

大学英语四级 考试阅读



主 编 闫传海
副主编 袁 森
范新德

精选

新标准
新词汇



西北工业大学出版社

382173

大学英语四级考试阅读精选

主 编 闫传海

副主编 袁 森 范新德

编 者 闫传海 袁 森 范新德 祖延秀

刘伯华 施文霞 张梅娟 薛广历

西北工业大学出版社

1995年2月 西安

(陕)新登字 009 号

【内容简介】 本书根据《大学英语教学大纲》、《大学英语四级考试大纲》以及对现行大学英语四级考试试题的分析而精选的一本阅读教材。全书内容题材丰富,所选文章和问题设置具有相当的难度和深度,极有利于读者锻炼独立思考能力。故本书是大学英语四级考试前的理想强化教材。

大学英语四级考试阅读精选

傅传海 主编

责任编辑 付高明

责任校对 车 干

*

© 1995 西北工业大学出版社出版发行
(710072 西安市友谊西路 127 号 5269046)

全国各地新华书店经销

西北工业大学出版社印刷厂印装

ISBN 7-5612-0682-8/G·124

*

开本 787×1092 毫米 1/32 印张 7.25 字数 237 千字
1995 年 2 月第 1 版 1995 年 2 月第 1 次印刷
印数:1~10 000 册 定价: 5.20 元

购买本社出版的图书,如有缺页、错页的,本社发行部负责调换。

前言

大学英语阅读是大学英语教学的核心组成部分。作为对《大学英语教学大纲》的集中体现,阅读在各种大学英语教材或四级英语统考中都占有相当的比重。为了促使学生在大学英语学习最后阶段阅读能力有突破性的提高,亦为学生在准备国家四级统考前提供一本较为实用的教材,我们从自己多年使用的各种自编自选阅读材料中选编出这本阅读教材,供学生在大学英语最后阶段作为强化教材使用。

本书有如下四个特点:

一、在词汇控制与注释方面,根据大学英语教学大纲最新词表,本书词汇注释仅就影响对整篇主题思想理解和对重点细节理解的重点词汇进行注释。文章中保留部分超纲词汇,甚至部分难词旨在锻炼学生从篇章层次上的阅读推理能力。事实上,对众多中国英语学习者来讲,英语词汇的掌握总是存在一定局限性。对不同程度的英语学习者和使用者,如何避开或减少非重要词汇的干扰而不影响对文章总体的理解亦是英语学习技能中的组成部分之一。

二、在长度控制方面,我们根据多年组织四级考试的教学经验和对四级试题阅读部分的分析,本书以单元形式编排。全书共 30 个单元,每一单元由 4 篇文章 20 个问题组成。4 篇文章主体词汇量平均为 1 200 个单词。全书文章阅读量不低于 3.5 万单词。这个阅读量的书无论是作为四级英语考前主导强化教材或作为课堂辅助阅读教材均较适宜。

三、在文体选择方面,我们根据教学实践和阅读教学理论,发现论述性、分析性文章的理解难度要明显大于一般叙述

性文章难度。作为大学英语教学最后阶段的强化教材,所选择的文章本身应具有一定的难度,从而有利于学生的阅读能力在最后阶段有突破性的提高。为此,论述性、分析性文章的数量多于普通叙述性文章是本书的显著特点之一。

四、在问题设置方面,根据美国教育学家 B. Bloom 对教育目标的分类,教育目标分为从低到高 6 个层次,它们依次是知识、理解、应用、分析、综合和评估。这 6 个层次中每个较高层次都包括较低层次的内容。以阅读理解问题设置来讲,就事实理解的问题和对文章具体点回答的问题明显比分析性问题容易。根据上述理论,本书各篇文章绝大部分问题多侧重于文章的内在结构,内在结构间相互关系以及从文章内在结构进行推理分析。本书问题设置强调从文章篇章语言着手是本书最主要的特点。由于本书文章所设置的问题多具有一定难度,它有助于学生从更深层次上理解文章的内涵意义。从整体上讲,本书试题从文章体裁选编到问题设置更能反映当前试题发展的新趋势。故本书亦适合作为托福、英语水平考试前的阅读强化教材。

