

大学英语四级新题型测试丛书

CET4

READING TRANSLATION & SHORT ANSWERS

增·订·本

阅

读翻译与简答

主 编 曾凡贵 彭珮璐

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大学英语四级新题型测试丛书

——阅读·翻译与简答

(增 订 本)

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内 容 提 要

本书是依据《大学英语教学大纲》要求,并参照大学英语四级考试样题中的阅读部分和颁布的新题型(英译汉部分和简短回答部分)编写的。所选文章出自国内外各种英文书籍,内容广泛,取材新颖。编排上由易到难,有利于大专院校的学生循序渐进地学习。

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增订本前言

全国大学英语四、六级考试委员会于1995年7月15日和1996年7月30日两次发布了《关于全国大学英语四级考试采用新题型的通知》。《通知》强调:采用新题型的目的是使各校重视教学本身,把精力放在课堂教学上,切实提高学生的实际英语能力,避免应试教学。为贯彻《通知》精神,使考生尽快熟悉新题型,我们组织了部分从事大学英语教学多年,具有丰富教学经验的教师,按照《大学英语教学大纲》、《大学英语四级考试大纲》及《通知》的要求,编写了《大学英语四级新题型测试丛书》。

《阅读、翻译与简答》是该套丛书之一。本书参照《大学英语四级考试样题》进行编写。本书由30个单元组成,每单元包括A、B、C三部分:A部分4篇短文,20个问题,总词汇为1 200—1 500个;B部分按照“英译汉”样题形式,设5个题目,所设题目分别选自A部分4篇文章。C部分一篇短文,5个问题。本书材料选自国内外多种书刊、内容广泛、体裁多样,编排由易到难,循序渐进。所有材料都由计算机进行难度分析,并在教学中使用多年。

本书由曾凡贵、彭珮璐主编。阅读理解部分由曾凡贵编写;1—10单元B、C两部分“英译汉”题目由彭珮璐确定并提供参考译文或答案,11—20单元B、C两部分由谭小兵确定并提供参考译文或答案,21—30单元B、C两部分由戴希龙确定并提供参考译文或答案。最后由曾凡贵负责全书的统稿。

由于作者水平有限,疏漏之处在所难免,敬请读者批评指正。

编者

1997年2月

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I . Reading Comprehension and Translation

Unit 1

Part A Reading Comprehension

Directions: There are four passages in this part. 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 the Answer Sheet with a single line through the centre.

1

"Unless I got a raise, I'll have a talk with the boss, Henry Manley." George Strong said to himself. George liked his job and he liked the town he lived in, but his wife kept telling him that his pay was not enough to meet the needs of the family. That was why he was thinking of taking a job in Birmingham, a nearby city about 50 miles away. He had been offered a job in a factory there, and the pay was far higher.

George lived in Wyeford, a medium-sized town. He really liked the place and didn't like the idea of moving somewhere else, but if he took the job in Birmingham, he would have to move his family there.

Henry Manley was the manager of a small company manufacturing electric motors. The company was in deep trouble because, among other reasons, the Japanese were selling such things at very low prices. As a result, Manley had to cut his own prices and profits as well, otherwise he would not get any orders at all. Even then, orders were still not coming in fast enough, so that there was no money for raises for his workers. Somehow, he had to struggle

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along and keep his best workers as well. He sighed. Just then the phone rang.

His secretary told him that George Strong wanted to see him as soon as possible. Manley sighed again. He could guess what it was about. Strong was a very young engineer. The company had no future unless it could attract and keep men like him. Manley rubbed his forehead; his problems seemed endless.

1. George was thinking of going to Birmingham because _____.
 - A) it was a better place
 - B) his family was already there
 - C) he could get more money
 - D) Manley would not give him a raise
2. It was true that _____.
 - A) George's wife didn't like the town they lived in
 - ✓ B) George's wife wanted him to ask for a raise
 - C) George had been looking for a new job for a long time
 - D) the trouble was that George Strong's family was too large
3. Manley's problem was _____.
 - ✶ A) he had no orders
 - B) his prices were too high
 - C) his best man was leaving him
 - ✶ D) he had to sell at very low prices
4. When Manley's secretary told him that George Strong wanted to see him, Manley _____.
 - A) knew that Strong was going to make suggestions on how to increase the output of the factory
 - B) didn't know the purpose of his visit
 - ✓ C) knew definitely that Strong was going to ask for a raise
 - D) thought that the purpose of Strong's visit was probably to ask for a new job
5. Which of following statements is NOT TRUE?
 - A) George Strong feared to lose his job if he asked for a raise.

- B) George Strong was the sort of man the future of the company counted on.
- C) If George Strong could get a raise, he would not want to move to anywhere else.
- D) Manley rubbed his forehead because his company was in deep trouble.

