

英语四六级快训系列

英语四级阅读 15 天快训

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内容提要

本书按照 1999 年最新《大学英语教学大纲(修订本)》编写。该书对英语四级考试的主要题型——“阅读理解”和新题型:“简答题”、“翻译题”采取分类讲解训练及各类内分天讲解训练的形式,旨在提高本书训练的目的性和阶段性。“阅读理解”及“简答题”部分选材新颖、仿真,每道题都附有详细注释和讲解,“英译汉”部分在训练中教会学生使用准确、安全、快捷的翻译方法,并附有翻译步骤,以便学生全面、深刻地掌握所学方法。

本书可作为大学英语四级考前强化训练书籍,也可供其它英语考试及自学人员参考使用。

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前 言

最新颁布的《大学英语教学大纲(修订本)》规定:大学英语教学的目的之一是“培养学生具有较强的阅读能力”。在英语的听、说、读、写和译五种技能中,新旧大纲对阅读能力的要求一直是最高的(较强的),在全国大学英语四级考试中“阅读理解”一项占的分值也是最高的(40%),而且,在最近的几次四级统考中,大学英语考试指导委员会又一改过去用客观题测试阅读理解的方式,增加了几种新的主观题型(简答题和英译汉)。主客观题型的同时使用不仅可以检测考生的阅读理解能力,也可以检测考生的表达能力,从而向考生提出了更高的要求。

原大纲对阅读能力的要求是:“掌握基本阅读技能,能顺利阅读并正确理解语言难度中等的一般题材文章和科普、科技读物,阅读速度达到每分钟 50 词。阅读难度略低、生词不超过总词数 3% 的材料时,速度达到每分钟 80 词,阅读理解的准确率以 70% 为合格。”而新大纲不仅对阅读速度有了较高要求,同时对阅读理解程度也做了具体要求,即“能顺利阅读语言难度中等的一般性题材的文章,掌握中心大意以及说明中心大意的事实和细节,并能进行一定的分析、推理和判断,领会作者的观点和态度,阅读速度达到每分钟 70 词。在阅读篇幅较长、难度略低、生词不超过总词数 3% 的材料时,能掌握中心大意,抓住主要事实和有关细节,阅读速度达到每分钟 100 词。”

根据《大学英语教学大纲(修订本)》和《大学英语四级考试大纲》的精神、目的和要求,我们精心编写了这本《英语四级阅读 15 天快训》。

全书共分四大模块:自我测试、阅读快训、简答快训和翻译快训。“自我测试”部分分两次测量学生快训前后的英语学习情况,使学生可以衡量自己使用本书后所取得的进步;“阅读快训”部分通过大量文章的阅读、练习和讲解来训练学生的阅读理解能力;“简答快训”部分通过阅读文章介绍了简答题的形式、内容和答题技巧等;“翻译快训”部分以全新的方式向学生推荐体现翻译过程的翻译技巧。“简答”和“翻译”在训练学生阅读理解能力的基础上,又训练了学生的书面表达能力。

本书旨在帮助考生对阅读理解、简答和英译汉等几种题型中经常出现的问题进行归纳、分析和总结,并对各题型的命题方式、解题思想和技巧做出详细讲解,从而使考生在短期内能够掌握正确的阅读技巧,提高阅读理解能力和表达能力。本书最主要的特点是分类训练,分开讲解,使学生能一天天体会到自己的进步。阅读文章选材广泛,内容新颖,知识性与可读性并举,在试题设计与形成的过程中,参照大纲规定的各项指标,对材料的难易程度进行了较为细致的分析。

本书由王健教授任主编,冯宗祥任副主编,参加编写的人员还有袁兮茗、吕芳。

由于时间仓促,书中错误及疏漏在所难免,请广大读者批评指正。

编 者

1999 年 8 月

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第 1 天 自我测试 1

(Pretest)

在快训第 1 天,我们为大家提供了一套包括阅读理解、简答和英译汉三个方面的自我测试题,请大家在规定的时间内完成本套测试题,对照参考答案得出总分,记录好数据作为以后比较用。

I. 自我测试

Part I Reading Comprehension (35 minutes)

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.*

Questions 1 to 5 are based on the following passage:

Oceanography has been defined as "The application of all sciences to the study of the sea."

Before the nineteenth century, scientists with an interest in the sea were few and far between. Certainly Newton considered some

theoretical aspects of it in his writings, but he was reluctant (勉强的) to go to sea to further his work.

For most people the sea was remote, and with the exception of early intercontinental travelers or others who earned a living from the sea, there was little reason to ask many questions about it, let alone to ask what lay beneath the surface. The first time that the question "What is at the bottom of the oceans?" had to be answered with any commercial consequence was when the laying of a telegraph cable from Europe to America was proposed. The engineers had to know the depth profile (外型, 轮廓) of the route to estimate the length of cable that had to be manufactured.

