

◎ 主编 潘 丽 程杰

◎ 主审 王桂芝

大学英语 四级考试 新题型阅读突破



Band Four

哈尔滨工业大学出版社

主 编 潘 丽 程 杰
副主编 于 洋 李 明 王 晶
主 审 姚 静 孙 慧
王 桂 芝

大学英语 四级考试 新题型阅读突破

Band Four

哈尔滨工业大学出版社

内 容 提 要

- 帮助考生全面了解并适应阅读新题型,通过实战练习稳步提高
- 分析四级考试新题型阅读部分的特点
- 严格按照考试要求确定选材内容、长度和难度,选材科学难度适中
- 详细讲解阅读新题型的解题思路 and 应考策略
- 针对每一种阅读新题型提供专项强化训练
- 提供阅读模拟试题,帮助考生整体把握考试特点,熟悉改革题型

本书分为五部分:快速阅读(Skimming and Scanning)、选词填空(Cloze)、篇章仔细阅读(Reading Comprehension)、阅读套题和答案与解析。前三部分为单项练习,每部分包括解题攻略和10篇阅读练习;第四部分是阅读模拟练习,其出题难易程度与大学英语四级考试真题一致,使学生体验考试实战;第五部分为答案与解析,解答详尽,分析透彻,有利于学生掌握答题的角度和方法。附录1是2006年12月大学英语四级考试阅读真题及答案,方便学生用真题检验自己的学习成果;附录2是大学英语四级考试重点词汇,精选自历年英语四级考试真题,方便学生记忆。

本书是学生了解和适应新考试模式的必备辅导用书。

图书在版编目(CIP)数据

大学英语四级考试新题型阅读突破/潘丽主编. —哈尔滨:
哈尔滨工业大学出版社, 2007.1
ISBN 978-7-5603-2463-0

I. 大… II. 潘… III. 英语-阅读教学-高等学校-
水平考试-自学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2007)第 005172 号

责任编辑 潘 鑫
封面设计 卞秉利
出版发行 哈尔滨工业大学出版社
社 址 哈尔滨市南岗区复华四道街 10 号 邮编 150006
传 真 0451-86414749
网 址 <http://hitpress.hit.edu.cn>
印 刷 肇东粮食印刷厂
开 本 787mm×1092mm 1/16 印张 12 字数 304 千字
版 次 2007 年 2 月第 1 版 2007 年 2 月第 1 次印刷
书 号 ISBN 978-7-5603-2463-0
印 数 4 000 册
定 价 18.80 元

(如因印装质量问题影响阅读,我社负责调换)

前 言

为适应我国高等教育新的发展形势,深化教学改革,提高教学质量,满足新时期国家对人才培养的需要,2006年6月起全国大学英语四级考试开始实施新题型及新的计分标准。新四级考试比旧四级更注重考察考生实际运用英语的能力,在题型上比以往有了很大的改变,其中阅读部分变化尤为显著。目前,考生比较擅长的是在相对长的时间里读相对短的文章,这恰恰是对旧四级的考察方式。而新四级阅读中加入快速阅读,对考生自然是一大挑战。阅读部分的分值比重虽然由原先的40%下降到35%,但是题型增加了,难度也相应增大了。旧四级的阅读部分只测试多项选择题,新四级考试则增加了快速阅读和选词填空两种题型。选词填空对于广大考生比较陌生,也因而对考生提出了更高的要求。

新四级试卷结构:

试卷构成	测试内容		测试题型	分数比例	答题时间
第一部分: 写作	写作		短文写作	15%	30分钟
第二部分: 阅读理解	快速阅读理解		是非判断 + 句子填空或其他	10%	15分钟
第三部分: 听力理解	听力对话(15%)	短对话	多项选择	35%	35分钟
		长对话	多项选择		
	听力短文(20%)	短文理解	短文听写		
		多项选择	复合式听写		
第四部分: 阅读理解	仔细阅读理解	篇章阅读理解	多项选择	25%	25分钟
		篇章词汇理解	选词填空		
第五部分: 综合测试 I	完型填空或改错		多项选择	10%	15分钟
			错误辨认并改正		
第六部分: 综合测试 II	篇章问答或句子翻译		句子翻译	5%	5分钟
			简短回答		

从表中可以看出,阅读理解时间40分钟,分为两个部分:仔细阅读理解时间25分钟,占25%,含两个小部分(篇章阅读理解包括2篇文章10道多项选择题;篇章词汇理解是一篇文章,题型为15选10的选词填空);快速阅读理解时间15分钟,占10%,包括是非判断7道题及句子填空或其他3道题。阅读理解占总分的35%,约合150分。

