

A Treasured Book of College English

Reading Comprehension

大学英语四级

实战宝典

阅读理解

- 走出过份注重词汇的传统误区
- 将应试技巧公式化
- 提供“实弹演习”的机会

做对会做的 蒙对不会的

东南大学出版社

大学英语四级

实战宝典·阅读理解

臧玉秋 主编

东南大学出版社
南京

内 容 提 要

该书对 1990 到 2000 年底大学英语四级阅读理解题(重点是近五年的考题)进行全方位透析,旨在帮助读者正确把握实考题的命题原则和题型特征,从反命题的角度归纳总结阅读理解解题的一整套策略和技巧。

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前 言

在大学英语四级考试中,阅读理解的分值最高(每题2分),比例最大(占40%),仅此一项就基本决定了考生的成败。从本质上讲,阅读理解不是教会的而是自己学会的,靠的是日积月累而不是一蹴而就。然而实践证明,虽然不可能在短时间内大幅度提高考生的语言水平,但应试技巧和一些阅读技能是可以速成的。

确定文章的难易度是件十分困难的事,因为生词的多寡、句子的长短并不能真正反映文章的难易度。实考题从文章的选择、用词的难易、题型的搭配到问题的设计都较为准确、全面地体现了《大学英语教学大纲》和《大学英语考试大纲》所规定的内容,其效度和信度是一般的仿真题或模拟题难以达到的。这便是我们透析(或透视)真题的原因。

本书共收1990年至2000年12月大学英语四级实考试卷阅读理解60篇,对其中50篇进行了剖析,留10篇(练习一至练习五)让读者检查自己的学习成果(每个练习有2篇附参考答案的自测题)。

每篇被透析的文章由“主要段落和疑难词句分析”、“选项点评与应试技巧”组成。这样做的优点是:(1)文章的结构和疑难点解释得清清楚楚,读者不再有似懂非懂之感;(2)每个选项的取舍交待得明明白白,读者不仅知其然而且知其所以然;(3)从反命题的角度帮助读者发现命题特点、总结解题诀窍,以获得举一反三、融会贯通的目的。

我们不奢望学完60篇文章就能解决阅读中的诸多问题,但读者至少可以基本上学会从语篇的角度去理解和分析文章,学会如何沉着冷静地应对各种长句难句,如何识别并排除干扰项,如何利用解的特征提高答题命中率。

对于参加大学英语四、六级考试和其他相应级别的英语测试的广大读者,相信本书对提高应试成绩不无裨益。

编 者

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Passage 1

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 to go to sea to further his work.

For most people the sea was remote, and with the exception of early intercontinental travellers 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* (起伏形状) 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* (测深) 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* (考察), 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 a five-volume report, the last volume being published in 1895.

- The proposal to lay a telegraph cable from Europe to America made oceanographic studies take on _____.
A) an academic aspect
B) a military aspect
C) a business aspect
D) an international aspect
- It was _____ that asked Maury for help in oceanographic studies.
A) the American Navy
B) some early intercontinental travellers
C) those who earned a living from the sea
D) the company which proposed to lay an undersea cable
- The aim of the voyages Maury was responsible for in the 1840s was _____.

- A) to make some sounding experiments in the oceans
 - B) to collect samples of sea plants and animals
 - C) to estimate the length of cable that was needed
 - D) to measure the depths of the two oceans
4. "Defied" in the 5th 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

一、主要段落和疑难词句分析

1. 第一段为海洋学定义:综合应用所有科学学科对海洋进行的研究。第二段对 19 世纪以前海洋研究进行了简单回顾:几乎无人问津。三至六 4 个自然段组成一个概念段,讲述人类首次意识到海洋研究的必要性并对 19 世纪中、晚期人类在海洋方面的研究及其成果作了介绍。

2. few and far between(第二段首句)的意思可从两方面推测:few 为否定词,所以这一短语的意思很可能也是否定的;根据常识可知,19 世纪以前对海洋感兴趣的科学家寥寥无几。

3. For most people...(第三段首句)是一个并列复合句,其结构为 the sea was remote, and there was little reason...。第 2 分句前有介词短语 with the exception of, 它包含了 who 引导的定语从句。另外,第 2 分句有一个短语动词 let alone,表示“更不用说”。需要注意的是,该短语后的部分必须与其前面部分保持平行。如:

There were several people in the car, let alone a pile of luggage.