It was to Maury of the US Navy that the Atlantic Telegraph Company turned, in 1853, for information on this matter. In the 1840s, Maury had been responsible for encouraging voyages during which soundings were taken to investigate the depths of the North Atlantic and Pacific Oceans. Later, some of his findings aroused much popular interest in his book *The Physical Geography of the Sea*.

The cable was laid, but not until 1866 was the connection made permanent and reliable. At the early attempts, the cable failed and when it was taken out for repairs it was found to be covered in living growths, a fact which defied contemporary scientific opinion that there was no life in the deeper parts of the sea.

Within a few years oceanography was under way. In 1872 Thomson led a scientific expedition (探险队), which lasted for four years and brought home thousands of samples from the sea. Their classification and analysis occupied scientists for years and led to five-volume report, the last volume being published in 1895.

1. The passage implies that the telegraph cable was built mainly _____.
 - A) for oceanographic studies
 - B) for military purposes
 - C) for business considerations
 - D) for investigating the depths of the oceans
2. It was _____ that asked Maury for help in oceanographic studies.
 - A) the American Navy
 - B) some early intercontinental travelers
 - C) those who earned a living from the sea
 - D) the company which proposed to lay an undersea cable
3. The aim of voyages Maury encouraged in the 1840s was _____.
 - A) to make some sound experiments in the oceans
 - B) to collect samples of sea plants and animals
 - C) to estimate the length of cable that was to be made
 - D) to measure the depths of two oceans
4. "Defied" in the fifth paragraph probably means _____.
 - A) "doubted"
 - B) "gave proof to"
 - C) "challenged"
 - D) "agreed to"
5. This passage is mainly about _____.
 - A) the beginnings of oceanography
 - B) the laying of the first undersea cable
 - C) the investigation of ocean depths
 - D) the early intercontinental communications

Questions 6 to 10 are based on the following passage:

Normally a student must attend a certain number of courses in order to graduate, and each course which he attends gives him a credit (学分) which he may count towards a degree. In many American universities the total work for a degree consists of thirty-six courses each lasting for one semester (学期). A typical course consists of three classes per week for fifteen weeks; while attending a university a student will probably attend four or five courses during each semester. Normally a student would expect to take four years attending two semesters each year. It is possible to spread the period of work for the degree over a longer period. It is also possible for a student to move between one university and another during his degree course, though this is not in fact done as a regular practice.

For every course that he follows a student is given a grade, which is recorded, and the record is available for the student to show to prospective employers. All this imposes a constant pressure and strain of work, but in spite of this some students still find time for great activity in student affairs. Elections to positions in student organizations arouse much enthusiasm. The effective work of maintaining discipline is usually performed by students who advise the academic authorities. Any student who is thought to have broken the rules, for example, by cheating has to appear before a student court. With the enormous numbers of students, the operation of the system does involve a certain amount of activity. A student who has held one of these positions of authority is much respected and it will be of benefit to him later in his career.

6. Normally a student would at least attend _____ classes each week.

- A) 36
- B) 12
- C) 20
- D) 15

7. According to the first paragraph an American student is allowed _____.

- A) to live in a different university
- B) to take a particular course in a different university
- C) to live at home and drive to classes
- D) to get two degrees from two different universities

8. American university students are usually under pressure of work because _____.

- A) their academic performance will affect their future careers
- B) they are heavily involved in student affairs
- C) they have to observe university discipline
- D) they want to run for positions of authority

9. Some students are enthusiastic for positions in student organizations probably because _____.

- A) they hate the constant pressure and strain of their study
- B) they will then be able to stay longer in the university
- C) such positions help them get better jobs
- D) such positions are usually well paid

10. The student organizations seem to be effective in _____.

- A) dealing with the academic affairs of the university
- B) ensuring that the students observe university regulations
- C) evaluating students' performance by bringing them before a court
- D) keeping up the students' enthusiasm for social activities

Questions 11 to 15 are based on the following passage:

Do you find getting up in the morning so difficult that it's painful? This might be called laziness, but Dr. Kleitman has a new explanation. He has proved that everyone has a daily energy cycle.

During the hours when you labor through your work you may say that you're "hot". That's true. The time of day when you feel most energetic is when your cycle of body temperature is at its peak. For some people the peak comes during the forenoon. For others it comes in the afternoon or evening. No one has discovered why this is so, but it leads to such familiar monologues (独白) as: "Get up, John! You'll be late for work again!" The possible explanation to the trouble is that John is at his temperature-and-energy peak in the evening. Much family quarreling ends when husbands and wives realize what these energy cycles mean, and which cycle each member of the family has.

