

征服英语专业四、八级

# 英语专业四级 阅读500题

Reading  
Comprehension of **TEM-4**

◎ 申富英 编著



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## 前

## 言

## Foreword

《英语专业四级阅读 500 题》是严格按照最新修订的《高校英语专业四级考试大纲》和《高等学校英语专业基础阶段英语教学大纲》的要求精心编写而成的,其目的是通过大量的全真考题和模拟训练,以及对其进行的详细而重点突出的讲解,帮助英语专业本科初级阶段的学生提高阅读理解能力,使他们顺利通过英语专业四级考试。

本书作者近年来一直从事山东大学英语专业本科二年级的教学工作,并一直参与英语专业四级考试的教学与辅导工作,取得了非常理想的成绩,四级考试及格率每年都保持在 95% 左右,1997~2002 年及格率分别为 97.2%, 96.8%, 96.8%, 94.4%, 94.7% 和 100%。

本书有以下几个突出特点:

**一、紧扣大纲,重点突出。**本书模拟试题部分严格按照《高校英语专业四级考试大纲》和《高等学校英语专业基础阶段英语教学大纲》对阅读理解的题型、难度和范围的要求编写而成,其题型设置、重点难点的分布和覆盖范围与大纲提供的样题和历年考试真题保持一致。

**二、解释详尽,举一反三。**本书详解部分的目的是使考生知其然又知其所以然,因此本书对试题的讲解以详为本,除给出正确答案之外,一般还根据需要指出正确的理由。而对一些干扰项,作者则重点解释其错在何处。

**三、难易适中,适合练兵。**作者严格按《大纲》进行操作,使模拟试题的难度始终与真题保持一致。因此,本书可以使读者准确地了解自己的英语水

平,发现自己的长处与不足,以便指导将来的学习与复习。

四、材料丰富,一书多用。本书所选文章多来自近年英语专业四级考试(TEM-4)、托福(TOEFL)考试真题、大学英语四级考试(CET-4)真题、大学英语六级考试(CET-6)真题、硕士研究生入学考试英语真题,因此本书也可供托福考生、四级考生、六级考生以及研究生入学考生备考之用。

由于编写时间仓促,编者水平有限,书中难免有不当之处,敬请读者谅解。

编著者

2004年1月18日

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## 阅读理解 400 题

## TEXT 1

【2003 年真题】

The way in which people use social space reflects their social relationships and their ethnic identity. Early immigrants to America from Europe brought with them a collective style of living, which they retained until late in the 18th century. Historical records document a group-oriented existence, in which one room was used for eating, entertaining guests, and sleeping. People ate soups from a communal pot, shared drinking cups, and used a common pit toilet. With the development of ideas about individualism, people soon began to shift to the use of individual cups and plates; the eating of meals that included meat, bread, and vegetables served on separate plates; and the use of private toilets. They began to build their houses with separate rooms to entertain guests—living rooms, separate bedrooms for sleeping, separate work areas—kitchen, laundry room, and separate bathrooms.

In Mexico, the meaning and organization of domestic space is strikingly different. Houses are organized around a *patio*, or courtyard. Rooms open on to the patio, where all kinds of domestic activities take place. Individuals do not have separate bedrooms. Children often sleep with parents, and brothers or sisters share a bed, emphasizing familial interdependence. Rooms in Mexican houses are locations for multiple activities that, in contrast, are rigidly separated in the United States.

1. Changes in living styles among early immigrants were initially brought about by \_\_\_\_\_.

☐ (A) rising living standards

☐ (B) new concepts

☐ (C) new customs

☐ (D) new designs of houses

2. Which of the following is NOT discussed in the passage?

- (A) Their concepts of domestic space.
- (B) Their social relationships.
- (C) The functions of their rooms.
- (D) The layout of their houses.

## TEXT 2

【2003 年真题】

There are superstitions attached to numbers; even those ancient Greeks believed that all numbers and their multiples had some mystical significance.

Those numbers between 1 and 13 were in particular to have a powerful influence over the affairs of men.

For example, it is commonly said that luck, good or bad, comes in threes; if an accident happens, two more of the same kind may be expected soon afterwards. The arrival of a letter will be followed by two others within a certain period.

Another belief involving the number three has it that it is unlucky to light three cigarettes from the one match. If this happens, the bad luck that goes with the deed falls upon the person whose cigarette was the last to be lit. The ill-omen linked to the lighting of three things from one match or candle goes back to at least the 17th century and probably earlier. It was believed that three candles alight at the same time would be sure to bring bad luck; one, two, or four, were permissible, but never just three.

