

最新大学英语 考试及能力训练丛书

四级考试 阅读 精选与注释

English

●周玉梅 刘华 编著 ●朱继武 审

COLLEGE ENGLISH READING COMPREHENSION

CET

西北大学出版社

11月10日考

perform: 表演

system: 系统

hobby: 爱好

最新大学英语考试及能力训练丛书

leisure: 休闲 空闲时间

usage: 用法

purpose: 目的

estimate: 估计

occur: 发生

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西北大学出版社

中国 西安

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大学英语四级考试大纲

内 容 提 要

本书是根据《大学英语教学大纲》和《大学英语四级考试大纲》对阅读理解的要求精神编写的。在选材和试题设计的过程中,编者参照正式公布的四级考试阅读理解样题及试题进行编写,并按照四级考试新增设的新题型配以简答题,每个单元文章和练习都与标准要求完全一致。全书共为26个单元,每个单元分为两部分:第一部分为阅读理解,含文章4篇,单词约1,000~1,300个,多选题20道;第二部分为简答题,含文章一篇,单词约300~400个,简答题5道。编者曾对试题的难易程度进行了认真分析和悉心整理,使本书的测试题基本达到标准测试所要求的信度和效度。

本书具有内容新颖、模拟度高、训练量大、指导性强等特点。

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四级考试阅读精选与注释

周玉梅 刘 华 编著

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序

传授英语基础知识,抓好英语基本功训练,培养学生英语实际运用能力、逻辑思维能力和独立工作能力,这是英语教学的根本任务。《最新大学英语考试及能力训练丛书》是为配合《大学英语》系列教材,更好地完成这一根本任务而编写的一套大学英语教学参考书和辅助教材。

本丛书的作者都是多年从事大学英语教学的教师,有丰富的教学经验和良好的语言理论修养。本丛书是他们对学生在英语学习中的困难以及在大学英语统考中反映出的共同问题进行了大量的调查,进行了潜心研究与分析后,根据《大学英语教学大纲》的修订精神以及《大学英语》修订原则,并在应用语言学、大学英语教学法理论指导下编写的。

《最新大学英语考试及能力训练丛书》突破了当前流行的短期强化训练、纯粹体现应试教学的模式,充分注意从理论指导、技能训练、技能应用、能力培养、基础知识传授等方面着手,致力于学生在读、听、说、写、译等五

种语言能力上的全面协调发展，在培养学生语言应用能力的基础上发展和提高应试能力。

本丛书共九本，形成有特色的系列配套。在设计上充分考虑到学生的学习实际，使学生在有限的条件下能够掌握广博的信息和具备较强的语言技能。所以，在丛书的编写中既考虑了语言知识，也考虑了语言使用问题。在丛书配套上，既注意语言技能的单项训练，又使各门教程训练能够优势互补。《四级考试阅读精选与注释》和《四级考试新题型——英译汉与阅读简答》主要用以培养学生掌握和运用各种阅读技能和翻译技巧，提高阅读质量和速度，注重全面发展学生语篇水平上的分析能力和英译汉能力。《四级考试写作技巧与示例》主要用以帮助学生解决英语写作中的四差一慢问题，即：语言规范性差；应用英语基本句型能力差；段落展开策略差；篇章逻辑连贯差；写作速度慢。这也是学生在四级考试中所反映出的普遍问题。《四级考试听力快速训练》和《六级考试听力快速训练》主要是针对目前大学英语教学的薄弱环节，有利于学生打好语言实际运用能力的基础，并能顺利通过四、六级英语听力考试。该教材编写打破传统的听说训练分家局面，注意把两者紧密结合起来，对学生进行听说综合训练，使学生不但听得懂，而且说得出，培养较强的听说能力。21世纪的发展趋势要求全面提高大学生的素质和

能力，特别是外语交际能力，《大学生实用英语会话技巧》和《大学生英语口语与演讲训练》就是为此目的而编写的。作者在编写中既重视语言知识的输入又重视语言技能的培养，不仅向学生提供了大量日常生活和学习中不可缺少的地道的语言材料，而且还设计了各种不同情景，引导他们在不同的交际场合正确、恰当、流利地使用这些语言材料。在培养技能的同时，也不能忽视语言基础知识。语言基础很大程度体现在对英语语法和词汇的熟悉和掌握程度上。为此，本丛书加进《四级词语结构详解精练》一书。丛书中不可缺少的是《四级考试新题型模拟题集注》，这是一本针对学生英语综合能力训练与提高的书，帮助学生在进行综合语言能力训练的同时，较早熟悉全国四、六级考试新题型与模式，这无疑对学生统考中取得好成绩是十分重要的一个环节。帮助学生通过四、六级考试并取得好成绩也是本丛书的职责之一。

本丛书在选用材料时充分注意大学英语系列教材在修订中所体现的原则，即：科学性、知识性、趣味性、可读性和可见性，具有知识充实、饶有趣味的特点。在编写中作者不仅注意到要符合教学规律和各种要素的协调，而且注意所授知识的系统性，使学生能循序渐进地学习英语知识，提高外语交际能力。