大纲要求:

按照新的教学大纲的要求,四级学生在学完1~4级基础阶段的英语课程后应该能够每分

钟阅读 50 个英语单词,这样的阅读速度意味着每小时能读约 10 页原版书,具有相当的实用价值。大学英语考试的试卷构成中阅读部分占时 35 分钟。根据上述阅读速度的要求,四级的阅读材料篇幅约为 1,000 词。部分学生不具备这样的阅读速度,常常来不及在规定的时间内读完全部材料,当然会影响阅读部分的得分。

编写特色:

本书是根据全国大学英语四、六级考试委员会 2005 年公布的大学英语四级考试样题和 2006 年 6 月及 12 月大学英语四级考试(新题型)为蓝本编写而成。主要帮助考生从容应对阅读题型:包括快速阅读、选词填空、篇章阅读三大部分。

本书向将要参加大学英语四级考试的考生提供精心编写的阅读练习题和 10 套模拟题。每部分练习前配有解题攻略,深刻剖析阅读理解命题特点、趋势与答题技巧;练习题中的短文均选自英美报刊、百科全书等真实语料,针对四级难度进行了改写,以适合英语四级新题型的难度要求,以帮助考生顺利过关。为了学生自学,练习中的题号按真题题号编写,并在书后附答案和解析,以便于考生随时检验练习结果和学习成效。

本书由经验丰富的四级辅导教师和四、六级阅卷教师把握重点和难点,指点高分诀窍,准确反映四级考试大纲要求,最新变化和命题趋势,是四级备考的必备用书。我们真诚地希望本书能帮助考生提高考试成绩,增强语言运用能力。

编 者
2007 年 1 月

目 CONTENTS 录

第一部分 快速阅读.....	1
第二部分 选词填空	29
第三部分 篇章仔细阅读	38
第四部分 阅读模拟题	55
第五部分 答案与解析.....	119
附录 1 2006 年 12 月大学英语四级考试阅读真题及答案	169
附录 2 大学英语四级考试重点词组	175

第一部分 快速阅读

解题攻略

新四级快速阅读要求考生在 15 分钟内阅读一篇 1 200 字左右的文章并完成后面的 10 道题。前 7 个题是判断正误(包括 YES, NO, NOT GIVEN),后 3 个是填空题,一般需填 3~4 个单词(答案基本都是原文中出现的原词)。在解答题目方面,快速阅读并不强调一定要像精读文章那样通篇认真研究,相反,快速阅读题目更强调测试考生在实际语言环境中查询有效信息的能力,这也反映出四、六级考试力争提升考生实际应用能力的改革方向。我们在这里首先为大家介绍一下培养快速阅读能力的基本方法,之后,针对新四级快速阅读题型给大家提供一些针对性解题策略,供大家参考。

一、培养快速阅读能力的基本方法

所谓快速阅读就是利用视觉运动的规律,通过一定的方法训练,在较短时间里阅读大量文字资料的一种科学的学习方法。快速阅读具有以下几大特点:

1. 阅读文字材料的快速性

要想达到此目的,关键是眼机能训练,即用特殊方法,使眼机能灵活自如,达到视角、视幅、视停、视移等视觉最佳状态。使视线如行云流水般地快速阅读,训练方法可按手指法(即目光随着手指左右、上下移动,头不要摇动)、图谱法(即目光沿着点、圆、抛物线等图形快速移动)等进行快速阅读的基本功训练。当眼机能训练适应之后,可采用快速阅读初级方法之一:跳读法。所谓跳读法就是指眼光从一个“字群”跳到另一个“字群”进行识读(字群是由多个单词组成的)。这个过程眼球按“凝视—跳跃—凝视”的程序进行连续,不断运动,如: The man /in the brown coat/was reading a book。当跳读练习熟练之后,我们可进行练习扩大视力、识读文字的单位面积的训练。首先进行五个单词的练习,练习为了主视区总应放在中间,也就是主视中间的 3 个单词,两边单词用余光扫视。如: We/have a colour/TV。在练习 5 个单词达到熟练之后,就可加宽视区练习,一下看 6 个单词,7 个单词,甚至达到 9 个单词,逐渐加宽视区范围,延长目光移视长度,这样就能缩短凝视时间,达到快速阅读的目的。