Seven was another significant number, usually regarded as a bringer of good luck. The ancient astrologers believed that the universe was governed by seven planets; students of Shakespeare will recall that the life of man was divided into seven ages. Seven horseshoes nailed to a house will protect it from all evil.

Nine is usually thought of as a lucky number because it is the product of three times three. It was much used by the Anglo Saxons in their charms for healing.

Another belief was that great changes occurred every 7th and 9th of a





man's life. Consequently, the age of 63 (the product of nine and seven) was thought to be a very perilous time for him. If he survived his 63rd year he might hope to live to a ripe old age.

Thirteen, as we well know, is regarded with great awe and fear.

The common belief is that this derives from the fact that there were 13 people at Christ's Last Supper. This being the eve of his betrayal, it is not difficult to understand the significance given to the number by the early Christians.

In more modern times 13 is an especially unlucky number of a dinner party, for example. Hotels will avoid numbering a floor the 13th; the progression is from 12 to 14, and no room is given the number 13. Many home owners will use  $12\frac{1}{2}$  instead of 13 as their house number.

Yet oddly enough, to be born on the 13th of the month is not regarded with any fear at all, which just shows how irrational we are in our superstitious beliefs.

3. According to the passage, which of the following groups of numbers will certainly bring good luck to people?
- (A) 3 and 7. (B) 3 and 9.  
(C) 7 and 9. (D) 3 and 13.
4. The ill luck associated with 13 is supposed to have its origin in \_\_\_\_\_.  
(A) legend (B) religion  
(C) popular belief (D) certain customs
5. What is the author's attitude towards people's superstitious beliefs?  
(A) He is mildly critical. (B) He is strongly critical.  
(C) He is in favour of them (D) His attitude is not clear.

## TEXT 3

【2003 年真题】

Women's minds work differently from men's. At least, that is what most men are convinced of. Psychologists view the subject either as a matter of

frustration or a joke. Now the biologists have moved into this minefield, and some of them have found that there are real differences between the brains of men and women. But being different, they point out hurriedly, is not the same as being better or worse.

There is, however, a definite structural variation between the male and female brain. The difference is in a part of the brain that is used in the most complex intellectual processes — the link between the two halves of the brain.

The two halves are linked by a trunkline of between 200 and 300 million nerves, the *corpus callosum*. Scientists have found quite recently that the *corpus callosum* in women is always larger and probably richer in nerve fibres than it is in men. This is the first time that a structural difference has been found between the brains of women and men and it must have some significance. The question is “What?”, and, if this difference exists, are there others? Research shows that present-day women think differently and behave differently from men. Are some of *these differences* biological and inborn, a result of evolution? We tend to think that is the influence of society that produces these differences. But could we be wrong?

Research showed that these two halves of the brain had different functions, and that the *corpus callosum* enabled them to work together. For most people, the left half is used for wordhandling, analytical and logical activities; the right half works on pictures, patterns and forms. We need both halves working together. And the better the connections, the more harmoniously the two halves work. And, according to research findings, women have the better connections.

But it isn't all that easy to explain the actual differences between skills of men and women on this basis. In schools throughout the world girls tend to be better than boys at “language subjects” and boys better at maths and physics. If *these differences* correspond with the differences in the hemispheric trunkline, there is an unalterable distinction between the sexes.

We shan't know for a while, partly because we don't know of any precise relationship between abilities in school subjects and the functioning of the two halves of the brain, and we cannot understand how the two halves interact via



the *corpus callosum*. But this striking difference must have some effect and, because the difference is in the parts of the brain involved in intellect, we should be looking for differences in intellectual processing.

6. Which of the following statements is CORRECT?
- (A) Biologists are conducting research where psychologists have given up.
  - (B) Brain differences point to superiority of one sex over the other.
  - (C) Results of scientific research fail to support popular belief.
  - (D) The structural differences in the brain between the sexes has long been known.
7. According to the passage it is commonly believed that brain differences are caused by \_\_\_\_\_ factors.
- (A) biological
  - (B) psychological
  - (C) physical
  - (D) social
8. "These differences" in paragraph 5 refer to those in \_\_\_\_\_.
- (A) skills of men and women
  - (B) school subjects
  - (C) the brain structure of men and women
  - (D) activities carried out by the brain
9. At the end of the passage the author proposes more work on \_\_\_\_\_.
- (A) the brain structure as a whole
  - (B) the functioning of part of the brain
  - (C) the distinction between the sexes
  - (D) the effects of the *corpus callosum*
10. What is the main purpose of the passage?
- (A) To outline the research findings on the brain structure.
  - (B) To explain the link between sex and brain structure.
  - (C) To discuss the various factors that cause brain differences.
  - (D) To suggest new areas in brain research.

