

# 大学英语四级

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## 阅读及英译汉120篇

第2版

薛广历 主编



# 大学英语四级阅读及 英译汉 120 篇

(第 2 版)

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**【内容简介】** 本书是根据《大学英语教学大纲》、《大学英语四级考试大纲》以及全国大学英语四、六级考试委员会 1995 年《关于全国大学英语四级考试采用新题型的通知》精神而编写的,其目的是提高学生的阅读能力及应试能力。

全书题材广泛,内容丰富,并配有英译汉的练习,是大学英语四级考试备考的理想教材,也是大学生、英语爱好者提高阅读能力及英译汉能力的必备之书。

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## 第2版前言

《大学英语四级应试系列丛书》1996年一经推出,就受到广大读者的欢迎,前后多次重印,仍供不应求,各地书店和读者纷纷求购。为满足广大读者的要求,我社根据国家教委《大学英语教学大纲》规定的要求和全国大学英语四、六级考试委员会公布的最新题型,进行了全面修订,以食读者。

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1998年1月

## 序 言

薛广历、刘博华、范新德、任春生几位教师从事外语教学多年，尤其对大学四级英语教学颇有经验。因而，他们所教的学生在四级考试中取得良好成绩。他们通过工作，深深体会到外语教学应将提高学生的语言水平放在第一位，切不可急功近利，为追求考试分数，而一心钻研考题，对语言则不求甚解。为此，他们下了很大功夫，编写了《大学英语四级阅读及英译汉 120 篇》，所选文章，覆盖面很宽，语言地道。为了帮助学生理解文章，他们挑选了难句，字斟句酌地翻译出来。我相信，这样做对大学生、英语爱好者是大有裨益的。

祝愿本书的问世将会帮助学生学得更深，更活，更实际，为提高文理工科院校的英语教学作出一些贡献。

西安外国语学院英语教授 刘毓麟

1996 年元月

# Contents

Passage 1 .....	1	Passage 22 .....	52
Passage 2 .....	3	Passage 23 .....	55
Passage 3 .....	6	Passage 24 .....	57
Passage 4 .....	9	Passage 25 .....	60
Passage 5 .....	11	Passage 26 .....	62
Passage 6 .....	14	Passage 27 .....	65
Passage 7 .....	16	Passage 28 .....	67
Passage 8 .....	18	Passage 29 .....	70
Passage 9 .....	21	Passage 30 .....	72
Passage 10 .....	23	Passage 31 .....	75
Passage 11 .....	25	Passage 32 .....	78
Passage 12 .....	27	Passage 33 .....	81
Passage 13 .....	29	Passage 34 .....	84
Passage 14 .....	32	Passage 35 .....	87
Passage 15 .....	34	Passage 36 .....	91
Passage 16 .....	37	Passage 37 .....	95
Passage 17 .....	39	Passage 38 .....	98
Passage 18 .....	42	Passage 39 .....	101
Passage 19 .....	44	Passage 40 .....	104
Passage 20 .....	47	Passage 41 .....	107
Passage 21 .....	50	Passage 42 .....	110

Passage 43	113	Passage 72	205
Passage 44	115	Passage 73	208
Passage 45	118	Passage 74	210
Passage 46	120	Passage 75	212
Passage 47	123	Passage 76	214
Passage 48	126	Passage 77	216
Passage 49	130	Passage 78	219
Passage 50	133	Passage 79	222
Passage 51	136	Passage 80	224
Passage 52	139	Passage 81	227
Passage 53	142	Passage 82	229
Passage 54	148	Passage 83	231
Passage 55	152	Passage 84	234
Passage 56	156	Passage 85	236
Passage 57	160	Passage 86	238
Passage 58	164	Passage 87	240
Passage 59	168	Passage 88	243
Passage 60	173	Passage 89	245
Passage 61	177	Passage 90	248
Passage 62	180	Passage 91	251
Passage 63	182	Passage 92	253
Passage 64	185	Passage 93	256
Passage 65	188	Passage 94	258
Passage 66	190	Passage 95	261
Passage 67	193	Passage 96	264
Passage 68	195	Passage 97	266
Passage 69	197	Passage 98	269
Passage 70	200	Passage 99	271
Passage 71	203	Passage 100	274

<b>Passage 101</b> .....	276	<b>Passage 112</b> .....	305
<b>Passage 102</b> .....	278	<b>Passage 113</b> .....	309
<b>Passage 103</b> .....	281	<b>Passage 114</b> .....	311
<b>Passage 104</b> .....	284	<b>Passage 115</b> .....	314
<b>Passage 105</b> .....	286	<b>Passage 116</b> .....	318
<b>Passage 106</b> .....	288	<b>Passage 117</b> .....	320
<b>Passage 107</b> .....	291	<b>Passage 118</b> .....	323
<b>Passage 108</b> .....	294	<b>Passage 119</b> .....	326
<b>Passage 109</b> .....	296	<b>Passage 120</b> .....	329
<b>Passage 110</b> .....	299	<b>答案与参考译文</b> ..	334
<b>Passage 111</b> .....	302	<b>编后记</b> .....	369



## Passage 1

Another common type of reasoning is the search for causes and results. We want to know whether cigarettes really do cause lung cancer, what causes malnutrition, the decay of cities, or the decay of teeth. (1) We are equally interested in effects; what is the effect of sulphur or lead in the atmosphere, of oil spills and raw sewage in rivers and the sea, of staying up late on the night before an examination?

