

总主编 王迈迈

一举突破简答 翻译 完形填空三大关



十年磨剑 厚积薄发

英语王牌

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总 主 编 王迈迈
本册主编 欧求忠
编 者 李俊飞 杜 风
卢少兵 王 辉
郭 阳

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新题型概述

一、新题型的重要性

本书中有两种新题型,即简答题和翻译题。自1996年全国大学英语四、六级考试委员会公布考试题型以来,这两种题型便不断地出现在四级试卷上,其原因有以下几点:

(1)教育部于1999年颁布的《大学英语教学大纲[修订本]》,在教学目的的阐述里有这样一句话:“培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息。”同样在大纲的七个基本要求中则有“写的能力”与“译的能力”。其中对于“写的能力”具体要求是:“能在阅读难度与课文相仿的书面材料时作笔记,回答问题,写提纲,能就一定的话题或提纲在 half 小时内写出 120-150 个词的短文,能写短信和便条,表达意思清楚,无重大语言错误。”对于“译的能力”的具体要求是:“能借助词典将难度略低于课文的英语短文译成汉语,理解正确,译文达意,译速为每小时 300 英语单词。能借助词典将内容熟悉的汉语文字材料译成英语,译文达意,无重大语言错误,译速为每小时 280 汉字。”(三级)而简答题和翻译题正是针对提高学生“写”与“译”的能力而提出的。

(2)简答题和翻译题在题型上属于主观性题型。新题型的引入,旨在提高主观题比例。众所周知,传统的阅读理解题是以单项选择模式出现的,是一种客观题,其答案是唯一的。此类客观题的优点是答题迅速,便于计算机大批量快速阅卷且阅卷时人为因素对成绩影响极小。但是,客观题也有很大的缺点,就是不能全面而真实地反应学生的英语水平,且不说猜答案的成功率是多少,即使是在拥有相同阅读能力的学生之间,其书面表达能力仍有差别。而简答题和翻译题则弥补了这些不足之处,虽说存在人为的影响,但在全国性的考试级别中,这种影响是很小的,也就是说,简答题和翻译题可以使四级考试结果更为合理和公平。

(3)随着我国与国际交往的日益扩大,全面提高大学生的听、说、写、译等技能已越来越重要。而在四级考试中出现的简答题和翻译题则可促使学生在英语语言应用能力上有所提高,使自身更加适应当前社会的需要。

二、简答题的要求

简答题主要考查考生辨别和理解文章中心思想和重要细节的能力,主要有以下几个方面:

(1)理解原文明确表达的概念或细节。相应的这些简答题的答案可以直接在原文中找到。

(2)理解原文隐含表达的概念或细节。有些简答题的答案需要在理解原文的基础上进行推理和判断才能得到,也就是必须把原文隐含的内容找出来才行。

(3)辨别文章的中心思想。如简答题问该文章最恰当的题目是什么,这篇文章的观点是什么等等,都要求考生能通过略读理解文章的大意。

(4)理解作者的观点和态度。这要求考生具有快速查找特定信息的能力。

为了作好简答题,必须用好以下技巧:

(1)利用上下文猜测短语或生词的含义。

(2)理解句子所表达的原因、结果、目的、比较等,也就是要找出一个句子里各部分之间的内在联系。

(3)运用词汇的、语法的承接手段等方法理解文章各部分之间的关系。

显然简答题和英译汉相比,它更侧重于理解,而英译汉则要兼顾理解和表达两个方面。

三、英译汉的要求

全国大学四、六级考试委员会《关于公布全国大学英语四、六级考试第一批新题型的通知》中明确规定:“英译汉主要考核考生对英语书面材料的确切理解能力。”因此要答好这类题,首先要求考生具有较好的英语阅读能力,确实把所给的句子在文章中的确切含意理解透彻,然后再用汉语把它准确地表达出来,因此这就要求考生同时还应具有较好的汉语表达能力和翻译技巧,二者缺一不可。

如何能准确地理解一个英文句子在文中的含意呢?主要有以下几点:

(1)提高快速阅读能力。

我们在翻译中,经常会碰到个别单词的含义很难翻译准确,即使翻遍字典,也不知选择它的哪个意思,这往往是因为我们对文章的大意还没有准确地理解,反之,若我们对全文大意乃至这一句话的大意基本了解的话,就很容易选择它的正确意思甚至猜出它的意思来。我们在看中文文章时也常常会碰到生字词,但我们并不感到困难,原因就在于我们把握了全文的意思。一个词不能脱离一个句子,一个句子不能脱离一篇文章,它们是有机地结合在一起来的整体,孤立地翻译一个词或孤立地翻译一个句子往往会造成理解上的困难并导致这样那样的错误。因此要翻译好一个词,一句话,必须从全文上把握,必须要具备好的快速阅读能力,能在有限的时间里尽快理解全文的大意。

(2) 足够的词汇量

词汇量少或是对某一词语的语义和用法掌握的不全面,也都会造成理解上的困难甚至错误。此外掌握词组的固定搭配和习惯用法对正确理解文章含意也是很重要的。

(3) 一定的语法知识

一般来说,考题中所选的句子往往较长,多是包含有多个从句的复合句,即使有时句子不太长,但其中往往有较难辨的语法关系,或是有较难理解的词或短语。因此对一句中各部分之间的语法关系能否理清,句子的整体结构能否搞懂,是正确理解一句话含意的关键。

可以说,一定的词汇量,一定的语法知识和一定的阅读能力是构成一定的理解能力的要素,它们之间相互制约又相互促进,缺一不可。

下面谈谈如何把英文原意用汉语正确地表达出来呢?主要有以下两点:

(1) 扎实的汉语写作能力

如果没有很好的汉语写作能力,你不能够把你想要表达的东西用文字正确地表达出来,又怎么能够把你所理解的英文含意用中文表达出来呢?显然一定的中文写作能力是翻译的基础。

(2) 一定的翻译技巧

由于英语和汉语的语言结构不同,我们翻译时往往会碰到“只可意会不能言传”的这种情况,经常会翻出外国式的中国话来,因此这时应采用一定的翻译技巧如“词类的转化”、“词义的引申”、“增词法”……等等。在正确忠实地传达原文意义的前提下,使译文自然通畅,符合汉语的习惯。

所以一定的汉语写作基础加一定的翻译技巧,就构成了一定的表达能力。





简短回答题

第一节 概述

简短回答题(Short Answer Questions),它是按照1996年8月由大学英语四、六级考试委员会公布的《全国大学英语四、六级考试第二批新题型的通知》的要求,从1997年1月起在考试中新增设的主观题型。但它不是每次考试的必用题型,而是与完形填空、翻译一起作为考试的备选题型。简答题安排在作文题之前,每次考试为一篇约300字左右的文章,难度与阅读理解的文章难度相当。文章后有5个问题或不完整的句子,要求在阅读文章后用简短的英语(可以是句子,也可以是单词或短语)回答所提的问题或补足不完整的句子。每题答案不得超过10个单词,每题2分,共计10分,要求考生在15分钟内完成。

简答题不仅可以考查考生的阅读能力,还可以与写作紧密结合起来,考查考生在语句和语篇两个方面运用所学语言表达思想的写作能力,是一种极好的能够体现考生综合素质的具有多种功能的题型。

第二节 评分标准

为了更好地答题,考生有必要弄清简答题的评分标准。1996年8月公布的评分标准如下:

1. 简答题要求考生在读懂文章的基础上,用正确的简短的语言回答问题。在评分时应同时考虑内容和语言。每题满分为2分,最低分为0分。

2. 给分标准

2分——答出全部内容,语言正确。

1分——答出部分内容,语言正确。

0分——没有答对问题。

3. 扣分标准

(1) 语言有错误扣0.5分(不包括引起歧义的,可以辨识的拼写错误)。每题由于语言错误扣分不能超过0.5分。

(2) 涉及无关内容者扣0.5分;其答案中有相互矛盾的部分均不得分。

(3) 整句原封不动照搬应扣分;照搬一句扣0.5分;照搬两句及两句以上者扣2分。

第三节 解题技巧

1. 知节类问题

由于简答题的宗旨在于重点考查考生的语言基本功及概括能力,所以一般来讲,简答题中的细节类问题一般都能在原文中找到出处,但关键是如何

从答案出处中归纳出问题的答案。因为简答题要求考生既要用最简短的语言,又不能原封不动地照搬原文的整句话,所以对此类题看似简单,但是要得满分也不是那么容易的。解此类题,要注意以下几点:

(1)答案要简洁、准确,能用词概括的不用短语,能用短语的尽量不用句子,能用简单句概括的就避免使用复合句。

(2)答案的组织要符合提问方式的要求,例如对于此类的提问“Something is ... because _____.”

只能用从句来回答;而对于“What role... play”或“What method... is used...”的提问,只能用名词或名词性短语来回答。

2. 推断类试题

简答题的答案在原文中是不能找到的,它要求考生进行合理的推断。当然,这种推断并不是毫无目的的,考生一定要注意文章中的隐含意义,因为文章中的某些词及作者的写作手法都可能成为你作出推论的依据。

3. 主旨类试题

对于此类试题,第一步是要找出概括文章中心思想的主题句,但主题句原句不能成为主旨题的答案,考生还需将主题句重新归纳组织,否则,照抄照搬原句是要扣分的。

并不是所有的主旨类试题都能在原文中找到主题句的,对于没有提供主题句的主旨题,就需要考生根据对文章的理解自己归纳总结答案,这无疑给考生增加了一定的难度,但只要认真阅读原文,注意文章之间的内容及逻辑的衔接,是能够成功地组织好答案的。因为对于此类难度较大而从原文又找不到答案的试题,出题人一般会把握考题的难度,选择一般考生只要动脑筋就能组织出答案的试题,否则试题太难就失去了考试的意义和目的。

4. 词汇语义类试题

只要掌握了阅读理解中词汇语义类试题的解题技巧,简答题中的词汇语义类试题就会迎刃而解。有关此类题的答题技巧在此不再重复。

第四节 近年试题分析

自1996年8月公布新题型以来,简答题共考过三次,即1997年1月、1999年1月和1999年6月。现附上这三次考试的简答题的真题及其详细解答。

1997年1月简答题真题

In Britain, the old Road Traffic Act restricted speeds to 2 m. p. h. (miles per hour) in towns and 4 m. p. h.. But by 1903 the development of the car industry had made it necessary to raise the limit to 20 m. p. h.. By 1930, however, the law was so widely ignored that speeding restrictions were done away with altogether. For five years motorists were free to drive at whatever speeds they liked. Then in 1935 the Road Traffic Act imposed a 30 m. p. h. speed limit in built-up areas, along with the introduction of driving tests and pedestrian crossings.

Speeding is now the most common motoring offence in Britain. Offences for speeding fall into three classes: exceeding the limit on a restricted road, exceeding on any road the limit for the vehicle you are driving, and exceeding the 70 m. p. h. limit on any road. A restricted road is one where the street lamps are 200 yards



apart, or more.

The main controversy (争论) surrounding speeding laws is the extent of their safety value. The Ministry of Transport maintains that speed limits reduce accidents. It claims that when the 30 m. p. h. limit was introduced in 1935 there was a fall of 15 percent in fatal accidents. Likewise, when the 40 m. p. h. speed limit was imposed on a number of roads in London in the late fifties, there was a 28 percent reduction in serious accidents. There were also fewer casualties (伤亡) in the year after the 70m. p. h. motorway limit was imposed in 1966.

In America, however, it is thought that the reduced accident figures are due rather to the increase in traffic density. This is why it has even been suggested that the present speed limits should be done away with completely, or that a guide should be given to inexperienced drivers and the speed limits made advisory, as is done in parts of the USA.