**TEXT 4**

【2003 年真题】

Information is the primary commodity in more and more industries today.

By 2005, 83% of American management personnel will be knowledge workers. Europe and Japan are not far behind.

By 2005, half of all knowledge workers (22% of the labour force) will choose “flextime, flexplace” arrangements, which allow them to work at home, communicating with the office via computer networks.

In the United States, the so-called “*digital divide*” seems to be disappearing. In early 2000, a poll found, that, where half of white households owned computers, so did fully 43% of African-American households, and their numbers were growing rapidly. Hispanic households continued to lag behind, but their rate of computer ownership was expanding as well.

Company-owned and industry-wide television networks are bringing programming to thousands of locations. Business TV is becoming big business.

Computer competence will approach 100% in US urban areas by the year 2005, with Europe and Japan not far behind.

80% of US homes will have computers in 2005, compared with roughly 50% now.

In the United States, 5 of the 10 fastest-growing careers between now and 2005 will be computer related. Demand for programmers and systems analysts will grow by 70%. The same trend is accelerating in Europe, Japan, and India.

By 2005, nearly all college texts and many high school and junior high books will be tied to Internet sites that provide source material, study exercises, and relevant news articles to aid in learning. Others will come with CD-ROMs that offer similar resources.

Internet links will provide access to the card catalogues of all the major libraries in the world by 2005. It will be possible to call up on a PC screen millions of volumes from distant libraries. Web sites enhance books by providing pictures, sound, film clips, and flexible indexing and search utilities.



**Implications:** Anyone with access to the Internet will be able to achieve the education needed to build a productive life in an increasingly high-tech world. Computer learning may even reduce the growing American prison population.

Knowledge workers are generally better paid than less-skilled workers. Their wealth is raising overall prosperity.

Even entry-level workers and those in formerly unskilled positions require a growing level of education. For a good career in almost any field, computer competence is a must. This is one major trend raising the level of education required for a productive role in today's work force. For many workers, the opportunity for training is becoming one of the most desirable benefits any job can offer.

11. Information technology is expected to have impact on all the following EXCEPT \_\_\_\_\_.  
[A] American management personnel  
[B] European management personnel  
[C] American people's choice of career  
[D] traditional practice at work
12. "Digital divide" in the 4th paragraph refers to \_\_\_\_\_.  
[A] the gap in terms of computer ownership  
[B] the tendency of computer ownership  
[C] the dividing line based on digits  
[D] the ethnic distinction among American household
13. Which of the following statements is INCORRECT according to the passage?  
[A] By 2005 all college and school study materials will turn electronic.  
[B] By 2005 printed college and school study materials will be supplemented with electronic material.  
[C] By 2005 some college and school study materials will be accompanied by CD-ROMs.  
[D] By 2005 Internet links make worldwide library search a possibility.

14. Which of the following areas is NOT discussed in the passage?  
 (A) Future careers. (B) Nature of future work.  
 (C) Ethnic differences. (D) Schools and libraries.
15. At the end of the passage, the author seems to emphasize \_\_\_\_\_ in an increasingly high-tech world.  
 (A) the variety of education (B) the content of education  
 (C) the need for education (D) the function of education

## TEXT 5

【2002 年真题】

Many of the home electric goods which are advertised as liberating the modern woman tend to have the opposite effect, because they simply change the nature of work instead of eliminating it. Machines have a certain novelty value, like toys for adults. It is certainly less tiring to put clothes in a washing machine, but the time saved does not really amount to much; the machine has to be watched, the clothes have to be carefully sorted out first, stains removed by hand, buttons pushed and water changed, clothes taken out, aired and ironed. It would be more liberating to pack it all off to a laundry and not necessarily more expensive, since no capital investment is required. Similarly, if you really want to save time you do not make cakes with an electric mixer, you buy one in a shop. If one compares the image of the woman in the women's magazine with the goods advertised by those periodicals, one realizes how useful a projected image can be commercially. A careful balance has to be struck: if you show a labour-saving device, follow it up with a complicated recipe on the next page; on no account hint at the notion that a woman could get herself a job, but instead foster her sense of her own usefulness, emphasizing the creative aspect of her function as a housewife. So we get cake mixes where the cook simply adds an egg herself, to produce "that lovely home-baked flavour the family love", and knitting patterns that can be made by hand, or worse still, on knitting machines, which became tremendously fashionable when they were first introduced. Automatic cookers are advertised by pictures of pretty





young mothers taking their children to the park, not by professional women presetting the dinner before leaving home for work.