Causal reasoning may go from cause to effect or from effect to cause. Either way, we reason from what we know to what we want to find out. Sometimes we reason from an effect to a cause and then on to another effect. Thus, if we reason that because the lights have gone out, the refrigerator won't work, we first relate the effect (lights out) to the cause (power off) and then relate that cause to another effect (refrigerator not working). This kind of reasoning is called, for short, effect to effect. It is quite common reason through an extensive chain of causal relations. When the lights go out we might reason in the following causal chain: lights out — power off — refrigerator not working — temperature will rise — milk will sour. In other words, we diagnose

a succession of effects from the power failure, each becoming the cause of the next.

Causes are classified as necessary, sufficient, or contributory. A necessary cause is one which must be present for the effect to occur, as combustion is necessary to drive a gasoline engine. A sufficient cause is one which can produce an effect unaided, though there may be more than one sufficient cause; a dead battery is enough to keep a car from starting, but faulty spark plugs or an empty gas tank will have the same effect. A contributory cause is one which helps to produce an effect but cannot do so by itself, as running through a red light may help cause an accident, though other factors—pedestrians or other cars in the intersection—must also be present.

(2) In establishing or refuting a causal relation it is usually necessary to show the process by which the alleged cause produces the effect. Such an explanation is called a causal process.

1. What the author discussed in the previous section is most probably about \_\_\_\_\_.
  - A. relationships between causes and results
  - B. classification of reasoning
  - C. some other common types of reasoning
  - D. some special type of reasoning
2. According to the passage, to do the “effect to effect” reasoning is to reason \_\_\_\_\_.
  - A. from cause to effect
  - B. from effect to cause

- C. from effect to effect and on to cause  
D. from effect to cause and on to another effect
3. A necessary cause is \_\_\_\_\_.  
A. one without which it is impossible for the effect to occur  
B. one of the causes that can produce the effect  
C. one that is enough to make the effect occur  
D. none of them
4. Your refrigerator is not working and you have found that the electric power has been cut off. The power failure is a \_\_\_\_\_.  
A. necessary cause                      B. sufficient cause  
C. contributory cause                  D. none of them
5. This passage mainly discusses \_\_\_\_\_.  
A. causal reasoning  
B. various types of reasoning  
C. classification of causes  
D. the causal process

**Passage 2**

Testing has replaced teaching in most public schools. My own children's school week is framed by pretests, drills, tests, and retests. They know that the best way to read a

textbook is to look at the questions at the end of the chapter and then skim the text for the answers. I believe that my daughter Erica, who gets excellent marks, has never read a chapter of any of her school textbooks all the way through. And teachers are often heard to state proudly and openly that they teach to the mandated(训令的) state test.

Teaching to the test is a curious phenomenon. (1) Instead of deciding what skills students ought to learn, helping students learn them, and then using some sensible methods of assessment(评估) to discover whether students have mastered the skills, teachers are encouraged to reverse the process. First one looks at a commercially available test. Then one distills(去除) the skills needed not to master reading, say, or math, but to do well on the test. Finally, the test skills are taught.

The ability to read or write or calculate might imply the ability to do reasonably well on standardized tests. However, neither reading nor writing develops simply through being taught to take tests. We must be careful to avoid mistaking preparation for a test of a skill with the acquisition of that skill. (2) Too many discussions of basic skills make this fundamental confusion because people are test obsessed(被着魔的) rather than concerned with the nature and quality of what is taught.

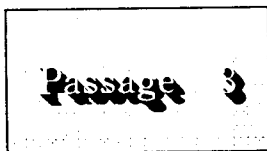
Recently many schools have faced what could be called the crisis of comprehension or, in simple terms, the phenomenon of students with phonic and grammar skills still being unable to understand what they read. These students are competent at test taking and filling in workbooks and

ditto(复制品)masters. However they have little or no experience reading or thinking, and talking about what they read. They know the details but can't see or understand the whole. They are taught to be so concerned with grade that they have no time or ease of mind to think about meaning, and reread things if necessary.