2. 阅读文字材料的无声性

上面我们介绍的只是快速阅读的先决条件,速读的关键还在于“无声”训练,在阅读速度上,无声要比有声快,这是因为有声阅读是眼、脑、口、耳四个器官一起活动,文字符号反映到眼睛,再传到大脑,大脑命令嘴发音,耳再监听辨别正确与否。而无声阅读只是运用眼和脑两大器官,省去了口的发音和耳朵的监听,因而它的速度要快。快速阅读的信息变换方式为:书面信息→眼睛扫描信息→大脑记忆中枢信息。因此我们应用特殊的方法和手段消除读音和心音,特殊手段就是用自身单声调鼻音、单声调心声或外界背景音乐抵消并消除读音和心音的手段,特殊顽固的不发音不能阅读的人还可利用一套自创歌曲,边唱边读,最后达到无音阅读。

3. 阅读方法的科学性

我们在阅读的时候,必须通过直觉、联想、想象、逻辑分析和综合判断等一系列思维活动,才能把顺次进入视觉的一连串文字信号转换成概念和思想,完成阅读理解过程。要完成此过程,必须进行科学阅读,进行科学阅读应具备以下几个条件:

1) 自信心:一个人要想在快速阅读上获得成功,首先要有自信心。在快速阅读时,自信心是很重要的。只要我们坚信我们能成功,通过长期苦练就一定能达到我们的目标。

2) 集中注意力:快速阅读的同时还要求快速记忆,这就要求在阅读时,不仅要阅读,而且要记,要理解,这是一个高难度的思维活动,没有集中的注意力很难保证“速读”的完成。

3) 快速理解——快速阅读的催化剂:“理解”就是利用已有的知识经验,去获得新的知识经验,并把新的知识经验纳入已有的知识经验系统中。理解可分为直接理解和间接理解。直接理解在瞬息之间立刻实现,不需要任何中间思维过程,与知觉融合在一起。在这种情况下,主要是通过瞬间回忆起以前所得的知识,选取立刻所需要的知识。而间接理解的实现需要通过一系列复杂的分析综合活动。快速阅读用的是中间理解法,它包括推断法:实行快速阅读的人往往根据几个单词推断出一个句子,由句子推知整个段落的意思。这需要多读书,知识积累越多,知识面越宽,理解力越强,快速阅读中的推断能力才能越高。正是由于这种推断,眼睛才能停顿到最有信息含义的地方上。英语中使用的推断法之一是学会略过无关紧要的词汇。如: The usual life span for Shanghai men is 72 years. 如果我们阅读时不知道“span”的词义,我们也完全可以看懂句子的意思是“通常上海男子的寿命是 72 岁”。推断法之二是利用英语构词法推断词义,构词法由转换、派生与合成三部分构成。

4) 抓住关键词句:为了提高阅读速度首先应抓住关键词句,因为它是连接上下文的纽带。快速阅读时只要注意到关键词,其他便可迎刃而解。抓住关键句子也就是找出主题句。主题句是文章中用来概括大意的句子。主题句往往是每个段落的第一个句子,有时可能是最后一个句子,在特殊情况下可能出现在段落当中,通过识别主题句,可以快速、准确地抓住文章中各个段落的主要意思。如果能把每一段落的大意抓住了,那么全篇文章的中心思想也就把握住了。在阅读中识别主题句,并准确理解其意思,可帮助我们了解作者的行文思路,分析文章的内容结构,搞清楚各个段落之间的逻辑关系,有利于提高阅读的速度和理解的准确性。

二、针对性解题策略

该题型测试的重点是考生在短时间内获取篇章主旨和特定信息的能力,因此,它更强调正确的阅读方法和技巧的贯彻。只要我们巧妙地运用了略读和寻读,必要的时候辅助以研读的方法,还是能够在这部分取得好成绩的。

1. 阅读题文以预测文章内容

预测是指在阅读正文前,对文章进行的预测性的主动思维。应该先读题文,后看文章,同时根据题文设想一下文章可能涉及的内容,以及所使用词汇量的类型与范围,乃至题文涉及的关键性词汇。诸如,大写字母、时间、数字等用词,这些词汇都是在阅读文章查询信息过程中重要的提示。例如试题中:① National standards for paved roads were in place by 1921; ② General Eisenhower felt that the broad German motorways made more sense than the two lane highways of America; ③ It was in the 1950s that the American government finally took action to build a national highway system. 这三题中,第一题的“1921”,第二题的“General Eisenhower”,第三题的“1950s”都是一些比较明显的查询定位点,一方面阅读题文可以知道文章内容涉及了公路建设方面的话题,另