本书选编由西安石油学院外语教研室老师集体合作而成。其中闫传海负责全书框架设定,前言撰写和全书编辑汇总。全书文章最后选定由闫传海、袁森、范新德负责。所选文章具体分工如下: Unit 1—4 闫传海; Unit 6—9 张梅娟; Unit 10—13 祝延秀; Unit 14—17 施文霞; Unit 18—21 袁森; Unit 22—25 刘伯华; Unit 27—30 范新德; Unit 5, 26 薛广历。

由于编者水平所限,错误难免,望同行及使用者不吝赐教。

编 者

1995 年 1 月

目 录

Unit 1	1	Unit 17	119
Unit 2	8	Unit 18	126
Unit 3	15	Unit 19	133
Unit 4	24	Unit 20	139
Unit 5	31	Unit 21	146
Unit 6	38	Unit 22	153
Unit 7	45	Unit 23	160
Unit 8	51	Unit 24	168
Unit 9	57	Unit 25	176
Unit 10	65	Unit 26	183
Unit 11	73	Unit 27	190
Unit 12	81	Unit 28	197
Unit 13	89	Unit 29	205
Unit 14	96	Unit 30	213
Unit 15	104	参考答案.....	220
Unit 16	112		

Unit 1

passage A

Following are comments about the behavior that people in the United States usually expect in various social situations.

Introductions and Conversation. Men usually shake hands with each other when they meet for the first time, but shake hands with women only if the woman extends her hand first. Women do not usually shake hands with each other.

After the first meeting, shaking hands is not customary. However, if someone offers his or her hand in a subsequent encounter, one is expected to shake it. In general, people in the United States avoid physical contact with each other, since physical contact frequently connotes^① sexual attraction or aggressiveness^②.

Although, as has been noted, first names are used more frequently in the United States than elsewhere, this practice is governed by certain generally accepted rules of etiquette^③. Thus, while it is appropriate for the foreign student to address people of his or her own approximate age and status by their first name, the student would be expected to use "Mr.", "Mrs.", "Miss" or "Ms." and the person's last name in addressing another individual who is clearly older than the student. (on the other hand, the older person will probably address the student by his or her first name from the beginning.) If the other person being addressed has a title such as "Ambassador" or "Dean", the student should use that title and the last name. For example, Senator Edward

① connote[kə' naut] 意味着

② aggressiveness[ə' gresivnis] 过分的,放肆的

③ etiquette[eti' ket] 礼仪

Kennedy would be addressed as "Senator Kennedy". Any faculty member can be addressed as "Professor," regardless of whether he or she holds the rank of Assistant Professor, Associate Professor, or full Professor. Equally acceptable are "Mr.", "Mrs.", etc.

1. From the passage above, it can be inferred that in the United States

- _____.
- (A) it is impossible for woman to shake hands with man
 - (B) it is impossible for woman to shake hands with the same sex
 - (C) it is not common that women shake hands with the same sex
 - (D) woman always shake hands with the same sex

2. If the man you meet for the second time want to shake hands with you, you just _____.

- (A) tell him that it is not good for men to shake hands again when they meet second time
- (B) refuse his hand - shaking
- (C) smile but then refuse
- (D) take his hand

3. If you meet a man whose name is John Smith and who is much older than you, it is better for you to call him _____.

- (A) John
- (B) Mr. John
- (C) Mr. Smith
- (D) Smith

4. If your classmate's name is John Smith, it is better for you to call him _____.

- (A) John
- (B) Smith
- (C) Mr. Smith
- (D) Mr. John Smith

5. The word "address" in the last paragraph most probably means

- _____.
- (A) write the address on the envelope
 - (B) write a letter to
 - (C) ask somebody to give you his address
 - (D) speak to

passage B

A growing world's population and the discoveries of science may

alter this pattern of distribution in the future. As men slowly learn to master diseases, control floods, prevent famines^①, and stop wars, fewer people die every year; and in consequence the population of the world is steadily increasing. In 1925 there were about 2 000 million people in the world; by the end of the century there may well be over 4 000 million.

