

英语专业四级专项系列

# 英语专业四级 专项训练教程

突破  英语专四，遇见更好的自己

# TEM<sup>-4</sup> 阅读与写作



丛书主编/刘凌 主编/刘凌 谭思蓉



华中科技大学出版社

<http://www.hustp.com>

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## 阅读与写作



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# 前言

《高等学校英语专业英语教学大纲》明确提出:21世纪是一个国际化的知识经济时代。我们所面临的挑战决定了21世纪我国高等学校英语专业人才的培养目标和规格:这些人才应具有扎实的基本功、宽广的知识面、一定的相关专业知识、较强的能力和较高的素质。《大纲》将4年英语本科学制分为两个阶段:基础阶段(一年级和二年级)和高级阶段(三年级和四年级)。基础阶段的主要教学任务是传授英语基础知识,对学生进行全面、严格的基本技能训练,培养学生实际运用语言的能力、良好的学风和正确的学习方法。为了达成教育目标,相应地把英语专业课程分为英语专业技能、英语专业知识和相关专业知识三种类型。其中,阅读和写作属于英语专业技能课。

全国高校英语专业四级考试(TEM-4, Test for English Majors—Band 4)自1991年起由教育部实行,考查全国综合性大学英语专业的学生。测试性质是学业测试,试题的编制紧扣教学大纲和考试大纲。其间,考试大纲经历了2005年和2016年两次修订。阅读理解部分由最初的阅读理解(Reading Comprehension)、快速阅读(Skimmming and Scanning)两部分变成了阅读理解(Reading Comprehension)一个部分,出题方式在原来的多项选择(Multiple Choice)基础上增加了简短回答(Short Answer)。相应地在考试时间和阅读材料的总长度上也进行了调整。写作部分最初由小作文(便条写作)和大作文两部分构成,修订之后删除了小作文,仅剩大作文。大作文的出题方式从原来的话题写作变为在阅读给定材料的基础上写一篇200词左右的作文,其中在阐述自己的观点之前要先总结材料的内容。写作的评分标准也相应地发生了变化。

本书旨在通过对英语专业四级历年真题的分析,让英语专业学生对英语专业基础阶段的阅读理解和写作的本质、阅读能力和写作能力培养的影响因素,以及需要达到的阅读水平和写作水平有全面、细致的了解,并通过令人信服的真题实例,让学生切实掌握各项阅读和写作技巧,培养良好的阅读和写作习惯,以期在阅读和写作的准确度和速度上都能稳步提高,为学生在高年级阶段,在知识获取的广度、深度以及思维的拓展方面,打下扎实的阅读和写作基础。

“阅读是一种从印的或者写的语言符号中取得意义的心理过程。阅读也是一种基本的智力技能,它是由一系列的行为和过程构成的总和。”(《中国大百科全书·教育卷》,教育科学出版社,1989)具体而言,“取得意义的心理过程”分为自上而下(top-down)和自下而上(down-top)两种,实际阅读过程中,这两种方式往往交叉融合使用。一般读者只是自发地、无意识地使用这两种技能,无法达到理想的阅读效果。倘若通过对阅读材料的文体特色、考查重点、出题角度等进行归纳整理,帮助学生提高其元认知能力,使他们积极主动地在阅读过程中灵活运用自上而下和自下而上的解码方式,就可以变被动为主动,提高阅读能力和效率。在提高阅读能力的同时,学生也将提升对写作思路和写作技巧的敏感度,为写作水平的提升打下良好的基础。

本书主要以历年英语专四阅读和写作真题为素材。在阅读方面,从体裁发展模式意识培养、阅读考查角度意识培养、长难句解析能力培养这三大块来训练学生,希望他们通过学习本书,成为高效的、有策略的阅读者。在写作方面,通过巩固英语基础阶段的语法、词汇和句型知识,结合起始段、结尾段和正文部分的写作训练,帮助他们成为高效的、技巧和能力兼备的写作者。

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## 阅读理解部分

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- / 说明文的发展模式
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- / 阅读理解的出题角度