I've not even read the first chapter, let alone finished the book.

4. The first time...(第三段第 2 句)是个长句,关键词为 The first time was when...。主语部分有一个定语从句,从句的中心词为 the question had to be answered。因为先行词 time 前有序数词,从句只能由 that 引导。定语从句的意思是:人们必须从商业价值的角度回答“海洋深处有什么”这个问题。另外,引号部分为 question 的同位语。

5. 第四段首句为强调句型,turn to sb. for sth. 表示“就某事求助或请教某人”。

6. At the early attempts...(第五段第 2 句)是一个并列复合句,and 连接两个并列部分。第 2 分句由 when 引导的时间状语和主句 it was found to be covered in living growths 组成。a fact 至段末为同位语,同位语包括 which 引导的定语从句(修饰 fact)和 that 引导的同位语从句(与 opinion 同位)。

7. Their classification and analysis...(末段末句):代词 their 指 thousands of samples from the sea。注意,应将句子主语理解为“对它们的分类和分析”。另外,句末为独立主格结构。

二、选项点评与应试技巧

1. A 显然,这个庞大的工程不是理论研究,而是将理论应用到实践,使海洋学研究具有

实用价值

B 没有提及

C 正 替换 commercial consequence

D 毫无意义的选项

应试技巧:同义替换为解。

2. A 误解了 to Maury of US Navy 这一短语的中心词

B 与被强调部分不吻合

C 与被强调部分不吻合

D 正 第四段首句为题区(解题的关键是看懂强调句型)

应试技巧:命题人往往会对文章中被强调部分变着花样考。

3. A 航行的目的不是做试验,而是测量两大洋的深度

B 人们那时还不知海底有动、植物

C 19 世纪 40 年代尚未有人提出铺设越洋电缆, Maury 也没有这样的先见之明

D 正 用 measure 替换 investigate

应试技巧:用查读法迅速找到阿拉伯数字“1840s”的所在位置并确定题区;替换是解。

4. 可根据上下文推测该词的意思。上文是“从海底取出的电缆覆盖着生物”,下文为“当时的科学观点认为海洋深处没有生命”。显然,新发现对当时的观点是“挑战”。

A 面对覆盖着生物的海底电缆,对当时的科学观点仅仅持“怀疑”态度,有顽固不化之嫌

B 根据分析排除褒义项

C 正

D 理由同 B

应试技巧:对部分考生来说, defied 和 challenged 可能都是生词。在排除了两个褒义项后,要大胆选择含有生词或看不懂意思的选项。

5. A 正 本题涉及中心思想,文章主要段落(3~6 段)就是围绕这一中心展开的(参阅“主要段落和疑难词句分析 1”)

B 举例不是文章中心思想

C 细节不是中心思想

D 离题

应试技巧:中心思想应涵盖所有或大多数段意。因此,具体的、举例的、细节的选项都不是解。

Passage 2

Normally a student must attend a certain number of courses in order to graduate, and each course which he attends gives him a credit 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. 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 word 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.