When numbers rise, the extra mouths must be fed. New lands must be brought under cultivation, or land already farmed made to yield larger crops. In some areas the accessible land is largely so intensively cultivated that it will be difficult to make it provide more food. In some areas the population is so dense that the land is parcelled out in units too tiny to allow for much improvement in farming methods. Were a large part of this farming population drawn off into industrial occupations, the land might be farmed much more productively by modern methods.

There is now a race for science, technology, and industry to keep the output of food rising faster than the number of people to be fed. New strains of crops are being developed which will thrive in unfavourable climates; there are now farms beyond the Arctic Circle in Siberia and North America; irrigation and dry-farming methods bring arid^② lands under the plough, dams hold back the waters of great rivers to ensure water for the fields in all seasons and to provide electric power for new industries; industrial chemistry provides fertilizers to suit particular soils; aeroplanes spray crops to destroy locusts and many plant diseases. Every year some new means is devised to increase or to protect the food of the world.

6. The author says that the world's population is growing because

- (A) there are many rich valleys and fertile plains
- (B) the pattern of distribution is being altered

① famine[ˈfæmɪn] 饥荒

② arid[ˈæɪd] 干旱的

- (C) people are living longer
(D) new land is being brought under cultivation
7. The author says that in densely populated areas the land might be more productively farmed if _____.
- (A) the plots were subdivided
(B) a large part of the people moved to a different part of the country
(C) industrial methods were used in farming
(D) the units of land were made much larger
8. We are told that there are now farms beyond the Arctic Circle. This has been made possible by _____.
- (A) producing new strains of crops
(B) irrigation and dry-farming methods
(C) providing fertilizers
(D) destroying pests and diseases
9. If a large part of farming population are employed in industry, the land may be cultivated _____.
- (A) by modern methods (B) worse
(C) by old methods (D) better
10. Which of these words is nearest in meaning to the word 'strains'?
- (A) types (B) sizes
(C) seeds (D) harvests
11. This passage focuses on _____.
- (A) population
(B) food production
(C) control of diseases
(D) development of science and technology
12. The author's main purpose is to _____.
- (A) argue a belief (B) describe a phenomenon
(C) be entertaining (D) propose a conclusion

passage C

Hydrogeology is a science dealing with the properties, distribu-

tion, and circulation of water on the surface of the land, in the soil and underlying rocks, and in the atmosphere. The hydrologic cycle, a major topic in this science, is the complete cycle of phenomena through which water passes, beginning as atmospheric water vapor, passing into liquid and solid form as precipitation, thence along and into the ground surface, and finally again returning to the form of atmospheric water vapor by means of evaporation and transpiration.

The term "geohydrology" is sometimes erroneously used as a synonym for "hydrogeology". Geohydrology is concerned with underground water. There are many formations that contain water but are not part of the hydrologic cycle because of geologic changes that have isolated them underground. These systems are properly termed geohydrologic but not hydrogeologic. Only when a system possesses natural or artificial boundaries that associate the water within it with the hydrologic cycle may the entire system properly be termed hydrogeologic.

13. The author's primary purpose is most probably to _____.
(A) present a hypothesis (B) refute an argument
(C) correct a misconception (D) predict an occurrence
14. It can be inferred that which of the following is most likely to be the subject of study by a geohydrologist?
(A) Soft, porous rock being worn away by a waterfall.
(B) Water depositing minerals on the banks of a gorge through which the water runs.
(C) The trapping of water in a sealed underground rock cavern through the action of an earthquake.
(D) Water becoming unfit to drink through the release of pollutants into it from a manufacturing plant.
15. The author refers to "many formations" (line 11) primarily in order to _____.
(A) clarify a distinction (B) introduce a subject
(C) emphasize a similarity (D) resolve a conflict

passage D

An important new industry, oil refining, grew after the Civil

War. Crude oil, or petroleum (a dark, thick ooze^① from the earth) had been known for hundreds of years. But little use had ever been made of it. In the 1850's Samuel M. Kier, a manufacturer in western Pennsylvania, began collecting the oil from local seepages^② and refining it into kerosene^③. Refining, like smelting, is a process of removing impurities from a raw material.

