

根据新大纲及大学英语  
四级考试改革精神编写

# 大学英语

## 阅读 步步高

Step By Step For

# Reading

吉林大学出版社

H319.9

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王 颖 史冬梅 主编

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责任编辑: 杨 枫

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## 前 言

本书根据最新的大学英语四级考试改革精神编写，既解决了素质教育与应试教育的矛盾，又弥补了课时之短、课堂之限的后果，并且在编辑体例和读者使用方面有如下特色：

一、**试题规范、全面、典型。**试题选材以负载学术英语、人文管理、科学技术、生物医学等论述文和说明文为主，并且体现了信息有密度、观点有转折、句式有变化的选材原则，同时注意避免同一题材的重复和保持不同题材的平衡，而且全面满足大学英语考试对阅读材料的真实性要求；题眼确立严格遵循大学英语四、六级考试阅读理解考试内容规范，体现了理解的不同层次，保证了考试的信度和效度，因而具有规范、全面、典型的特点。

二、**内容古典、新颖、隽永。**所选短文注重信息的古典性和新颖性，即追求信息的永恒性价值和知识的充电作用，同时关注原文遣词、造句、谋篇、逻辑和文彩上的质量，使读者不但得到应战、实战的训练，还能铭之于心，即学即用，可谓一箭双雕。

三、**题解详实，理据充分。**阅读理解试题的有些题眼，要求考生不但要理解字面意义，而且要理解字里行间隐含的意义，理解作者的观点和态度等，所以本书提供的题解不但指明了题型，点拨了思路，还确定了落点，阐述了理由，供读者揣摩体会，以其应考时心有灵犀，游刃有余。

四、**循序渐进，无师自通。**本书设定四个级别层次，既符合大学英语教学课程标准关于分级教学的规定，又配合大学英语各级教材的学习，同时辅以参考译文，可谓既循序渐进，无师自通，又一举数得，融会贯通。

付梓在即，仍恐疏漏，恳请读者批评指教。

编者于二〇〇二年十一月

# 《大学英语阅读步步高》

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# Reading Comprehension

## Band 1

### 答题须知

**Directions:** *There are four passages in each test. 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 and mark the corresponding letter on the Answer Sheet with a single line through the center.*



## TEST 1

### (1)

A lawyer friend of mine has devoted herself to the service of humanity. Her special area is called "public interest law."

Many other lawyers represent only clients who can pay high fees. All lawyers have had expensive and highly specialized training, and they work long, difficult hours for the money they earn. But what happens to people who need legal help and cannot afford to pay these lawyers' fees?

Public interest lawyers fill this need. Patricia, like other public interest lawyers, earns a salary much below what some lawyers can earn. Because she is willing to take less money, her clients have the help they need, even if they can pay nothing at all.

Some clients need legal help because stores have cheated them with faulty merchandise. Others are in unsafe apartments, or are threatened with eviction and have no place to go. Their cases are all called "civil" cases. Still others are accused of criminal acts, and seek those public interest lawyers who handle "criminal" cases. These are just a few of the many situations in which the men and women who are public interest lawyers serve to extend justice throughout our society.

1. A person who needs and uses legal help is called a  
A. lawyer.            B. client.            C. tenant.            D. case worker.
2. Public interest lawyers serve  
A. only stores and landlords.            B. criminals only.  
C. people who can pay high fees.            D. people who can pay little or nothing.
3. If only rich could be helped by lawyers, the justice system would be  
A. undemocratic.            B. fair and reasonable.  
C. modern.            D. in need of no changes.
4. Public interest law includes  
A. civil cases only.            B. criminal cases only.  
C. criminal and civil cases.            D. wealthy clients' cases.
5. Which of the following is not a matter for a civil case?  
A. A tenant is faced with eviction.  
B. A landlord refuses to fix a dangerous staircase.

- C. A burglar is arrested.
- D. A store sells a faulty radio.

## (2)

When children learn a language, they learn the grammar as well as the words or vocabulary. No one teaches them; children just “pick them up.”

Before babies begin to produce words, they produce sounds. Some of these sounds will remain if they occur in the language being acquired (学到), and others will disappear. This is called the “babbling stage.”