You can't change your energy cycle, but you can learn to make your life fit it better. Habit can help, Dr. Kleitman believes. Maybe you're sleepy in the evening but feel you must stay up late anyway. Counteract (阻碍) your cycle to some extent by habitually staying up later than you want to. If your energy is low in the morning but you have an important job to do early in the day, rise before your usual hour. This won't change your cycle, but you'll get up steam and work better at your low point.

Get off to a slow start which saves your energy. Get up with a leisurely yawn (哈欠) and stretch. Sit on the edge of the bed a minute before putting your feet on the floor. Avoid the troublesome search for clean clothes by laying them out the night before. Whenever possible, do routine work in the afternoon and save tasks requiring more energy or concentration for your sharper hours.

11. If a person finds getting up early a problem, most probably _____.
- A) he is a lazy person
 - B) he refuses to follow his own energy cycle
 - C) he is not sure when his energy is low
 - D) he is at his peak in the afternoon or evening
12. Which of the following may lead to family quarrels according to the passage?
- A) Unawareness of energy cycles.
 - B) Familiar monologues.
 - C) A change in a family member's energy cycle.
 - D) Attempts to control the energy cycle of other family members.
13. If one wants to work more efficiently at his low point in the morning, he should _____.
- A) change his energy cycle
 - B) overcome his laziness
 - C) get up earlier than usual
 - D) go to bed earlier
14. You are advised to rise with a yawn and stretch because it will _____.
- A) help to keep your energy for the day's work
 - B) help you to control your temper early in the day
 - C) enable you to concentrate on your routine work
 - D) keep your energy cycle under control all day
15. Which of the following statements is NOT TRUE ?
- A) Getting off to work with a minimum effort helps save one's energy.

- B) Dr. Kleitman explains why people reach their peaks at different hours of day.
- C) Habit helps one adapt to his own energy cycle.
- D) Children have energy cycles, too.

Questions 16 to 20 are based on the following passage:

We find that bright children are rarely held back by mixed-ability teaching. On the contrary, both their knowledge and experience are enriched. We feel that there are many disadvantages in streaming (把……按能力分班) pupils. It does not take into account the fact that children develop at different rates. It can have a bad effect on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their intellectual (智力的) ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability. We also value personal qualities and social skills, and we find that mixed-ability teaching contributes to all these aspects of learning.

In our classrooms, we work in various ways. The pupils often work in groups: this gives them the opportunity to learn to co-operate, to share, and to develop leadership skills. They also learn how to cope with (解决) personal problems as well as learning how to think, to make decisions, to analyze and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teacher.

Sometimes the pupils work in pairs; sometimes they work on individual tasks and assignments, and they can do this at their own speed. They also have some formal class teaching when this is ap-

appropriate. We encourage our pupils to use the library, and we teach them the skills they need in order to do this efficiently. An advanced pupil can do advanced work: it does not matter what age the child is. We expect our pupils to do their best, not their least, and we give them every encouragement to attain this goal.

16. In the passage the author's attitude towards "mixed-ability teaching" is _____.
A) critical
B) questioning
C) approving
D) objective
17. By "held back" (Line 1) the author means "_____".
A) made to remain in the same classes
B) forced to study in the lower classes
C) drawn to their studies
D) prevented from advancing
18. The author argues that a teacher's chief concern should be the development of the student's _____.
A) personal qualities and social skills
B) total personality
C) learning ability and communicative skills
D) intellectual ability
19. Which of the following is NOT MENTIONED in the third paragraph?
A) Group work gives pupils the opportunity to learn to work together with others.
B) Pupils also learn to develop their reasoning abilities.
C) Group work provides pupils with the opportunity to learn to

be capable organizers.

D) Pupils also learn how to participate in teaching activities.

20. The author's purpose of writing this passage is to _____.

A) argue for teaching bright and not-so-bright pupils in the same class

B) recommend pair work and group work for classroom activities

C) offer advice on the proper use of the library

D) emphasize the importance of appropriate formal classroom teaching

Part II Short Answer Questions (15 minutes)

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.*

In many businesses, computers have largely replaced paperwork, because they are fast, flexible, and do not make mistakes. As one banker said, "Unlike humans, computers never have a bad day." And they are honest. Many banks advertise that their transactions are "untouched by human hands" and therefore safe from human temptation. Obviously, computers have no reason to steal money. But they also have no conscience, and the growing number of computer crimes shows they can be used to steal.

Computer criminals don't use guns. And even if they are caught, it is hard to punish them because there are no witness and often no evidence. A computer cannot remember who used it: it simply does what it is told. The head teller at a New York City