一方面还提示我们在阅读文章时要留意相关的特殊信息点。

2. 略读和寻读巧妙搭配

略读(或称为跳跃式阅读)(skimming)的重点在于快速了解文章的中心思想。略读的方法是首先看一下标题及小标题(在有标题及小标题的情况下)。接着读第一段,抓住中心思想。再浏览一下其他段落的首句和末句。最后读完结尾段。寻读的重点在于有目标地找出文中某些特定的信息。寻读时,要以很快的速度扫视文章,确定所查询的信息范围。可根据题文去找对应小标题(在有小标题的情况下),确定大的范围,然后在对应的小标题下查读。继而根据所需信息的特点快速查询。如果问题涉及人名、地名,则主要寻找首字母大写的单词;有关日期、数目的问题,则主要查找具体数字;有关某个事件、某种观点等,就需要寻找与此相关的关键词,而与所查信息无关的内容可一掠而过。在使用这些方法的时候,几个方面需特别注意:

1)注意首尾句的出现。如果短文包括几个自然段,则应注意第一、二段和最后一段,力求抓住文章的主旨大意。注意了解文章的主题句及结论句。

2)注意标点符号的使用。可以运用标点符号(破折号、小括号、冒号)了解抽象的词汇或句子的含义。因为这些标点符号的出现就是为了更进一步地解释其前面的信息。但同时,由于快速阅读用词相对比较简单,很容易理解和把握标点前的被解释信息,所以可以将这些标点符号后面的信息删除,从而更加快速地把握文章,提高阅读效率。

3)注意逻辑关系的运用。逻辑关系分布在文章的句子内部、句句之间以及段落之间。最基本的逻辑关系有以下几种:①因果关系:as a result, therefore, hence, consequently, because, for, due to, hence, consequently 等;②并列、递进关系:and, or, then, in addition, besides, in other words, moreover 等;③转折关系:however, but, yet, in fact 等。

这些我们其实已经很熟悉的逻辑提示词在文章中起的效果,并非仅仅是衔接文章的句子,从阅读的角度来看,它们同时在给我们某种提示,告诉我们哪些句子是有效信息,或相对重要的信息,哪些信息是相对不重要的信息。因为我们在处理文章的时候,要有一条清晰的思路,我们阅读的目的是为了获取某些信息而进行阅读,所以,要利用逻辑关系简化阅读。例如,并列、递进关系词意味着它们前后衔接的信息从主旨的体现上没有发生变化,而更多地表现为前后句子主旨的相似性,所以我们选择其中的一半进行阅读。这样,在保证阅读质量的基础上,也极大地提高了阅读速度。

4)使用特殊标记。用最快的速度通读文章,找到自己需要的细节描述部分,并在有关的句子下做出各种记忆符号。文章浏览完毕,再将划线部分(或其他符号)重新详读一次,并进行适当的判断。

3. 研读法以辅助

除了在阅读理解中运用略读法和寻读法之外,有时还需要仔细阅读文章的某一特定部分,力求对其有较深的理解,或对其进行归纳、总结、推断等,这时就需要对这部分进行仔细阅读,理解作者的言外之意。这种仔细的阅读方法就是研读法(study reading),通常适用于推断型阅读理解试题。这种方法在快速阅读中使用并不多,但它对于快速阅读的解题方法来说是一个有力的补充。

此外,考生可能较难判断是 N 还是 NG,现将 Y, N, NG 通常适用的情况列举如下:

Yes:

- 1)同义表达;
- 2)原意转化;

3)根据原文概括或归纳而成的。

No:

1)题目与原文直接相反;

2)原文是多个条件并列,题目是其中一个条件(出现 must or only);

3)原文为人们对某种事物的理论感觉,题目则强调是客观事实或已被证明;

4)原文和题目中使用了表示不同范围、频率、程度的词。

Not Given:

1)题目中的某些内容在原文中没有提及;

2)题目中的范围小于原文的范围,也就是更具体;

3)原文是可能性,题目是必然性;

4)题目有比较级,原文没有比较。

练 习

Directions: *In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1.*

For questions 1—7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8—10, complete the sentences with the information given in the passage.

Passage 1

Bears are bulky animals with wide shoulders, a short back, short and thick legs, broad paws, and a short tail. They have a long head, rounded ears that stand straight up, small eyes, and a long nose. Bears hunt for food using an acute sense of hearing and an extremely keen sense of smell—some can detect odors from more than a mile away. Bear eyesight is probably similar in acuity (sharpness) to human vision. Black bears, and likely other bears, have color vision, which helps them identify ripe fruits and nuts.

The key to a bear's survival is finding enough food to satisfy the energy demands of its large size. Bears travel over huge territories in search of food, and they remember the details of the landscape they cover. They use their excellent memories to return to locations where they have had success finding food in past years or seasons. Most bears are able to climb trees to chase prey (猎物) or gain access to additional plant vegetation. The exceptions are polar bears and large adult brown bears—their heavy weight makes it difficult for them to climb trees.