A child does not learn the language “all at once.” The child’s first utterances (言语) are one-word “sentences”. After a few months, the two-word stage arises. During this stage, the child puts two words together. These two-word sentences have definite patterns and express grammatical and meaningful relationships. Still later, in the telegraphic stage, the child will produce longer sentences. These longer sentences are mainly made up of content words. The child’s early grammar lacks many of the rules of the adult grammar, but eventually it will become mature.

All normal children everywhere learn language. This ability is not dependent on race, social class, geography, or even intelligence. This ability is uniquely (独特地) human.

6. This passage is mainly about \_\_\_\_\_.  
A. differences between a child’s language and an adult’s  
B. ways of teaching babies to talk  
C. children’s acquisition (习得) of the mother languages  
D. the importance of learning foreign languages
7. The phrase “pick them up” in the first paragraph means \_\_\_\_\_.  
A. “raise them from the ground”  
B. “learn them without much effort”  
C. “use hands to help carry them”  
D. “study very hard and remember them”
8. The two-word sentences produced by babies \_\_\_\_\_.  
A. are simpler than those produced in the “babbling stage”  
B. are much more difficult than those produced in the telegraphic stage  
C. are strictly grammatical  
D. are meaningful and have function
9. During the telegraphic stage, children can produce \_\_\_\_\_.

- A. meaningless sentences
  - B. meaningful sentences made up of two words only
  - C. longer and meaningful sentences made up of content words
  - D. very long sentences using all the rules of the adult grammar
10. Any child can learn language as long as he is \_\_\_\_\_.
- A. well-educated
  - B. clever enough
  - C. unique
  - D. physically normal
- (3)

“Learning a language is easy. Even a child can do it!”

Most adults who are learning a second language would disagree with this statement. For them, learning a language is a very difficult task. They need hundreds of hours of study and practice, and even this will not guarantee success for every adult language learner.

Language learning is different from other kinds of learning. Some people who are very intelligent and successful in their fields find it difficult to succeed in language learning. Conversely, some people who are successful language learners find it difficult to succeed in other fields.

Language teachers often offer advice to language learners: “Read as much as you can in the new language.” “Practice speaking the language every day.” “Live with people who speak the language.” “Don’t translate—try to think in the new language.” “Learn as a child would learn; play with the language.”

But what does a successful language learner do? Language learning research shows that successful language learners are similar in many ways.

First of all, successful language learners are independent learners. They do not depend on the book or the teacher; they discover their own way to learn the language. They are good guessers who look for clues and form their own conclusions.

Successful language learning is active learning. Therefore, successful learners do not wait for a chance to use the language; they look for such a chance. It is more important for them to learn to think in the language than to know the meaning of every word.

Finally, successful language learners are learners with a purpose. They want to learn the language because they are interested in the language and the people who speak it. They find it easy to practice using the language regularly because they want to learn with it.

What kind of language learner are you? If your language learning has been less than successful, you might do well to try some of the techniques outlined above.

11. A successful language learner must \_\_\_\_\_.  
A. be very intelligent  
B. depend on a good book or teacher  
C. try always to speak correctly  
D. try to learn the new language independently, actively, and purposely
12. Which of the following would most probably not be a piece of advice offered by a language teacher?  
A. Never guess the meaning of a word.  
B. Don't translate—try to think in the new language.  
C. Find every chance to speak the language.  
D. Read as much as possible in the new language.
13. The expression "play with the language" in para. 4 means to \_\_\_\_\_.  
A. learn the language to play with a child  
B. learn the language from a child  
C. learn the language in a more natural way  
D. use the language as a toy
14. According to para. 7, thinking in the language is more important than knowing the meaning of every word of the language. Why?  
A. Knowing the meaning of every word is useless.  
B. Thinking in the language is easier than knowing the meaning of every word.  
C. Knowing the meaning of every word requires more time.  
D. When thinking in the language, you are using the language in an active way.
15. The word "techniques" in the last line of the text can not be replaced by \_\_\_\_\_.  
A. methods      B. skills      C. tools      D. reasons

(4)

There was a brilliant starry sky over the north Atlantic on the night of Sunday April 14, 1912, as the world's largest passenger liner Titanic steamed towards New York at high speed. J Bruce Ismay, the President of the White Star Line which owned the Titanic, was a First Class passenger on this voyage. He wanted

to ensure the ship grabbed headlines by arriving in New York one day ahead of schedule, adding glory to an already highly publicized maiden voyage. Titanic was going at 22-and-a-half knots, far too fast for safety, as it raced through the dark waters of the Atlantic towards an ice field.