## 致读者： 树立信心，培养意识

阅读活动说简单也简单，说复杂也复杂。复杂在于看似按部就班，但阅读的过程其实包括解码、连词成句，一边破解信息一边不断和头脑中已有的信息匹配，然后生成认识；这种认识还要保存在大脑，以便和进一步阅读破解的新信息形成前后勾连，否则，读了后面忘了前面，最终难以对一篇文字形成整体认识，包括主旨、对象、细节、作者的写作意图等。说简单，是因为每一篇阅读材料，或长或短，都是作者遵循文字创作的基本规律，根据不同文体搭建的不同框架。读者如果先通过文体判断找出主要框架，就能轻松准确地把握文章主旨。主旨和主体框架就像旅行者的地图，引导读者领略全文，而逐字逐句解码的读者，一头扎进书山文海里摸索前行，不仅费力，还可能迷路。两者的不同在于进行解读的角度不同：后者是将自己和文字放在同一个层面进行解读，很容易看不完整也看不清楚，“不识庐山真面目，只缘身在此山中”；正如 2010 年英语专四阅读真题 Text B “纳斯达克线”一文所表达的：要在一个相当的高度才能看清全貌。前者是跳出文字层面，直接和作者对话，找出作者在文章中布下的经线、纬线，顺着作者的逻辑去解读文字，“会当凌绝顶，一览众山小”。

根据不同的阅读目的采取不同的阅读方法是一项重要的阅读策略。精读文章，关键之处需要字斟句酌，并结合作者所处的社会状况、生平、个性及其人生观、价值观和创作目的等，读出字里行间的内涵。英语专四考试的阅读试题主要测试考生快速获取信息的泛读能力，准确而高效地识别文章脉络和框架至关重要。

本书主要针对英语专业一、二年级的学生，即英语专业基础阶段以及与之水平相当的学习者，入选的篇章大部分以英语专四真题为主，辅以和英语专四难度大体相当的国内外各级各类考试真题。通过分析，我们发现这些文章的框架信息非常明确。可见，培养框架意识是阅读基础训练中非常基本和重要的一环，却往往被考生忽略；或者对该能力的重视仅仅停留在理论层面，一旦进行实际阅读，尤其在紧张的考试环境下，不由自主地放弃由框架入手的阅读策略，而陷入被文字牵着鼻子走，逐字逐句从头读到尾的状态——头昏脑涨，费时低效。

本书按说明文、议论文、记叙文、描写文分类，对近 10 年（2008 年—2017 年）英语专四阅读真题进行归纳整理，旨在呈现各种文体的常见框架，帮助考生树立明确的框架意识，站在更高的维度解读篇章。此外，本书还剖析英语专四阅读真题命题的角度和出题点，根据不同的提问方式给出答题建议，使考生能“知己知彼”。考试中的阅读不同于平时阅读，读者实际面对的是两个人，一位是作者，另一位是试题编纂者。形成框架意识是和作者直接对话；了解命题角度和出题点则是和试题编纂者直接对话。做好这两点可以变被动为主动，成为一个有策略的阅读者。



# Part One

## 历年真题的题材、 体裁分析

阅读牵涉到方方面面的复杂心理,外语阅读过程则更为复杂。总的来说,在阅读过程中起作用的,一是语言因素,如语法、词汇、语音乃至话语分析的知识和能力等(没有语言能力就谈不上阅读能力);二是非语言因素,如认知能力、逻辑思维能力、背景知识等(光有语言能力,如果缺乏这些能力和知识,阅读能力也难以发展)。桂诗春(1986)指出,我国在训练外语阅读能力过程中的一个偏向是把这两者混淆,甚至用前者来代替后者,于是出现了一种逐句分析语法结构的阅读训练方法。随后,多位学者(许余龙,1998;刘丹丹,2002;辜向东,刘丹丹,2002,2003;李红梅,2005;刘丽娟,2009;梁文花,2009)的调查研究也证实,中国学生在阅读过程中过分依赖自下而上(bottom-up)的解读模式而忽略使用自上而下(top-down)模式。自下而上模式以语篇为出发点,是一个信息驱动的过程,从语篇最基本的“建筑材料”起一直到整个“建筑”,最终把语篇的整体意思系统地组合在一起;而自上而下是一个意念驱动的过程,以读者为出发点,展示其通过语篇信息推理出与其已有知识相一致的具体情况、事件、行为等。(林六辰,2000)语篇中的句子或句组,不是杂乱无章地从一个话题过渡到另一个话题,而是依照话题之间的连贯性和话题展开的可能性有规律地组句成篇。这种规律性是形成语篇组织模式的基础。语篇的体裁不同,交际功能不同,不仅导致其语言风格不同,而且导致其组句成篇的模式有异。“体裁分析”能帮助我们解析语篇的组织模式,从而挖掘特定语篇所具有的特定的宏观认知结构。(秦秀白,1997)正因为体裁具有极强的规定性,不同体裁具有自己独特的交际目的、服务对象及结构风格,从这些方面对某一体裁的典型文章进行分析,即可达到举一反三、省时省力的效果。(李森,2002)