Little is known about communication among bears. Vocalizations, scent marking—in which bears use their urine to mark their territory—and movements of the mouth and ears appear to be communication methods used by most species. When they need to act threatening or fight, bears tend to stand up on their hind legs, perhaps to appear larger to their rivals. They use their clawed forepaws to slash at their opponents.

Bears that live in regions with cold winters spend the coldest part of the year asleep in sheltered dens, including brown bears, American and Asiatic black bears, and female polar bears. Pregnant females give birth in the winter in the protected surroundings of these dens. After fattening up during the summer and fall when food is abundant, the bears go into this winter dormancy to conserve energy during the part of the year when food is scarce. Winter sleep differs from hibernation in that a bear is easily aroused from sleep. In addition, a bear's body temperature drops only a few degrees—an American black bear with an active body temperature of around 38°C (100°F) will undergo a moderate drop in body temperature to about 34°C (93°F). In contrast, a true hibernator undergoes more extensive changes in bodily functions. For instance, the body temperature of the Arctic ground squirrel drops from 38°C (100°F) to as low as -3°C (27°F).

Reproduction is seasonal for most bears. For bears living in temperate zones with four seasons, mating occurs in the spring after bears emerge from winter sleep. Bears that live in tropical regions, such as sloth(树獭)bears, mate during the dry season. A male and female typically stay together for one to two weeks during mating season, mating many times before going their separate ways.

After mating, the gestation, or pregnancy, period generally ranges from seven to nine months, depending on the species. The actual development period of the unborn young is not as long as the gestation period suggests because the embryo(胚胎)passes through a period of delayed implantation. In this process, the newly forming embryo halts development and becomes inactive for as long as six months. The embryo then resumes its activity and becomes implanted in the wall of the female's uterus(子宫), where its development proceeds rapidly. In the American black bear an embryo formed from a June mating may not become implanted until sometime in November. This delayed implantation enables birth to coincide with a bear's winter sleep. The vulnerable newborns, born within the safety of dens, receive additional warmth and protection as they share close quarters with their mother.

Bears usually produce litters of one to three cubs. Like most carnivores, bear babies are smaller at birth than the young of most other mammals, sometimes weighing 1 percent or less of their mother's body weight. A newborn giant panda cub weighs around 113 g (4 oz). All bear young are born blind, toothless, mostly hairless, and completely helpless. They grow quickly, nourished by milk from their mother that is high in fat. By about three months of age, cubs leave the den to forage(搜寻粮草)for food with their mother.

Cubs are weaned(使断奶)at about six months of age but stay with their mother for two to three or more years while they learn from her what to eat and where to find food. Mothers also try to protect their cubs from adult males, which sometimes kill cubs. This behavior on the part of males may be a strategy to increase breeding opportunities, as females without cubs will be more readily available to mate.

Females become sexually mature at four to seven years of age and may then produce young every two to five years. In general, the age at which a bear first reproduces comes earlier when food is abundant and later when food is limited.

Humans have hunted bears since prehistoric time, using bear flesh for food and bear fur to make clothing. Early humans may have learned which plants were edible(可食的)by watching cave bears forage for food. More recently, humans have contributed to the decline of bear populations worldwide, mainly by encroaching on bear habitats through farming, settlement, logging, and mining. Despite laws

protecting bears, people continue to hunt bears for sport, for food, to protect crops and livestock, and for certain bear parts used in a variety of traditional medicines.

As humans encroach on bear habitats, the opportunity for humans and bears to interact is becoming more and more common. In general, bears prefer to avoid humans, but often they have no choice but to enter suburbs and other populated areas in search of food. Humans may also stumble upon bears that are foraging for food in wilderness areas. Bear attacks are extremely rare, and most human encounters with a bear that result in the bear responding aggressively are the result of humans surprising bears and causing them to feel threatened.

To avoid dangerous encounters with bears, the Minnesota—based American Bear Association, a nonprofit organization, recommends that people who come into contact with a bear not run away. A bear can easily outrun a human. Instead, the association advises people to stay calm and avoid direct eye contact with the bear. According to the association, people should talk to the bear in a soothing(抚慰的) voice, try to appear larger by raising their arms over their head, and slowly back away from the bear and retreat from the area, making a wide detour around the bear.