1. During which period could British motorists drive without speed limits?
2. What measures were adopted in 1935 in addition to the speeding restrictions?
3. Speeding is a motoring offence a driver commits when he _____.
4. What is the opinion of British authorities concerning speeding laws?
5. What reason do Americans give for the reduction in traffic accidents?

短文大意

本文主要介绍了英国道路交通法中限速条例的发展过程, 以及其减少交通事故的作用。随着汽车工业的发展, 在英国, 汽车的限速范围被一次又一次地放宽, 到 1930 年时甚至已没有限速驾驶的规定。交通部认为限速驾驶可减少交通事故的发生, 并给出了一些统计数字。文章在最后提出了另一种客观看法: 以美国为例, 交通事故的减少是交通密度增加的结果。

1. 答案: From 1930 to 1934 (或 1935)

试题分析: 细节题。

详细解答: 从文章第一段的三、四句话可得出答案。请参考短文大意。

2. 答案: Driving tests and pedestrian crossings

试题分析: 细节题。

详细解答: 从文章第一段最后一句话可得出答案。1935 年的道路交通法规规定在房屋密集地区限速每小时 30 英里, 同时还对驾驶考试和人行横道作出了规定。

3. 答案: exceeds the speed limit

试题分析: 细节题。

详细解答: 本题为对文章第二段内容的综合提问。超速驾驶是指速度超过所规定的限速范围。

4. 答案: Speed limits help reduce accidents

试题分析: 细节题。

详细解答: 从文章第三段第二句话可得出答案英国交通部坚持认为限速驾驶可减少交通事故。

5. 答案: The increase in traffic density

试题分析: 细节题。

详细解答: 从文章第四段第一句话可得出答案: 然而在美国, 人们的确认为, 交通事故的减少与其说是限速的功劳, 不如说是交通密度增加的结果。

1999 年 1 月 简答题真题

Would-be language teachers everywhere have one thing in common: they all want some recognition of their professional status and skills, and a job. The former requirement is obviously important on a personal level, but it is vital if you are to have any chance of finding work.

Ten years ago, the situation was very different. In virtually every developing country, and in many developed countries as well, being a native English speaker was enough to get you employed as an English teacher.

Now employers will only look at teachers who have the knowledge, the skills and attitudes to teach English effectively. The result of this has been to raise non-native English teachers to the same status as their native counterparts (相对应的人)—something they have always deserved but seldom enjoyed. Non-natives are now happy—linguistic discrimination (语言上的歧视) is a thing of the past.

An ongoing research project, funded by the University of Cambridge, asked a sample of teachers, educators and employers in more than 40 countries whether they regarded the native / non-native speakers distinction as being at all important. "No" was the answer. As long as candidates could teach and had the required level of English, it didn't matter who they were and where they came from. Thus, a new form of discrimination—this time justified because it singled out the unqualified—liberated the linguistically oppressed (受压迫的). But the Cambridge project did more than just that; it confirmed that the needs of native and non-native teachers were extremely similar.

1. The selection of English teachers used to be mainly based on _____.
2. What did non-native English teachers deserve but seldom enjoy? _____.
3. What kind of people can now find a job as an English teacher? _____.
4. What is the result of the "new form of discrimination" (line 6, Para. 4)? _____.
5. The phrase "the linguistically oppressed" (Line 7, Para. 4) refers to those who were _____.

短文大意

本文主要讲述了在十年前如果你想当一名英语老师的话, 只要你的母语是英语就行了。而现在只雇用那些知识丰富, 有技能, 态度端正, 能够取得明显教学效果的英语老师。因此, 非母语英语老师所受到的语言上的歧视已成为过去。一项研究表明只要该老师能达到所需的英语水平, 英语是不是母语并不重要。这样就可以筛选出不合格的老师, 解放那些受语言压制的非母语英语教师。该研究还证实母语为英语的老师和非母语英语老师的需要极其相似。