### 1. 题材分析

2016 版新考纲对阅读材料题材有明确规定,“题材广泛,包括社会、科技、文化、学习、常识、人物传记等”。编者曾经两次撰文分析整理 2001 年至 2008 年、2009 年至 2012 年的英语专四阅读真题,发现阅读文章的选材范围广泛,涵盖从日常生活到社会热点,从地理奇观到历史奇观,从科技到人文等。(刘,2012)纵观近五年的阅读真题,英语专四阅读依然延续以

前的题材选择原则。在关注的群体上有一定变化,十年前的选材常常包括弱势群体(如妇女、儿童、古老民族、土著民族等),关注的重点一般为该群体的变化、教育、生活方式等;近十年的选材更多包括现代人快节奏生活下的心理和成功经历,前者如大学生压力、交际焦虑、种族歧视等;后者如成功的科学家及技术人员的思维和行为方式,如哈灵顿创业、里克·奥尔登成功开发骷髅糖果耳机等。英语专四阅读考题一般选择大众熟悉的话题,但作者的观点往往与大众观点或传统观点不同,所以考生要尽量避免基于原有认知上的主观判断,应从文章中寻找选择答案的依据。

## II. 体裁分析

英语专四历年阅读真题中体裁最多的是说明文,占47.37%。说明文是一种以说明为主要表达方式的文章体裁。它通过对实体事物科学地解说,对客观事物做出说明或对抽象事理的阐释,使人们对事物的形态、构造、性质、种类、成因、功能、关系,或对事理的概念、特点、来源、演变、异同等有科学的认识,从而获得相关知识。说明文的中心鲜明突出,文章具有科学性、条理性,语言准确生动。

说明文的特点是清晰明确。文章的逻辑结构非常清晰,常通过举例(illustration)、过程汇报(process)、分类(classification and division)、比较和对比(comparison and contrast)、因果分析(analysis of their causes and effects)或下定义(definition)的方式来进行说明。

英语专四历年阅读真题中体裁第二多的是记叙文,占34.21%。记叙就是记述一件事或一系列事情。从广义上讲,记叙文包括故事(真实的或想象的)、传记、历史事件、新闻和叙事诗。英语专四阅读真题中的记叙文往往由生活中的大小事件生发议论,夹叙夹议。和说明文不同的是,记叙文是按照时间顺序组织全文,安排情节发展。故事的讲述者在叙述情节之外会描写人物、场景及其他相应细节。

议论文又叫说理文,是一种剖析事物、论述事理、发表意见、提出主张的文体。作者通过摆事实、讲道理、辨是非等方法,来确定其观点正确或错误,树立或否定某种主张。议论文观点明确,论据充分,语言精练,论证合理,有严密的逻辑性。议论文和说明文在篇章结构上都遵循严密的逻辑,条理清晰。议论文虽然只占英语专四历年阅读真题的15.79%,但其结构和说明文的逻辑结构大致相同。另外,英语专四阅读真题中的记叙文多半夹叙夹议,两方面共同弥补议论文的占比不足。

占比最少的是描写文。描写文意在将人、物、景等的状态、性质、特点等,依照作者所目见、耳闻或想象的情形描写出来。描写文、议论文、记叙文、说明文在英语专四阅读文章中的分布大致为1:6:12:18,虽然单纯从比例看,四大文体的分布不均,但这样的分布接近现实生活中实际阅读的情形,因此保证了测试的真实度。

# Part Two

## 说明文的发展模式

说明文是一种客观说明事物、阐明事理的文体,通过揭示概念来说明事物特征、本质及其规律性。说明文一般介绍事物的形状、构造、类别、关系、功能,解释事物的原理、含义、特点、演变等。说明文按照逻辑结构组织篇章,或由现象到本质,或由主到次,或按工艺流程顺序来说明,或按事物的性质、功用、原理等顺序来说明。

本书按照丁往道等编纂的《英语写作手册》(英文版,第三版)对说明文的结构分类,逐一剖析2008年—2017年近十年英语专四真题说明文的逻辑结构,并通过典型的阅读练习,提高学习者的文体意识,以便在阅读过程中自觉运用文体意识来解读篇章。