1. The passage gives a general description of bear's behavior, reproduction and evolution.
2. Most bears can't climb trees due to their heavy weight.
3. Bear can be easily aroused from its winter sleep.
4. Bear's birth coincides with its winter sleep.
5. All baby bears are born mostly hairless, toothless, blind and poor in listening.
6. Adult males sometimes kill cubs to reduce the consumption of available food.
7. Generally speaking, more food enables a bear to first reproduce at an earlier age.
8. Early humans may have learned which plants could be eaten by _____.
9. Usually a bear responds to humans aggressively because of _____.
10. According to the passage, people who come into contact with a bear should not run away because _____.

Passage 2

Public Health is for protection and improvement of the health of entire populations through community—wide action, primarily by governmental agencies. The goals of public health are to prevent human disease, injury, and disability; protect people from environmental health hazards; promote behaviors that lead to good physical and mental health; educate the public about health; and assure availability of high-quality health services.

Public health systems vary in different parts of the world, depending upon the prevalent health problems. In the developing world, where sanitation problems and limited medical resources persist, infectious diseases are the most significant threat to public health. Public health officials devote resources to establish sanitation systems and immunization programs to curb the spread of infectious diseases, and provide routine medical care to rural and isolated populations. In industrialized nations, sanitary food and water supplies and excellent medical resources have reduced rates of infectious disease. Instead, accidents and diseases such as lung cancer, heart attacks, and strokes are among the leading causes of death. In these areas, public health goals include education programs to teach people how to prevent

accidents and lessen their risk for disease, and the maintenance of the excellent disease prevention systems already established. To achieve the goals, there are kinds of public health programs.

A. Immunization

Immunization Schedule for Infants and Children Physicians recommend that infants and children receive vaccinations to protect them from highly contagious diseases. Many vaccines require more than one dose to provide full immunity, and sometimes combination vaccines are used to lessen the number of injections a child receives.

In the United States, public health agencies provide these immunizations free of charge to children from low-income families. When small outbreaks of infectious disease threaten to grow into epidemics, public health officials may initiate new vaccination programs.

B. Rural and Urban Health Clinics

Public health agencies operate local clinics that provide free or reduced-cost medical services to individuals, especially infants and children, pregnant and nursing women, migrant farm workers, and people with drug abuse problems, physical disabilities, and other conditions. These clinics provide care for children who have no regular access to medical care. The clinics may provide visiting nurse and other home health care services for the elderly. Public health clinics may also offer rehabilitation programs for people addicted to drugs or alcohol.

C. Disease Tracking and Epidemiology(流行病学)

One branch of public health, epidemiology, studies the incidence of disease in large populations. Epidemiologists study data from public health clinics and private physicians who are required by law to report cases of certain diseases and deaths to public health officials. Using clues about the patterns in which deaths and diseases occur, epidemiologists are able to identify emerging disease patterns that may indicate environmental health hazards, potential outbreaks of existing diseases, or emergence of new infectious diseases.

D. Sanitation and Pollution Control

Disease-causing organisms are often transmitted through contaminated drinking water. The single most effective way to limit water-borne diseases is to ensure that drinking water is clean and not contaminated by anything. In many parts of the world, public health officials establish sewage disposal and solid waste disposal systems, and regularly test water supplies to ensure they are safe. These systems are expensive to develop and maintain, however, and many developing nations have poor or insufficient water sanitation systems. The United Nations estimates that between 5 and 10 million people die each year from water-borne diseases such as cholera (霍乱).

Many diseases, such as hepatitis (肝炎) A and those caused by the Salmonella (沙门氏菌) bacteria, are transmitted through food. When food is not washed or thoroughly cooked, or when food is stored at temperatures that are hospitable to disease-causing organisms, people who eat the food are subject to infection. Public health programs establish and enforce laws for safe food storage and preparation. For example, in most nations' food-processing plants, restaurants, and grocery stores are legally required to follow strict food-safety guidelines established by public health officials.

E. Medical Research

Another component of public health is scientific and medical research. Doctors and scientists work in laboratories around the world to establish new ways to prevent, diagnose, treat, and cure disease and disability. For example, over 30,000 different biomedical research projects are underway in the United States to investigate diseases such as AIDS, cancer, Alzheimer's disease, and even the common cold. Other projects investigate the safety and effectiveness of existing drugs and medicines and treatment programs, and test the safety of hundreds of the products that we use everyday, such as new food products, household cleaners, and nonpolluting forms of gasoline.

Scientists and doctors employed by the government conduct some biomedical research in public health facilities. In other cases, biomedical research projects beneficial to public health, but conducted by nongovernmental scientists, receive public health funding to help cover the expenses associated with the research. These research projects may be conducted by university professors, doctors and scientists at hospitals, and even private biomedical research firms, all working to find better ways to protect human health.