16. According to the passage, many of the home electric goods which are supposed to liberate women \_\_\_\_\_.  
[A] remove unpleasant aspects of housework  
[B] save the housewife very little time  
[C] save the housewife's time but not her money  
[D] have absolutely no value for the housewife
17. According to the context, "capital investment" refers to money \_\_\_\_\_.  
[A] spent on a washing machine [B] borrowed from the bank  
[C] saved in the bank [D] lent to other people
18. The goods advertised in women's magazines are really meant to \_\_\_\_\_.  
[A] free housewives from housework  
[B] encourage housewives to go out to work  
[C] turn housewives into excellent cooks  
[D] give them a false sense of fulfillment

## TEXT 6

【2002 年真题】

The "standard of living" of any country means the average person's share of the goods and services which the country produces. A country's standard of living, therefore, depends first and foremost on its capacity to produce wealth. "Wealth" in this sense is not money, for we do not live on money but on things that money can buy: "goods" such as food and clothing, and "services" such as transport and entertainment.

A country's capacity to produce wealth depends upon many factors, most of which have an effect on one another. Wealth depends to a great extent upon a country's natural resources, such as coal, gold, and other minerals, water supply and so on. Some regions of the world are well supplied with coal and minerals, and have a fertile soil and a favourable climate; other regions pos-

ness none of them.

Next to natural resources comes the ability to turn them to use. Some countries are perhaps well off in natural resources, but suffered for many years from civil and external wars, and for this and other reasons have been unable to develop their resources. Sound and stable political conditions, and freedom from foreign invasion enable a country to develop its natural resources peacefully and steadily, and to produce more wealth than another country equally well served by nature but less well ordered. Another important factor is the technical efficiency of a country's people. Industrialized countries that have trained numerous skilled workers and technicians are better placed to produce wealth than countries whose workers are largely unskilled.

A country's standard of living does not only depend upon the wealth that is produced and consumed within its own borders, but also upon what is indirectly produced through international trade. For example, Britain's wealth in foodstuffs and other agricultural products would be much less if she had to depend only on those grown at home. Trade makes it possible for her surplus manufactured goods to be traded abroad for the agricultural products that would otherwise be lacking. A country's wealth is, therefore, much influenced by its manufacturing capacity, provided that other countries can be found ready to accept its manufactures.

19. The standard of living in a country is determined by \_\_\_\_\_.  
[A] its goods and services  
[B] the type of wealth produced  
[C] how well it can create wealth  
[D] what an ordinary person can share
20. A country's capacity to produce wealth depends on all the factors EXCEPT \_\_\_\_\_.  
[A] people's share of its goods [B] political and social stability  
[C] qualities of its workers [D] use of natural resources
21. According to the passage, \_\_\_\_\_ play an equally important role in determining a country's standard of living.  
[A] farm products [B] industrial goods



〔C〕 foodstuffs

〔D〕 export &amp; import

## TEXT 7

【2002 年真题】

How we look and how we appear to others probably worries us more when we are in our teens or early twenties than at any other time in our life. Few of us are content to accept ourselves as we are, and few are brave enough to ignore the trends of fashion.

Most fashion magazines or TV advertisements try to persuade us that we should dress in a certain way or behave in a certain manner. If we do, they tell us, we will be able to meet new people with confidence and deal with every situation confidently and without embarrassment. Changing fashion, of course, does not apply just to dress. A barber today does not cut a boy's hair in the same way as he used to, and girls do not make up in the same way as their mothers and grandmothers did. The advertisers show us the latest fashionable styles and we are constantly under pressure to follow the fashion in case our friends think we are odd or dull.

What causes fashions to change? Sometimes convenience or practical necessity or just the fancy of an influential person can establish a fashion. Take hats, for example. In cold climates, early buildings were cold inside, so people wore hats indoors as well as outside. In recent times, the late President Kennedy caused a depression in the American hat industry by not wearing hats; more America men followed his example.

There is also a cyclical pattern in fashion. In the 1920s in Europe and America, short skirts became fashionable. After World War Two, they dropped to ankle length. Then they got shorter and shorter until the miniskirt was in fashion. After a few more years, skirts became longer again.

Today, society is much freer and easier than it used to be. It is no longer necessary to dress like everyone else. Within reason, you can dress as you *like* or do your hair the way you *like* instead of the way you *should* because it is the fashion. The popularity of jeans and the "untidy" look seems to be a reaction against the increasingly expensive fashions of the top fashion houses.

At the same time, appearance is still important in certain circumstances