### 1. 举例法

举例法是通过举出具体事例来解释说明文章主旨或段落主题。举例是常用的有效说明方式,能删繁就简,化抽象为具体,增强阅读趣味。举例法的使用非常广泛,既可以单独使用,全文都通过一系列的例子组织,也可以和其他常用发展模式,如对比对照、分类、定义法等组合使用。例子前通常由 for example, for instance, here is a small example, let me give you an example, one example can be more illuminating, such as, sometimes, an illustration may help you clearly understand, let me illustrate it for you 等连接词或词组引出。文章中的列举(brief example)和举例(extended example),如果不在开篇第一段,往往可省略不读。例子主要用以佐证作者的观点、写作意图,并增强文章的趣味性。阅读者如果读懂主题句,就掌握了全文的主旨和脉络,然后根据阅读目的和兴趣,选取相应部分通读细节。考试中,受时间限制,则往往根据问题有针对性地阅读细节,即“问哪儿读哪儿”,问题没有涉及的例子则忽略。



#### Sample 1

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

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

(3) 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.

(4) 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.

(5) 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.

(6) 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.

(7) 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.

(8) 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.

(9) 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 1/2 instead of 13 as their house number.

(10) 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.

### [Analysis]

这是2003年英语专四真题TEXT B。介绍人们在数字方面的迷信观念。第一句话表明主旨: There are superstitions attached to numbers; even those ancient Greeks believed that all numbers and their multiples had some mystical significance。接下来全文以非常简短的段落组成, 非常适合寻读(scan)。快速扫视, 判断文章结构为例证法。阅读策略是跳过例子, 直接读题做题, 前两个是细节题, 准确定位信息即可; 最后一个是作者态度观点题, 具体解题思路详见“作者态度观点题”小节。

## [Multiple Choice]

1. 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.
2. The ill luck associated with 13 is supposed to have its origin in \_\_\_\_\_.  
A. legend                      B. religion                      C. popular belief                      D. certain customs
3. 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.

## [Keys]

1. C    2. B    3. A

## [Explanations]

1. **细节题。** 正确答案是 C。由题干“good luck”定位至第五、六段。第五段提到幸运数字时讲到“Seven was another significant number, usually regarded as a bringer of good luck”(7 是另外一个有特殊意义的数字,能带来好运);第六段提到“Nine is usually thought of as lucky number”(9 也通常被认为是一个幸运数字),故选项 C 为正确答案。

[点睛] 第四段明确表明 3 会带来坏运气,于是果断排除 A、B、D 这三个选项。

2. **细节推断题。** 正确答案是 B。由题干“13 is supposed to have its origin in”定位至第九段:“The common belief is that this derives from the fact that there were 13 people at Christ's Last Supper”(普遍认为是起源于耶稣的最后的晚餐上十三个人这个事实)。此句表明 13 和坏运气的联系源于宗教故事,故选项 B 为正确答案

[点睛] 该题也可以借助常识解题。

3. **态度题。** 正确答案是 A。由文章结构发现,全文除第一句和最后一句,均为例子。其中最后一句反映作者的态度:“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”(然而非常奇怪的是,在十三日出生一点也不令人可怕,这恰恰显示出我们的迷信多么缺乏理性)。因此,可排除 C、D 两项。A、B 的区别在于到底是“温和地讽刺”,还是“强烈地讽刺”。纵览全文,只有这一句表明作者的态度,而不是通过重复来一再强调,其他部分只是客观地呈现人们在数字上表现出的迷信,因此,态度上是“温和的”。故 A 是正确答案。

[点睛] “His attitude is not clear”这种选项在态度题里面基本可以被排除。



## Sample 2

(1) In an article, some Chinese scholars are described as being “tantalized by the mysterious dragon bone hieroglyphics”. Tantalized is one of many English words that have

their origins in myths and legends of the past (in this case, Greek and Roman ones). The meaning of the verb tantalize is a very particular one: "To promise or show something desirable to a person and then take it away; to tease by arousing hope." Many (but not all) English dictionaries give you a brief indication of a word's origins in brackets before or after the explanation of the meaning. For tantalize the following explanation is given: [ > Tantalus ]. This means that you should look up the name Tantalus to find out the word's origins, and if you do, you will find out that in Greek mythology, Tantalus was a king who was punished in the lower world with eternal hunger and thirst; he was put up to his chin in water that always moved away when he tried to drink it and with fruit on branches above him placed just a little bit out of his reach. Can you see why his name was changed into a verb meaning "to tease or torment by arousing desire"?