1. Normally a student would at least attend _____ classes each week.
A) 36
B) 12
C) 20
D) 15
2. 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
3. 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
4. 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
5. The student organizations seem to be effective in _____.
 A) dealing with the academic affairs of the university
 B) ensuring that students observe university regulations
 C) evaluating students' performance by bringing them before a court
 D) keeping up the students' enthusiasm for social activities

一、主要段落和疑难词句分析

1. 第一段可分为两层:介绍美国大学的学制、学分和课程(1~4句);教学管理中一些灵活的做法(末尾两句)。清晰的层次还可以从第1、4句的两个 normally(表示惯例)和段尾 it is (also) possible(表示特例)分辨出来。

2. Normally a student...(第一段第1句)为并列主从复合句,连词 and 连接两个并列的分句。第2分句的关键词是 each course gives him a credit, 两个 which 引导的定语从句分别修饰 course 和 credit。

3. 第二段首句也是并列复合句,两个并列的分句是 a student is given a grade and the record is available…。第1分句中有定语从句 that he follows(修饰 course)和 which is recorded(修饰 grade)。

4. 第二段第2句为该段的主题句:尽管学习有压力,有些学生还是乐于参加管理学生事务。All this 用来概括上文提及的事情,不能用 all these 替换。动词 impose 表示“把……强加于某人”,通常与 on 连用。这个句子省略了 on students。

5. With the enormous numbers of students(末段倒2句):介词 with 表示原因,可用 because of 替换。

6. A student...(末句):and 连接两个并列的分句。分句1的主语后有定语从句 who has held…,分句2的主语 it 指代前一分句中定语从句的内容。另外,be of benefit 等于 be beneficial。

二、选项点评与应试技巧

1. A 36 为课程总数

B 正 首段2~3句为题区(每学期4~5门课,每门课每周3节课,所以美国大学生每周上12~15节课。“at least”问的是下限)

C 无中生有的数字

D 此数为上限,与 at least 不吻合

应试技巧:在中、高级别的英语测试中,命题者不会让考生轻松地从文章中找出数字作为问题的答案,考生往往要对数字进行简单的四则运算。记住:原始数据不是解。

2. A 不合常理,也未提及

B 正 首段段尾为题区

C 合理项,但偏离第一段段意

D 合理项,但文章中的 during his degree course 是指在攻读某一学位期间可在不同的

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应试技巧:两个 normally 表示在正常情况下的做法,段尾两个 it is (also) possible 表示例外。这类考题的特点往往是避重就轻、避主就次。

3. A 正 第二段段首为题区

B 代词 they 是泛指,而愿意参与学生事务的毕竟是少数

C 遵守学校的规章制度不会使学生 under pressure of work

D 主次不分

应试技巧:段落大意为解。

4. A 与第二段段意不吻合

B 延长学习时间岂不是自讨苦吃

C 正 第二段末句为题区

D 学生干部没有薪金

应试技巧:段末句往往是对该段进行归纳和总结,从重要性来讲仅次于主题句。

5. A 能处理这类事务的应该是校学术委员会这样的机构

B 正 第二段第 4 句为题区

C 荒唐可笑的方法

D 不务正业

应试技巧:脱离原文根据常识解题。

Passage 3

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 labour 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* (自言自语) 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 quarrelling 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* (对抗) 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* (鼓动干劲) and work better at your low point.

Get off to a slow start which saves your energy. Get up with a leisurely yawn 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.

1. 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
2. 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.
3. 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
4. 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
5. 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 a person adapt to his own energy cycle.
D) Children have energy cycles, too.

一、主要段落和疑难词句分析

1. 一、二段为一个概念段,对“早上起不来”这一现象进行新的解释:每人都有自己的能量周期。三、四段为另一概念段,讨论人们如何顺应这一能量周期并采取相应的对策。

2. hot (第二段第1句)既指“体温高”,又指“状态好”。

3. The time of day... (第二段第3句):句子的关键词是 The time of day is...。前一个 when 引导定语从句,后一个 when 引导表语从句。

4. No one has discovered why this is so (第二段第6句):but 连接两个并列的分句。分句1中的 this 指上两句的内容,即有些人的高峰出现在上午,另一些人的高峰出现在下午或夜晚。分句2中的 it 用来替代 this。