Kerosene was used to light lamps. It was a cheap substitute for whale oil, which was becoming harder to get. Soon there was a large demand for kerosene. People began to search for new supplies of petroleum.

The first oil well was drilled by E. L. Drake, a retired railroad conductor. In 1859 he began drilling in Titusville, Pennsylvania. The whole venture seemed so impractical and foolish that onlookers called it "Drake's Folly". But when he had drilled down about 70 feet (21 meters), Drake struck oil. His well began to yield 20 barrels of crude oil a day.

News of Drake's success brought oil prospectors to the scene. By the early 1860's these wildcatters were drilling for "black gold" all over western Pennsylvania. The boom rivaled^④ the California gold rush of 1848 in its excitement and Wild West atmosphere. And it brought far more wealth to the prospectors than any gold rush.

Crude oil could be refined into many products. For some years kerosene continued to be the principal one. It was sold in grocery stores and door - to - door. In the 1880's and 1890's refiners learned how to make other petroleum products such as waxes and lubricating oils. Petroleum was not then used to make gasoline or heating oil.

16. It can be inferred from the passage that kerosene was preferable to whale oil because whale oil was too _____.

- (A) expensive (B) thick

① ooze[u : z] 渗出(物)

② seepage['si : pi:dʒ] 油苗

③ kerosene['kerəsi : n] 煤油

④ rival['raival] 竞争

- (C) hot (D) polluted
17. According to the passage, many people initially thought that E. L. Drake had made a mistake by _____.
- (A) going on a whaling expedition
(B) moving to Pennsylvania
(C) searching for oil
(D) retiring from his job
18. According to the passage, what is "black gold"?
- (A) Whale oil (B) Gold ore
(C) Stolen money (D) Crude oil
19. Why does the author mention the California gold rush?
- (A) To explain the need for an increased supply of gold
(B) To indicate the extent of United States mineral wealth
(C) To describe the mood when oil was first discovered
(D) To argue that gold was more valuable than oil
20. The author mentions all of the following as possible products of crude oil EXCEPT _____.
- (A) wax (B) gasoline
(C) kerosene (D) lubricator

Unit 2

passage A

In approximately 260 A.D. , a massive volcanic^① eruption^② buried some highlands of Central America in ash, forcing the Mayan people to abandon this area for decades and up to two centuries in the worst hit areas. The eruption was swift; it occurred in only two identifiable stages, with almost no interval in between. As a result of the lava outlet route being under water, steam explosions contributed to the violence of the eruption, and the rapid cooling of magma to tephra (ash and other materials) by the lake waters created very small particles, which the wind carried long distances. The magnitude of the eruption can be calculated from the three-foot-deep ashfall forty-five miles from the source. One small area in this region was struck by three additional eruptions in the years that followed. These various eruptions differed in terms of the size of the area devastated and the nature of the tephra blasted into the air, but in each instance people showed a dogged determination to reoccupy the lands affected, thereby taking obvious risks but also reaping the less obvious benefits of volcanic activity.