综上所述，《最新大学英语考试及能力训练丛书》是

一套通过教学实践总结并经过精心设计、精心编写的学习参考书。

我衷心希望这套丛书能满足学生提高英语水平的需要，能为大学英语教学改革做出贡献。与此同时，也希望广大读者在使用中能提出宝贵意见，以便再版时加以修订和完善，使其更好地为提高大学英语教学质量服务。

《大学英语》精读教材主编

翟象俊

复旦大学外语系教授

1997年11月

前言

本书是根据《大学英语教学大纲》和《大学英语四级考试大纲》对阅读理解的要求精神编写的。目的在于帮助学生复习巩固所学语言知识和技能，提高语言运用能力和应试能力，从而为有志在四级考试和国内外各级各类标准化英语考试中阅读部分取得优异成绩者以及广大英语爱好者打好扎实的语言基础。本书具有以下特点：

一、内容新颖。本书从国内外最新出版的各类读物中精选出 115 篇文章，选材广泛，包括政治经济、社会文化、科普知识和热门话题等内容；体裁多样，有记叙文、议论文和说明文。本书选材新颖，语言规范，结构严谨，融知识性和趣味性为一体，读来引人入胜，获益匪浅。

二、模拟度高。在选材和试题设计的过程中，编者参照正式公布的四级考试阅读理解样题及试题进行编写，并按照四级考试新增设的新题型配以简答题，每个单元文章和练习都与标准考试要求完全一致。全书共为 23 个单元，每个单元分为两部分：第一部分为阅读理解，含文章 4 篇，单词约 1,000~1,300 个，选择题 20 道；第二部分为简答题，含文章一篇，单词约 300~400 个，简答题 5 道。编者曾对试题的难易程度进行了认真分析和悉心整理，使本书的测试题基本达到标准测试所要求的信度和效度。

三、训练量大。外语学习主要靠精讲多练。有相应的在质和

量方面都达到一定水平的阅读练习和测试，才能达到贯彻大纲和教材的目的。全书共有 23 个单元、115 篇短文、575 个问题，为学生提供了大量阅读实践练习。只有加大训练量，在反复实践中才能培养出语言感和一种临场的熟练反应，在考试中确保最佳临场发挥。此外，考生不能满足于通过考试的短期目标，而要奠定扎实的语言基础，大量地阅读无疑是提高英语水平的重要手段。

四、指导性强。全书的生词量不超过 3%，并根据情况对超纲词语加注汉语释义。每个单元后均有简明、精炼的难句分析、难点注释和背景知识等授课精髓，使读者犹如身临课堂，收益很大。编者特别注意多选题和简答题的编写，注重培养学生的综合、分析和推断的能力。书末附有参考答案，供学生自测和教师评估。测试计分方法为：每题均为 2 分，共 50 分，时间 50 分钟。学生通过对本书的学习，既可提高应试能力，又可提高语言运用能力。因此，本书既可作为教材，也可作为大学英语教师、欲通过英语四级的考生、欲攻读硕士学位的青年以及准备参加 TOEFL 和 WSK 考试的读者必备的参考书，同时它也是英语自学者的良师益友。

本书编撰过程中得到西北大学朱继武教授的鼎力相助，他对本书的编写提出了十分宝贵的意见，并认真地终审全部书稿，在此谨向他表示衷心的感谢！编者还参考了 30 多种国内外的教材、专著以及多种报刊杂志，借此机会对这些作者深表谢意！

由于编者水平有限，经验不足，书中错误与疏漏之处在所难免，敬请读者批评指正。

编者

1997 年 11 月

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UNIT 1

Part I Reading Comprehension (35 minutes)

Directions: *There are 4 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.*

Questions 1 to 5 are based on the following passage:

"Culture shock" occurs as a result of total immersion in a new culture. It happens to "people who have been suddenly transplanted abroad". Newcomers may be anxious because they do not speak the language, know the customs, or understand people's behavior in daily life. The visitor finds that "yes" may not always mean "yes", that friendliness does not necessarily mean friendship, or that statements that appear to be serious are really intended as jokes. The foreigner may be unsure as to when to shake hands or embrace, when to initiate conversations, or how to approach a stranger. The notion of "culture shock" helps explain feelings of bewilderment and disorientation.^① Language problems do not account for all the frustrations that people feel. When one is deprived of everything that was once familiar, such as understanding a transportation system, knowing how to regis-

ter for university classes, or knowing how to make friends, difficulties in coping with the new society may arise.

"...when an individual enters a strange culture, ...he or she is like fish out of water." Newcomers feel at times that they do not belong and consequently may feel alienated from the native members of the culture. When this happens, visitors may want to reject everything about the new environment and may glorify and exaggerate the positive aspects of their own culture. Conversely, visitors may scorn their native country by rejecting its values and instead choosing to identify with (if only temporarily) the values of the new country. This may occur as an attempt to overidentify with the new culture in order to be accepted by the people in it.

B1. Which of the following statements is true according to the author?