1. 答案: whether or not one was a native speaker

试题分析: 细节题。

详细解答: 由第二段的第二句可得出答案。在十年前如果你想当一名英语老师的话, 只要你的母语是英语就行了。但要注意答案要与问题的问法一致。

2. 答案: The same status as their native counterparts

试题分析: 细节题。

详细解答: 答案的细节部分在文章第三段第二句。他们都想得到在该职业上的地位的认可。

3. 答案: People with the required level of English

试题分析: 细节题。

详细解答: 由第四段第三句可得出答案, 但要注意不要照抄照搬原句, 否则要扣分而且也会超过字数要求。

4. 答案: It singled out the unqualified and liberated non-native English teachers

试题分析: 细节题。

详细解答: 答案的细节部分在第四段倒数第二句. new form of discrimination 产生了两个结果: ①解放了受语言压制的非母语英语教师; ②筛选出了不合格的教师。

5. 答案: qualified but discriminated as non-native English teachers

试题分析: 词汇语义题。

详细解答: 答案的细节部分在文章第四段倒数第二句。

1999年6月英语真题

For many women choosing whether to work or not to work outside their home is a luxury; they must work to survive. Others face a hard decision.

Perhaps the easiest choice has to do with economics. One husband said, "Marge and I decided after careful consideration that for her to go back to work at this moment was an extravagance (奢侈) we couldn't afford." With two preschool children, it soon became clear in their figuring that with babysitters (临时照看小孩的人), transportation, and increased taxes, rather than having more money, they might actually end up with less.

Economic factors are usually the first to be considered, but they are not the most important. The most important aspects of the decision have to do with the emotional needs of each member of the family. 'It is in this area that husbands and wives find themselves having to face many confusing and conflicting feelings.

There are many women who find that homemaking is boring or who feel imprisoned (被囚禁) if they have to stay home with a young child or several children. On the other hand, there are women who think that homemaking gives them the deepest satisfaction.

From my own experience, I would like to suggest that sometimes the decision to go back to work is made in too much haste. There are few decisions that I now regret more. I wasn't mature enough to see how much I could have gained at home. I regret my impatience to get on with my career. I wish I had allowed myself the luxury of watching the world through my little girl's eyes.

1. Which word in the first two paragraphs best explains why many women have to work?

2. Why did Marge and her husband think it an extravagance for Marge to go back to work?
3. What are the two major considerations in deciding whether women should go out to work?
4. Some women would rather do housework and take care of their children than pursue a career because they feel _____
5. If given a second chance, the writer would probably choose to _____

短文大意

对有些女士来说,是出去工作还是在家相夫教子,要作出决定是很困难的,因为两者都很重要。然而,对于许多女士来说,哪怕有这两种选择也是一种奢侈,因为只有工作才能生活。有些妇女认为,老呆在家里和孩子们在一起令人心烦,而有的想法则刚好相反。以作者的亲身经历,她后悔自己迫不及待地去上班,此决定作得过于匆忙。在她看来,要工作还是要家庭生活,首要考虑就是经济因素,但最重要的还是家人的感情需要。

1. 答案: Survive

试题分析: 主旨题。

详细解答: 本文第一段提出了中心议题,即许多妇女只有上班才能生存,要她们作出选择是工作还是在家料理家务是一种奢侈。第二段是对第一段的这个主题展开论证。

2. 答案: Because they would spend more than their earnings

试题分析: 细节题。

详细解答: 从文章第二段最后一句可得出答案。两个尚未上学的孩子,加上保姆费,交通费,增加的税收,他们的最后收入可能不是越来越多,而是越来越少。注意与现在事实相反,用虚拟语气。

3. 答案: Economic factors and emotional needs

试题分析: 细节题。

详细解答: 从文章第三段可得出答案。请参考短文大意。

4. 答案: satisfied with homemaking

试题分析: 细节题。

详细解答: 从文章第四段的最后一句话可得出答案。另一方面也有人认为在家里和孩子们在一起给了她们最大的满足。

5. 答案: stay home with her little girl

试题分析: 推断题。

详细解答: 作者在第五段指出,自己出去上班的决定作得过于草率,最后一句话表示,她想享受和女儿一起看世界的这种奢侈。由此推出,作者宁愿和女儿待在一起。

从对三套题的试卷分析看,全真考题呈现以下特征:

1. 体裁以议论文和说明文为主

所考三套题中议论文占两套,说明文占一套。这说明这两种体裁的文章能够较全面地考查考生的语言能力和理解能力,出题也可以达到一定深度。



2. 题型较为集中

在三篇共 15 个问题中,考细节的题共 12 个,其余三个问题为主旨题(S1/1999.6)、推断题(S5/1999.6)和语义题(S5/1999.1)。

3. 提问方式大多以 Wh-question 为主

在 15 个问题中 Wh-question 共 12 个,占 80%。

从以上特征可以看出,简答题以考细节为主,只要考生读懂文章,按题索答,并且正确地组织答案,其表现应该比做完形填空和翻译题更好些。

Part II 模拟试题

Fast 1

"The Slide! The Slide!"

The simplest words must intimate, but not portray, the unutterable horror of the catastrophe. The victims rushed from their cottage, and sought refuge in what they deemed a safer spot — where, in contemplation of such an emergency, a sort of barrier had been reared. Alas! they had quitted their security, and fled right into the pathway of destruction. Down came the whole side of the mountain, in a waterfall of ruin, just before it reached the house, the stream broke into two branches — shivered not a window there, but overwhelmed the whole neighborhood, blocked up the road, and demolished everything in its dreadful course. Long before the thunder of the great slide had ceased to roar among the mountains, the temporal agony had been endured, and the victims were at peace. Their bodies were never found.

The next morning, the light smoke was seen stealing from the cottage chimney up the mountain side. Within, the fire was yet smoldering on the fireplace, and the chairs in a circle round it, as if the inhabitants had but gone forth to view the devastation of the slide, and would shortly return, to thank Heaven for their miraculous escape. All had left separate tokens, by which those who had known the family were made to shed a tear for each. Who has not heard their name? The story has been told far and wide, and will forever be a legend of these mountains. Poets have sung their fate.

Questions:

1. What killed the family?

2. What happened to the slide before it reached the house?

3. Why would it have been better for the family to have stayed in the house?

4. What does the word "inhabitant" in Paragraph 3 mean?

5. Explain the meaning of "Poets have sung their fates" in last sentence of Para-

graph 3.

Test 2

Dorothea Dix left home at an early age — of her own free will — to live with her grandmother.

At fourteen, Dorothea was teaching school at Worcester, Massachusetts. A short time after she had begun teaching, she established a school for young girls in her grandparents' home. Stress was placed on moral character at Dorothea's school, which she conducted until she was thirty-three.

She was forced to give up teaching at her grandparents' home, however, when she became ill. A few years of inactivity followed.

In 1841 Dorothea began to teach again, accepting a Sunday school class in the East Cambridge, Massachusetts, jail. Here, she first came upon insane people locked up together with criminals.

In those days insane people were treated even worse than criminals. There were only a few asylums (精神病院) in the entire country. Therefore jails, poor-houses, and houses of correction were used to confine the insane.

Dorothea Dix made a careful investigation of the inhuman treatment of the insane. It was considered; unfeminine (不适合女性的) for a woman to devote herself to such work at this time. But this did not stop Dorothea Dix in her efforts to provide proper medical care for the insane.

Gradually, because of her investigations, conditions were improved. More than thirty mental institutions were founded or reestablished in the United States because of her efforts. Dorothea also extended her investigations to England and to other parts of Europe.

During the Civil War, Dorothea served as superintendent (管理人) of women hospital nurses in the Union army. When the war was over, she returned to her work of improving conditions for insane people.

Questions:

1. How did Dorothea Dix first become aware of the mistreatment of insane people?

2. What do we learn from Paragraph 5?

3. The author implies that Dorothea Dix's work with the insane was interrupted because of _____

4. What is the meaning of "served as" in the last paragraph?

5. What can we infer from the last sentence of Paragraph 3?

Test 3

Acting is such an over-crowded profession that the only advice that should be given to a young person thinking of going on the stage is "Don't!" But it is useless