1. Mayans in the area had to leave _____.
(A) for about 10 years (B) for about 260 years
(C) in two stages (D) for as long as 200 years
2. It can be inferred that the explosion was particularly strong because _____.
(A) the eruption was swift

① volcanic(vɒl'kænik) 火山的

② eruption[i'rapʃn] 喷发, 爆发

- (B) the escape route for the lava was under water
 - (C) the magma cooled rapidly to tephra
 - (D) the ash forty - five miles from the source was three feet deep
3. The magma was cooled quickly to tephra thanks to _____.
- (A) ash and other materials
 - (B) very small particles
 - (C) the wind
 - (D) the water of the lake
4. The size of the eruption can best be gauged by the fact that _____.
- (A) there was deep ash a great distance from the eruption itself
 - (B) the wind carried particles a great distance
 - (C) the lava outlet route was under water
 - (D) three additional eruptions occurred
5. A sequel which all three additional eruptions mentioned in the passage had in common was _____.
- (A) the size of the area devastated
 - (B) the type of tephra generated
 - (C) the return of the inhabitants to affected areas
 - (D) the obvious risks of volcanic activity
6. The volcanic eruption in 260 A. D. was probably _____.
- (A) swifter than the others mentioned
 - (B) larger than the others mentioned
 - (C) two centuries before the others mentioned
 - (D) later than the others mentioned
7. The inhabitants of the area which had been hit by the additional eruptions _____.
- (A) gained some advantages
 - (B) did not take obvious risks
 - (C) differed in terms of the areas affected
 - (D) were determined to keep their dogs on the land affected

passage B

For nearly a century before there was such a thing as a space program, a view of space was possible. People could see detailed views of the Moon, explore Mars, and study the geometric beauty of Saturn's

rings. All of this was made possible by a small group of artist - astronomers^① who made a career of illustrating how other worlds in space might look.

Lucien Rudaux, a French artist, was the first to combine his artistic talents with his knowledge of astronomy. His paintings show a mixture of skilled observations, brilliant imagination, and painstaking attention to detail. As a result many of his works have come surprisingly close to actual conditions on distant planets. His Painting of Mars^② included moonlike craters that were first photographed by the Mariner 4 probe in 1965. His 1930 painting of a dust storm looks remarkably like a photograph of a storm taken by Orbiter 2 in 1976.

The artist - astronomers, including Rudaux, stimulated interest in outer space by painting what eventually turned out to be precise portraits of the planets.

8. What is the main idea of the passage?
- (A) The amazing accuracy of space artists.
(B) The popular success of Lucien Rudaux.
(C) The imaginations of great artists.
(D) The similarities of the Moon to Mars.
9. For how many years have people been able to see paintings showing the appearance of other planets?
- (A) Nearly five. (B) About fifteen.
(C) About fifty. (D) Almost a hundred.
10. According to the passage, artist - astronomers spent their lives
- (A) exploring the planets.
(B) studying geometry.
(C) creating images of space.
(D) producing rockets for space travel.
11. According to the passage, the works of Lucien Rudaux represent a

① astronomer[æs'trɒnəmə] 天文学家

② Mars[ma:z] 火星

combination of _____.

- (A) astronomy and mathematics
 - (B) photography and illustration
 - (B) generalizations and specifics
 - (D) fact and fiction
12. According to the passage what did the space probes do?
- (A) Created abnormal conditions on the planets.
 - (B) Confirmed the space artists work.
 - (C) Produced new occupations for artists.
 - (D) Promoted interest in outer space.

passage C

A serious critic has to comprehend the particular content, unique structure, and special meaning of a work of art. And here she faces a dilemma. The critic must recognize the artistic element of uniqueness that requires subjective reaction; yet she must not be unduly prejudiced by such reactions. Her likes and dislikes are less important than what the work itself communicates, and her preferences may blind her to certain qualities of the work and thereby prevent an adequate understanding of it. Hence, it is necessary that a critic develop a sensibility informed by familiarity with the history of art and aesthetic theory. On the other hand, it is insufficient to treat the artwork solely historically, in relation to a fixed set of ideas or values. The critic's knowledge and training are, rather, a preparation of the cognitive and emotional abilities needed for an adequate personal response to an artwork's own particular qualities.

13. According to the author, a serious art critic may avoid being prejudiced by her subjective reactions if the _____.
- (A) treats an artwork in relation to a fixed set of ideas and values
 - (B) brings to her observation a knowledge of art history and aesthetic theory
 - (C) allows more time for the observation of each artwork
 - (D) takes into account the preferences of other art critics