(2) Another example is the word siren, familiar to us as the mechanical device that makes such an alarming sound when police cars, ambulances, or fire engines approach. This word also has its origins in Greek mythology. The traveler Odysseus (Ulysses to the Romans) made his men plug their ears so that they wouldn't hear the dangerous voices of the sirens, creatures who were half bird and half woman and who lured sailors to their deaths on sharp rocks. So the word came to be associated both with a loud sound and with danger!

(3) When someone speaks of a "jovial mood" or a "herculean effort", he or she is using words with origins in mythology. Look these words up to find their meaning and relationship to myths.

(4) Many common words, such as the names for the days of the week and the months of the year, also come from mythology. Wednesday derives from the ancient Norse king of the gods, Woden, and Thursday was originally Thor's day, in honour of Thor, the god of thunder. As a matter of fact, all the planets, except the one we live on, bear names that come from Roman mythology, including the planet that is farthest away from the sun and for that reason was called after the Roman god of the dead. This god has also given his name to one of the chemical elements. Several other elements have names that come from mythology, too.

(5) It seems that myths and legends live on in the English language.

### [ Analysis ]

这是2008年英语专四真题TEXT B。全文由例子组成。第二段开头的“Another example is...”表明第一段是one example, 开篇段落的例子不能略去不读。在第一段的中间, 找到本文的核心词, “a word's origins”, 考虑到文中反复出现mythology, 可以答出最后一道主旨题。

## [Multiple Choice]

4. The purpose of the first sentence in Paragraph One is \_\_\_\_\_.
- A. to describe the work of some Chinese scholars  
B. to arouse readers' interest in hieroglyphics  
C. to lead readers onto the main theme  
D. to link the preceding part to the present one
5. We learn from the passage, all English dictionaries include \_\_\_\_\_.
- A. legends            B. mythology            C. word origins            D. word definitions
6. The example of tantalize is to show \_\_\_\_\_.
- A. how the word came into existence  
B. how Tantalus was punished in the lower world  
C. how all English dictionaries show word origins  
D. how the meaning of the word changed over the years
7. According to the passage, which of the following does NOT have origins in myths or legends?
- A. Jovial.            B. Wednesday.            C. Earth.            D. March.
8. Which of the following can best serve as the title of the passage?
- A. Greek and Roman Mythology in Language.  
B. Mythological Origins of English Words.  
C. Historical Changes in Word Meanings.  
D. Mythology and Common Words.

## [Keys]

4. C    5. D    6. A    7. C    8. B

## [Explanations]

4. **结构题**。正确答案是 C。根据题干直接定位到第一段。首句和第二句中出现了 tantalize 一词,第二句之后的所有内容都围绕 tantalize 进行解释分析,可见首句是个引文。自然过渡到对 tantalize 的分析,引出词源这个话题。这是经典的开篇方式,故 C 为正确答案。全文只有首句提到“中国学者”和“象形文字”,其余部分再无涉及。虽然引文的目的之一就是引起读者的注意,但这里是要引起读者对词源的关注,并非象形文字,故排除 A、B。篇章的首句只会启下,谈不上承上。

[点睛] 篇章结构的考核是英语专四阅读测试部分新的出题方式。

5. **细节题**。正确答案是 D。由题干中的“English dictionaries”定位到第一段第四句:“Many (but not all) English dictionaries give you a brief indication of a word's origins in brackets before or after the explanation of the meaning”(在许多(并非全部)英语字典里,一个词释义的前面或后面通常有一个括号,括号里简单地给出了这个词的来源)。由此可知,所有的英文字典均提供词语解释,但并非所有的字典都给出了词源,和词源相关的传奇和神

话也就不会成为词典中必然出现的内容,排除 A、B、C 三个选项。

**[点睛]** 此题可以凭借常识解题。

6. **细节推断题**。正确答案是 A。由题干中的“tantalize”定位到第一段:“This means that... Can you see why his name was changed into a verb meaning ‘to tease or torment by arousing desire’?”(这表示……现在你能猜到为什么他的名字变成了动词表示“以唤起欲望来戏弄或折磨某人”的意思了吗?)据此推断可知,作者以 tantalize 为例是为了说明该词是从哪里来的,恰与文章主题及选项 A“说明这个词是如何形成的”说法一致。并非 D 项所说,“为了说明词义的变化过程”。B 项只是解释该词来历时说到的相关神话故事,故排除。C 项与第四句“许多(不是所有)英语词典都在括号中简要给出词源”矛盾,排除。