- A) Perplexity results in culture shock.
- B) A typical symptom of culture shock is confusion.
- C) Culture shock is the explanation of anxiety.
- D) Culture shock happens to foreign students only.

D2. Newcomers may worry about yes.

- A) their knowledge of "Yes" in the native language
- B) their understanding of friendship
- C) their control of their behavior
- D) their ignorance of the alien customs

X3. When the foreign visitor is immersed in new problems he finds hard to cope with, he is most likely to feel problems.

- A) uninsured
- B) baffled
- C) deprived
- D) alienated

24. The expression "he or she is like fish out of water" suggests

C) _____.

A) people away from their cultures can hardly survive in a new culture

B) a fish can not survive without water

C) people away from their cultures experience mental isolation

D) people away from their cultures have difficulties in the new environment

25. In order to identify with the new environment, some people may _____.

A) give an exaggerated picture of their own country

B) abandon their original beliefs

C) accept a temporary set of values

D) criticize the positive aspects of their own country

Questions 6 to 10 are based on the following passage:

Memories are distinguished by their duration. Short-term memory (STM) allows one to dial a number just found in the telephone directory and to forget it at the first "Hello". STM lasts moments — perhaps hours if one consciously pays attention to it. Its average capacity is five to nine bits of information. But long-term memory retains for decades something that is experienced in seconds. Once fixed in the mind, the memory stays forever, however much one may "forget" how to reach it. It is this type of memory that excites the most scientific curiosity.

Like books in a great library, long-term memory may be arranged by subjects. Thus, a child's first league game might be recalled through thoughts of baseball in general, then through

mental images of the hometown field. But the mind's cross-indexing puts the best librarian to shame.^② That same baseball memory may also be resurrected during a televised major league game, or by the sight of children at bat — or even by the smell of a well-oiled glove.

Indeed, the sense of smell can evoke strong memories. One experiment in how scent resurrected the past began with a jar of Vicks VapoRub when nutritionist Cathy Folk of Vanderbilt University Medical Center was sick in bed. She found the smell of the gel (冻液) comforting; it led her to relive childhood scenes of her mother rubbing the drug on her.

Emotions may well underlie many long-term memories, serving either as index or fixation.

It is a commonplace of memory research that Americans of a certain age know what they were doing when they heard of John F. Kennedy's assassination. But their vivid recall of Nov. 22, 1963 is the product of more than simple emotion, believes cognitive psychologist Ulric Neisser of Emory University. He sees several forces at work. For one thing, he says, "you think about these special events a lot." This act of rehearsing may actually reproduce the neural (神经的) events that formed the memory, making it even stronger. Also, we remember such "first" as a first kiss — an event for which the mind has to carve out a new category. But after the mind has processed the same kind of event many times, "the particulars are replaced by the general^③", says Neisser. "You can't remember what you had for breakfast two days ago because you've had so many breakfasts."

D 6. Short-term memory allows to remember ____.

- A) something clear and important
- B) nothing more than zip codes
- C) anything but phone numbers
- D) everything if he consciously pays attention to it

7. The word "resurrected" in Paragraph 2 is closest to the meaning of "revived".

- A) shown
- B) appeared
- C) recalled
- D) watched

8. According to the passage, people are not likely to forget

- A) what they had for breakfast two days before
- B) their first kisses
- C) where they put their keys
- D) what is printed on their textbooks

9. Which of the following can evoke a strong memory?

- A) Sense of smell
- B) Emotions
- C) Special events
- D) All of the above

10. Why do Americans of a certain age still remember what they were doing when John F. Kennedy was assassinated?

- A) Because they loved him very much.
- B) Because they eyewitnessed the assassination.
- C) Because they often thought about this special event.
- D) Because he was their beloved president.

Questions 11 to 15 are based on the following passage:

In old days, when a glimpse of stocking was looked upon as something far too shocking to distract the serious work of an office, secretaries were men.

Then came the First World War and the male secretaries

were replaced by women. A man's secretary became his personal servant, charged with remembering his wife's birthday and buying her presents; taking his suits to the dry-cleaners; telling lies on the telephone to keep people he did not wish to speak to at bay^④; and, of course, typing and filing and taking shorthand.

Now all this may be changing again. The microchip (集成块) and high technology is sweeping the British office, taking with it much of the routine clerical work that secretaries did.

"Once office technology takes over generally, the status of the job will rise again because it will involve only the high-powered work—and then men will want to do it again."

That was said by one of the executives (male) of one of the biggest secretarial agencies in this country. What he has predicted is already under way in the US.

Once high technology has made the job of secretary less routine, will there be a male takeover? Men should be ware of thinking that they can walk right into the better jobs. There are a lot of women secretaries who will do the job as well as they — not just because they can buy negligees (妇女长睡衣) for the boss's wife, but because they are as efficient and well-trained to cope with word processors and computers, and men.

11. Before 1914 female secretaries were rare because they ____.
- A) were less efficient than men
B) were not as serious as men
C) wore stockings
D) would have disturbed the other office workers
12. A female secretary has been expected, besides other duties, to ____.