1. The author gives an account of Erica's performance in her study in order to \_\_\_\_\_.
  - A. illustrate her cleverness in test-taking
  - B. reveal the incompetence of teachers
  - C. show there is something wrong with current practice in teaching
  - D. demonstrate the best way to read textbooks
2. Which of the following is true according to the passage?
  - A. The phenomenon of teaching to the test has aroused curiosity in many educators.
  - B. Skills in general are not only useless but often lead students astray.
  - C. Ability to read and write is one thing, and ability to do well on standardized tests is quite another.
  - D. Preparation for a test of a skill does not necessarily mean the acquisition of that skill.
3. The author insists that \_\_\_\_\_.
  - A. mandated state tests be replaced by some more sensible methods of assessment
  - B. teachers pay more attention to the nature and quality of what is taught
  - C. students not be concerned with grades but do more

reading and thinking

- D. radical changes be brought about in the general approach to teaching
4. We can safely conclude that \_\_\_\_\_ may cause educational problems.
- A. test obsession
  - B. standardized tests
  - C. test-taking
  - D. preparation for mandated state tests
5. By "crisis of comprehension" the author means may students \_\_\_\_\_.
- A. are too much concerned with grades
  - B. fail to understand the real goal of education
  - C. lack proper practice in phonic and grammar drills
  - D. are unable to understand what they read, though they do reasonably well on standardized tests



Animals like the lion are known as carnivorous animals. The word "carnivorous" is derived from Latin words meaning "eater of flesh". You have already read about wild lions and you know that they feed on smaller animals. But many other animals are vegetarian, and they are called her-

bivorous animals. In this group of animals are found all the common farm animals like the horse, the cow and the sheep. Examples of wild animals that are herbivorous are the giraffe (长颈鹿) and the elephant. Instead of saying "carnivorous animal" and "herbivorous animal" you can say "carnivore" and "herbivore".

You may be surprised to learn that there are carnivorous plants as well as carnivorous animals. (1) Plants usually obtain food from the water in the soil and from the salts that are dissolved in it. But some plants that grow in poor soil need other food to make up for the lack of food in the soil itself. To make up for this deficiency they trap small insects and digest (消化) their bodies.

Carnivorous plants use ingenious devices to trap insects for their food. The pitcher plant is a common carnivorous plant in tropical forests. This plant has a clever trap shaped like a pitcher or jug. It even has a lid (盖) to keep out the rain. (2) The mouth of the pitcher is covered with a sweet, sticky substance, like honey or nectar. Insects come to the plant to feed on this substance. When they have eaten all that is round the mouth they crawl into the pitcher to look for more. There is more honey at the bottom and they go down to feed on it. The inner wall of the pitcher is covered with fine hairs. These hairs point downwards, so that the insects cannot climb out of the pitcher. They are trapped in it. They die there, and their bodies are digested by the plant and absorbed as food.

1. Which of the following is NOT correct?

- A. The sheep is a common farm animal.
  - B. The horse is not a carnivorous animal.
  - C. The elephant is a common farm animal.
  - D. The lion is not vegetarian.
2. Which of the following statements is true?
- A. Wild lions are carnivorous animals but they do not eat flesh.
  - B. The giraffe is not a carnivorous animal because it does not eat flesh.
  - C. The elephant is wild and strong so it is a carnivorous animal.
  - D. Vegetarian animals can't eat wild lions but can eat small animals.
3. According to the passage "carnivorous plants" means \_\_\_\_\_.
- A. plants which obtain food from the water in the soil
  - B. plants which grow in poor soil
  - C. plants which grow in tropical forests
  - D. plants which can "eat" animals and digest their bodies
4. The insects go into the pitcher because \_\_\_\_\_.
- A. they try to eat more sweet substance at the bottom
  - B. the substance round the mouth of the pitcher is not sweet enough and is too sticky
  - C. the rain can't get into the pitcher
  - D. the fine hairs on the inner wall of the pitcher point downwards
5. Which of the following titles would be the most suitable for this paragraph?
- A. Herbivorous Animals
  - B. Carnivorous Plants



Passage 4

(1) In a family where the roles of men and women are not sharply separated and where many household tasks are shared to a greater or lesser extent, notions of male superiority are hard to maintain. The pattern of sharing in tasks and in decisions makes for equality, and this in turn leads to further sharing. (2) In such a home, the growing boy and girl learn to accept that equality more easily than did their parents and to prepare more fully for participation in a world characterized by co-operation rather than by the "battle of the sexes".

If the process goes too far and man's role is regarded as less important — and that has happened in some cases — we are as badly off as before, only in reverse.

It is time to reassess the role of the man in the American family. We are getting a little tired of "Momism" — but we don't want to exchange it for a "neo-Popism". What we need, rather, is the recognition that bringing up children involves a partnership of equals. There are signs that psychiatrists, psychologists, social workers, and specialists on the