5. Much family quarrelling ends (第二段末句)是全句的主要部分,可用 disappear 代替 end。主句后接 when 引导的时间状语从句,从句动词 realize 后接两个宾语从句。注意从属连词 which 和 what 的不同用法:

Tell me what books you have read recently. (不知道对方读了什么书)

Tell me which books you have read recently. (在有选择范围时用)

6. Habit can help (第三段第2句)后省略了 to make your life fit it better。

7. Get off to a slow start (末段首句)由 get off to a good/bad start (一开始顺利/不顺利)转变而来,这个句子可改写为 Getting off to a slow start saves your energy。句中的 save 与末句中的 save 意思不同,前者表示“节约”,后者为“留下”。末句的意思是:把耗费精力多或需要全神贯注的工作留到思维敏捷的时候去做。

二、选项点评与应试技巧

1. A 过时的观点

B 尚未认识到这是“能量周期”在作怪,更谈不上是否遵守

C 答非所问

D 正 第二段倒2句为题区

应试技巧:根据中心思想选解。

2. A 正 第二段末句为题区

B 自言自语不可能导致家庭争吵

C 能量周期不会改变

D 人们尚未意识到它的存在,更谈不上试图控制它

应试技巧:用查读法确定题区并结合中心思想解题。

3. A 能量周期不可改变(第三段首句)

B 早上起不来与懒惰无关

C 正 替换 rise before your usual hour(第三段倒2句)

D 通常的做法,难以奏效

应试技巧:当文章提出新观点、新理论或新方法时,首先排除符合传统观念和做法的一切选项。

4. A 正 末段首句为题区

B 脾气不受人的控制

C “节省能量”与“把精力集中在常规工作上”是两个不同的概念

D 能量周期不受人的控制

应试技巧:根据题区所在段的段落大意选解。

5. A 与末段段意一致

B 正 No one has discovered why this is so (第二段第6句)

C 与第三段段意吻合

D everyone has a daily energy cycle (首段),儿童也不例外

应试技巧:根据第一、三、四段段意排除干扰项。

4

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 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 personal problems as well as learning how to think, to make decisions, to analyse 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 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.

1. In the passage the author's attitude towards "mixed-ability teaching" is _____.
A) critical B) questioning
C) approving D) objective
2. 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
3. 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

4. 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.
5. The author's purpose in 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

一、主要段落和疑难词句分析

1. 一、二段为一个概念段,讨论混班上课的优点和把学生按能力分班教学的弊端。三、四段也是个概念段,介绍作者采用的各种教学法。

2. on the contrary(首段第2句)为信号词,表明该词前后内容相反。读者可根据 hold back 的意思推测 enrich 的意思,反之亦然。

3. It does not take into account the fact... (第一段第4句);it 指“把学生按能力分班”(段末两句中的 it 也是如此);take sth. into account/consideration 表示“考虑”;宾语(the fact)后移的原因是 fact 后有同位语从句。

4. besides (第二段第1句)为信号词,由此可以预测:第二段肯定是关于分班上课的其他弊端。

5. An advanced pupil can do advanced work(末段倒2句):前一个 advanced 表示“成绩好的”,后一个为“难度大的”。

二、选项点评与应试技巧

1. $\left. \begin{matrix} A \\ B \end{matrix} \right\}$ 同属贬义项,全部排除

C 正 首段 1~2 句为题区

D enrich 为正面色彩的词,不属于“客观的”

应试技巧:因为每题只有一个正确选项,所以遇到几个意思相同或相近的选项时可根据“要么都对、要么都不对”的原则排除。

2. $\left. \begin{matrix} A \\ B \\ C \end{matrix} \right\}$ 根据 enrich 一词排除

D 正

应试技巧:在遇到“作者的态度”这类题时应记住,文章一般不会出现直接表明作者观点、立场、态度的词,否则考题便失去意义。考生应根据文章的中心思想和段落大意来推测作者的态度。

3. A 片面

B 正 第二段为题区。作者认为,我们不仅要发展学生的 academic ability,而且要