F. Public Education Campaigns

Many diseases are preventable through healthy living, and a primary public health goal is to educate the general public about how to prevent noninfectious diseases. Some public health campaigns teach people about the value of avoiding smoking, getting treatment for high blood pressure, avoiding foods high in cholesterol (胆固醇) and fat, and maintaining a healthy body weight.

A broad area of public health education, called health promotion, places special emphasis on illness and disabilities that decrease the quality of life. Health promotion also encourages people to take advantage of early diagnostic tests that can make the outcome of disease more favorable. Regular mammograms (乳房 X 线照片) encourage early detection of breast cancer, for instance, increasing the chances of a cure. Detection and proper treatment of high blood pressure reduces the risk of a stroke, the leading cause of permanent disability in older people.

Accidents, particularly automobile accidents, pose a major threat to public health, and officials have undertaken campaigns to reduce the number of automobile accidents by encouraging seat belt use and discouraging drinking and driving. Violence, especially domestic violence and handgun accidents, is often regarded as a public health problem and public health departments sponsor family violence prevention programs and handgun safety programs.

1. The passage gives a brief introduction of public health and its programs.
2. In the developed world, infectious diseases are biggest threat to public health.
3. In the developing world, accidents and diseases such as strokes, heart attacks, and cancer belong to the leading causes of death.
4. In the United States, public health agencies provide immunizations in very low price to children from low-income families.
5. Emerging disease patterns may indicate potential outbreaks of existing diseases.
6. About 2 to 5 million children die each year from water-borne diseases according to the United Nations.
7. People are fragile to infection when they eat food that is not washed or thoroughly cooked.

8. Some biomedical research are conducted by nongovernmental scientists such as _____ and even private biomedical research firms.
9. To get more favorable outcome of disease, health promotion suggest people should make use of _____.
10. A big threat to public health is accidents, _____ in particular.

Passage 3

Business Cycle is a term used by economists to designate a periodic increase and decrease in an economy's production and employment. Ever since the Industrial Revolution of the 1800s, the overall level of production in industrialized capitalist countries has varied from high output and employment to low output and employment. Economists study business cycles because they have a significant impact on all aspects of an economy.

A variety of explanations have been offered for business cycles. The Austrian American economist Joseph Schumpeter published his innovation theory in the late 1930s. He related upswings(上涨) in the business cycle to new inventions, which stimulate investment in capital-goods industries. Because new inventions develop unevenly, business conditions alternate between expansion and contraction, according to Schumpeter's theory.

In the early 1960s American economist Milton Friedman offered another explanation of the business cycle, known as a monetarist theory. In a careful review of American economic history Friedman and his collaborator Anna Schwartz found that turning points in the growth rate of the money supply (the total amount of money circulating in the economy) preceded business cycle turning points. They also found that the spread of commercial banking and the output of gold during the 19th century were independent of the changes in economic activity. This finding indicated that the money supply was the primary cause of changes in business conditions.

Some business cycle analysts, including statistician Edward Tufte, have argued that politics plays a major role in the business cycle. These analysts believe that elected officials manipulate monetary and fiscal(财政的) policies in an effort to win reelection. According to this viewpoint, as a presidential election approaches, officeholders seek to stimulate the economy with reductions in taxes, increases in government spending, and decreases in interest rates. The elected officials do this because they believe voters, enjoying the favorable economic conditions, will reward them by reelecting them to office. But in the process they may be stimulating an expansion that cannot be sustained and so may lead soon to a contraction.

Still another explanation for business cycles, advanced by American economist Robert E. Lucas, Jr. and others, examines misperceptions about the movements of wages and prices. In this view producers mistakenly perceive an overall increase in the level of prices in the economy as increased demand for their products. They respond by expanding production and employment within their firms. If enough firms make the same mistake, overall business activity will accelerate, followed by a contraction when the firms realize that they were mistaken in perceiving a growing demand.

A fifth explanation for business cycles is known as real business cycle theory and was developed in the 1980s by American economist Edward C. Prescott and others. It looks beyond political, monetary,

and perception considerations to “real” factors, such as significant changes in technology and productivity.

Some business cycle analysts believe that there is no single consistent cause of business cycles. Instead they study what might be called shocks to the economy—a positive shock promoting a business expansion and a negative shock pushing the economy into recession. World War II (1939 ~ 1945) might be considered a positive economic shock that ended the Great Depression, whereas the events leading up to the 1991 Persian Gulf War represented a negative shock that explained the recession of 1990 ~ 1991. Other negative shocks might include agricultural failures associated with droughts. Discoveries of precious resources such as oil or gold would represent positive shocks. So these economists view the history of business cycles as a history of alternating positive and negative shocks.