**[点睛]** 以“例子”为题干的细节推断题,解题时紧扣文章或段落主旨。

7. **细节题**。正确答案是 C。由选项定位到第三、四段。第四段有“As a matter of fact, all the planets, except the one we live on, bear names that come from Roman mythology, ...”(事实上,所有的行星,除了我们生活的地球外,都是以罗马神话中神的名字命名的,……),故 C 为正确答案。A 和 B 选项在文章的第三段和第四段中可以明确地找到答案,而选项 D 则见于第四段的第一句:Many common words, such as the names for the days of the week and the months of the year, also come from mythology(许多常见的单词,如一周的日子和一年的月份的命名同样来自于神话故事)。March 是一年中的第三个月,由此可知,它也是从神话中来的。

**[点睛]** 插入语是常考点。

8. **主旨题**。正确答案是 B。定位主旨句、主旨词和反复出现的词。开篇由一个引证引出源自神话的词源这一主旨:“Tantalized is one of many English words that have their origins in myths and legends of the past(in this case, Greek and Roman ones)”。之后以“tantalize”为例进行详细说明。第二段对“siren”这个源自神话的词也进行了详细分析。第三段及第四段简要列举了源自神话的一些英语词汇,“jovial mood”“herculean effort”“the names for the days of the week and the months of the year”等。由此可推知,作者这样写的目的就是为了解释英语里的许多单词都来源于神话和传说这一事实。B 很好地概括了本文的主题。

**[点睛]** 主旨题定位到主题句或主题词,能又快又准地找到正确答案。以本文为例,抓住第一段中间的核心词,“a word’s origins”,及文章中反复出现的 mythology,可以准确把握全文主旨。



### Sample 3

(1) Do you realize that every time you take a step, the bones in your hip are subjected to forces between four and five times your body weight? When you are running, this force is increased further still. What happens if through disease a hip-joint ceases to be able to resist such forces? For many years hip-joints and other body joints have been replaceable either



partially or completely. It is after all a simple ball and socket joint; it has certain loads imposed on it; it needs reliability over a defined life; it must contain materials suitable for the working environment. Any engineer will recognize these as characteristic of a typical engineering problem, which doctors and engineers have worked together to solve, in order to bring a fresh lease of life to people who would otherwise be disabled.

(2) This typifies the way in which engineers work to help people and create a better quality of life. The fact that this country has the most efficient agricultural industry in the world is another good example. Mechanical engineers have worked with farmers and biologists to produce fertilizers, machinery and harvesting systems. This team effort has now produced crops uniformly waist high or less so that they are better suited to mechanical harvesting. Similar advances with other crops have released people from hard and boring jobs for more creative work, whilst machines harvest crops more efficiently with less waste. Providing more food for the rapidly increasing population is yet another role for the mechanical engineer.

### [Analysis]

这是2009年英语专四真题TEXT A。通过例子说明工程师的作用。和2008 TEXT B一样,全文以例子开头,主题句夹在例子中间:“This typifies the way in which engineers work to help people and create a better quality of life”。全文两段就是两个例子,一个来自医学,一个来自农业。非常方便定位:9、10题是针对第一段的例子设置的细节考查题;11、12题是针对第二段的例子设置的细节考查题。

### [Multiple Choice]

9. According to the passage, when would most weight be imposed on hip-joints?  
 A. When one is walking.                      B. When one is running.  
 C. When one is standing.                      D. When one is lying down
10. Engineers regard the replacement of hip-joints as a(n) \_\_\_\_\_ problem.  
 A. mechanical      B. medical      C. health      D. agricultural
11. According to the passage, how do engineers contribute to increasing efficiency of the agricultural industry?  
 A. By working with farmers.                      B. By working in teams.  
 C. By growing crops of the same height.      D. By making agricultural machinery.
12. According to the context, “This team effort” in Paragraph Two refers to \_\_\_\_\_.  
 A. mechanical engineers                      B. doctors and engineers  
 C. biologists, doctors and farmers              D. farmers, biologists and engineers