2

"It hurts me more than you" and "This is for your own good" these are the statements my mother used to make years ago when I had to learn Latin, clean my room, stay home and do homework.

That was before we entered the permissive(自由的) period in education in which we decided it was all right not to push our children to achieve their best in school. The schools and the educators made it easy on us. They thought that it was all right to be parents who take a let-alone policy. We stopped making our children do homework. We gave them calculators, turned on the television, left the teaching to the teacher and went on vacation.

Now teachers, faced with children who have been developing at their own pace for the past 15 years, are realizing we've made a terrible mistake. One such teacher is Sharon Klompus who says of her students — "so passive" — and wonders what happened. Nothing was demanded of them, she believes. "Television," says Klompus, "contributes to children's passivity." "We're talking about a generation kids who've never been hurt or hungry. They have learned somebody will always do it for them. Instead of saying 'go look it up', you tell them the answer. It takes greater energy to say no to a kid."

Yes, it does. It takes energy and it takes work. It's time for parents to end their vacation and come back to work. It's time to take the car away, to turn the TV off, to tell them it hurts you more than them but it's for their own good. It's time to start telling them no again.

6. Children are becoming more inactive in study because _____.

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- A) they watch TV too often
 - B) they have done too much homework
 - C) they have to fulfill too many duties
 - D) teachers are too strict with them
7. To such children as described in the passage _____.
- A) it is easier to say no than to say yes
 - B) neither is easy — to say no or to say yes
 - C) it is easier to say yes than to say no
 - D) neither is difficult — to say yes or to say no
8. We learn from the passage that the author's mother used to lay emphasis on _____.
- A) learning Latin
 - B) natural development
 - C) discipline
 - D) education at school
9. By "permissive period in education" the author means a time _____.
- A) when children are allowed to do what they wish to
 - B) when everything can be taught at school
 - C) when every child can be educated
 - D) when children are permitted to receive education
10. The main idea of the passage is that _____.
- A) parents should leave their children alone
 - B) kids should have more activities at school
 - C) it's time to be more strict with our kids
 - D) parents should always set a good example to their kids

Every day now, when the tide was out, I went on board the ship. Gradually I brought away all the sails and the rigging(帆缆). I even brought some iron cables, but these proved to be too heavy for my raft(木筏). On the way

back to the shore, it turned over and the cables fell into the sea. However, when the tide was out I was able to recover the cables one by one. On one of my trips I was very pleased to discover some more food, including sugar, flour and bread.

Very soon I had been on the island for a fortnight and had made eleven trips to the ship. On my last trip of all I noticed a cupboard which I had previously overlooked. In it were three razors, a large pair of scissors and a dozen good knives and forks. There was also some European money, worth about thirty-six pounds in all.

By now I had taken everything from the ship which was of value to me, and I began to consider where I should live on the island. My tent was on rather low ground near to the sea and I did not think that it would be healthy to live there for very long. There were four points that I had to bear in mind in choosing the site of my home. First of all, I needed to find a place which would be healthy and near some fresh water. Secondly, there ought to be protection from the heat of the sun. Thirdly, I had to be safe from attacks by wild animals. Last of all, I needed to have a view of the sea so that, if any ship should chance to come near to the island, I would not miss it.

11. How come the sailor came to stay on an island?

- A) His ship wrecked on the sea.
- B) He came to find something he wanted.
- C) The tide was out and he could not leave.
- D) He had been sent to work on the island.

12. He had been on the island for _____.

- A) a couple of months
- B) a few days
- C) two weeks
- D) a week

13. What had he been doing every day since he came?

- A) Choosing a site for his home.

- B) Collecting everything he needed from the wrecked ship.
 - C) Considering what he should do next.
 - D) Watching the sea so that he would not miss a ship coming near to the island.
14. What was not one of his considerations in choosing the site of his home?
- A) Close to fresh water.
 - B) Beyond the reach of wild animals.
 - C) On low ground near seaside.
 - D) Surrounded by trees.
15. Why did he want to have a view of the sea?
- A) So that he could see any ship that happened to come near.
 - B) So that he could avoid any ship that happened to come near.
 - C) So that he could see the ship which was coming to his rescue.
 - D) So that he could enjoy watching the tide in and out.

4

What do we think with? Only the brain? Hardly. The brain is like a telephone exchange. It is the switchboard, but not the whole system. Its function is to receive incoming signals, make proper connections, and send the messages through to their destination. For efficient service, the body must function as a whole.

But where is the "mind"? Is it in the brain? Or perhaps in the nervous system? After all, can we say that the mind is in any particular place? It is not a thing, like a leg, or even the brain. It is a function, an activity. Aristotle, twenty-three hundred years ago, observed that the mind was to the body what cutting was to the ax. When the ax is not in use, there is no cutting. So with the mind. "Mind," said Charles H. Woolbert, "is what the body is doing."