Recent economic crises in Asia and Russia and their repercussions on world markets have raised the question of whether more effective regulations are needed in the new global economic climate.

Because of the severity of the Great Depression, action was taken during the 1930s to both promote recovery and to reduce the likelihood and severity of future business downturns. Legislation known as New Deal programs created federal unemployment insurance, the Social Security system, the Federal Deposit Insurance Corporation (FDIC), and the Securities and Exchange Commission (SEC).

Other aspects of New Deal legislation also helped promote economic stability. The New Deal's National Industrial Recovery Act of 1933 enabled workers to bargain collectively in trade unions. Although not as powerful as they once were, labor unions help prevent spiraling (盘旋下降) wage declines that have worsened previous downturns. Similarly, government support of crop prices shields farmers from disastrous loss of income. Whether or not these changes represent all or part of the explanation, the fact remains that since the Great Depression all economic contractions have been significantly less severe.

Beyond these structural changes, the government can also engage in direct intervention to counter a recession. Two main counter—cyclical policy options are available: monetary policy and fiscal policy. Economists disagree on the effectiveness of these options.

Monetary policy involves control of the money supply and interest rates by a central bank. In the United States the central bank is known as the Federal Reserve System, or simply the Fed. These controls determine the amount of credit available to businesses and consumers and the cost of that credit. By reducing the rate of money supply growth and allowing interest rates to rise, the Fed reduces the amount of available credit and increases the cost of borrowing in order to slow an economic expansion. This practice is known as contractionary (紧缩的) monetary policy. Alternatively, expansionary monetary policy involves increasing the rate of growth in the money supply and lowering interest rates. In this fashion the Fed increases the availability of credit and lowers the cost of borrowing in an effort to stimulate the economy.

Fiscal policy consists of changes in government spending or taxation or both. If the government seeks to constrain an economic expansion by engaging in contractionary fiscal policy, it can lower its purchases of goods and services, reduce the amount of money it spends on social services and subsidies, or increase taxes. Expansionary fiscal policy involves the opposite actions—namely, increases in purchases of goods and services, increases in social service spending and subsidies, or reductions in taxes—in an effort to

stimulate production and employment.

However, many economists also note that it takes fiscal policy less time than monetary policy to have an impact on the economy once a specific action has been implemented. For example, a fiscal-policy reduction in the personal income tax will show up immediately in higher take-home pay for workers. By contrast, consumers and business firms may take awhile before they modify their spending in response to a monetary-policy change, such as a reduction in interest rates. For example, not everyone goes out to buy a new car just because the interest rate on car loans has decreased.

Recognition of the delays involved with both monetary and fiscal policies has led some economists to conclude that policy actions may actually contribute to economic instability and make the business cycle worse. According to these economists, the best strategy for monetary policy is the provision of steady growth in the money supply and credit, and the best strategy for fiscal policy is efficient and effective tax and spending programs.

1. The passage focuses on the reasons for business cycle.
2. According to the innovation theory, business' expansion and contraction are due to new inventions' uneven development.
3. According to the monetarist theory, turning points in the growth rate of the money supply is right after the turning points of the business cycle.
4. Some analysts believe that elected officials manipulate monetary and fiscal policies in order to reward the businessmen who have supported them before.
5. American economist Robert E. Lucas, Jr. believes producers mistake an overall increase in prices as increased demand for their products.
6. Real business cycle theory believes business cycles are related to big changes in technology and productivity.
7. According to the passage, the best explanation for business cycles is "shocks to the economy".
8. New Deal programs created federal unemployment insurance, the Federal Deposit Insurance Corporation, the Securities and Exchanges Commission, and _____.
9. The practice of reducing the rate of money supply growth and allowing interest rates to rise is known as _____ monetary policy.
10. Fiscal policy includes changes in _____.

Passage 4

Child Development is related to physical, intellectual, social, and emotional changes that occur from birth to adolescence. Although people change throughout their lives, developmental changes are especially dramatic in childhood. During this period, a dependent, vulnerable newborn grows into a capable young person who has mastered language, is self-aware, can think and reason with sophistication (老练), has a distinctive personality, and socializes effortlessly with others. Many abilities and characteristics developed in childhood last a lifetime.

Although birth is the culmination of months of prenatal(孕期的) development, people commonly regard infancy, from birth to age two, as a time of beginnings. Infancy is when personality, social attachments, thinking, and language first take shape. In two short years, the helpless newborn grows into