If this activity is necessary for thinking, it is also necessary for carrying thought from one person to another. Observe how people go about the business of ordinary conversation. If you have never done this painstakingly, you have

a surprise in store, for good conversationalists are almost constantly in motion. Their heads are continually nodding and shaking sometimes so vigorously that you wonder how their necks can stand the strain.

Even the legs and feet are active. As for the hands and arms, they are seldom still for more than a few seconds at a time.

These people, remember, are not making speeches. They are merely common folk trying to make others understand what they have in mind. They are not conscious of movement. Their speech is not studied. They are just human creatures in a human environment, trying to adapt themselves to a social situation. Yet they converse, not only with oral language, but with visible actions that involve practically every muscle in the body.

In short, because people really think all over, a speaker must talk all over if he succeeds in making people think.

16. Which of the following is the best title for the passage?

- A) Bodily Communication
- B) Bodily Actions
- C) Spoken Language
- D) Conversations

17. Which of the following statements would the author agree with?

- A) Thinking is a social phenomenon.
- B) Thinking is solely a brain function.
- C) Thinking is a function of the nervous system.
- D) Thinking is the sum total of bodily activity.

18. In communication, it is essential not only to employ speech, but also

- A) to speak directly to the other person
- B) to employ a variety of bodily movements
- C) to be certain that the other person is listening
- D) to pay great attention to the other person's behaviour

19. It can be inferred from the passage that the basic function of bodily activity

in speech is to _____.

- A) make the listener feel emotional
- B) make the speaker understood
- C) amplify or intensify the speaker's spoken words
- D) convey the speaker's implied meaning to the listener

20. Which of the following is TRUE?

- A) The brain is compared to a telephone exchange.
- B) The mind is an activity of the nervous system.
- C) Some people remain still while talking to others.
- D) Many people move their bodies on purpose while talking.

Part B Translation from English into Chinese

Directions: In this part, there are five items which you should translate into Chinese, each item consisting of one or two sentences. These sentences are all taken from the Reading Passages you have just read in the Second Part of the Test Paper.

You are allowed 15 minutes to do the translation. You can refer back to the passages so as to identify their meanings in the context.

1. (Passage 1, Para. 3, Lines 2~3)

The company was in deep trouble because, among other reasons, the Japanese were selling such things at very low prices.

2. (Passage 2, Para. 2, Lines 1~3)

That was before we entered the permissive(自由的) period in education in which we decided it was all right not to push our children to achieve their best in school.

3. (Passage 2, Para. 3, Lines 1~2)

Now teachers, faced with children who have been developing at their own pace for the past 15 years, are realizing we've made a terrible mistake.

4. (Passage 3, Para. 3, Last sentence)

Last of all, I needed to have a view of the sea so that, if any ship should chance to come near to the island, I would not miss it.

5. (Passage 4, Para. 5, Lines 5~6)

Yet they converse, not only with oral language, but with visible actions that involve practically every muscle in the body.

Part C

Short Answer Questions

Directions: In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words.

Though it now seems merely an episode in the last year of World War I, the influenza(流感) pandemic(传染病) of the autumn of 1918 was one of the three greatest outbreaks of disease in history. Only the Plague(瘟疫) of Jus-

tinian and the Black Death compare with it. A quarter of the world's population was affected; all in all, it killed 22 million people, almost twice as many as were killed in the war itself. In India, more people died from influenza in a few months than had died from cholera(霍乱) in twenty years. In the United States, half a million people died.

Through centuries, the course of epidemics(流行病) has run from east to west. The 1918 influenza epidemic followed this pattern, reaching America last. Traditionally, Asia has been the Matrix of disease, almost as though there existed, in the vastness of Mongolia, a permanent focus of infection which would erupt periodically into the rest of the world. Some doctors maintained that the influenza was introduced by Chinese labor battalions that landed on the coast of France. Some attributed it to Russian soldiers arriving from Vladivostock. Others thought it might have developed in Spain from an earlier bronchitis which was so prevalent during the spring that the name "Spanish" was given to the autumn influenza. There was even one tenuous theory that the disease sprang into being in an isolated Georgia training camp during the winter of 1917 and migrated westward until it had circumnavigated the earth.

Influenza is still a mysterious disease. No one yet knows whether it is one virus or several, why it occurs in cycles, or how and where it lies dormant(潜伏) between epidemics. There are theories of weather, theories of the wearing off group immunity, and even a theory of determination by economic circumstances. The most generally held current explanation is, however, that a pandemic like that of 1918 arises when a new and explosive strain of virus develops through a spontaneous process of mutation(变异) or renewal.

1. What is the passage mainly about?

2. What were the other two greatest outbreaks of disease in history besides the influenza pandemic?

3. _____ people died from the disease of 1918?