Through that fateful evening, warnings were radioed to the Titanic from several ships reporting that giant icebergs were floating into the north Atlantic shipping lanes. The latest warning arrived from the ship Masaba at 9:30pm, but radio operator John Phillips was so busy sending social Marconigrams to New York on behalf of the First Class passengers that he never delivered that message to the bridge. It was still waiting for attention in the radio room when the Titanic hit an iceberg at 11:40pm that night.

The liner had provision for a full passenger list of 3300—735 First Class passengers, 674 Second Class and 1026 steerage or Third Class passengers. However, on its maiden voyage, the Titanic had just over 2200 people on board.

The original design for Titanic called for 64 lifeboats, enough for all the passengers. This was vetoed (否决) by Ismay on the grounds that such a display of emergency precautions would cause unnecessary panic in passengers when there were already enough fears about the new giant ships. He also thought the lifeboats would cut down the view, take up deck space and, because of the “unsinkable” nature of the Titanic, simply be a nuisance to be used for rescuing passengers from other ships. So it had only 14 lifeboats on board.

At 2:20 am on April 15, less than three hours after the collision, the unsinkable Titanic tipped beneath the waves after enjoying only two days of sailing glory on its maiden voyage.

Unfortunately, only 705 people were rescued from the life boats and the water after “unsinkable” Titanic went down.

16. Which of the following did not contribute to the deaths?

- A. Darkness
- B. High speed
- C. Not receiving radio warning from other ships
- D. Not providing enough life boat

17. When did Titanic set sail?

- A. On Tuesday
- B. On Wednesday
- C. On Thursday
- D. On Friday

18. Which of the following is not true?

- A. Titanic didn't sink immediately after it rammed the iceberg.
  - B. The owner of Titanic made some wrong decisions.
  - C. The tragedy was unavoidable.
  - D. There were warnings of danger before 9:30pm.
19. What lessons can be drawn from the calamity?
- A. People should be brave in face of great danger.
  - B. Radio should not be used as a novel means of communication, but as a monitor for important shipping message.
  - C. Every boat should carry enough lifeboats
  - D. Both B and C.
20. The best title for the passage is \_\_\_\_\_.
- A. Ghostly Iceberg
  - B. Narrow Escape
  - C. A Man-made Calamity
  - D. The "Unsinkable" Titanic Went Down



## TEST 2

### (1)

Researchers are finding that in many ways an individual bacterium is more similar to a component cell of a multicellular(多细胞) organism than it is to a free-living, independent organism. Anabaena, a freshwater bacterium, is a case in point. Among photosynthetic bacteria, Anabaena is unusual; it is capable of both photosynthesis(光合作用) and nitrogen fixation(固氮作用). Within a single cell, these two biochemical processes are incompatible; oxygen, produced during photosynthesis, inactivates the nitrogenase required for nitrogen fixation. In Anabaena communities, however, these processes can coexist. When fixed nitrogen compounds are abundant, Anabaena is strictly photosynthetic and its cells are all alike. When nitrogen levels are low, however, specialized cells called heterocysts(异形细胞) are produced which lack chlorophyll (necessary for photosynthesis) but which can fix nitrogen by converting nitrogen gas into a usable form. Submicroscopic channels develop which connect the heterocysts cells with the photosynthetic ones and which are used for transferring cellular products between the two kinds of Anabaena cells.

1. According to the passage, which of the following statements is true of bacteria that engage in photosynthesis?

- A. They eventually become two independent cells.
- B. They cannot normally also engage in nitrogen fixation.
- C. Oxygen normally inactivates them.
- D. Cellular products are constantly transferred between such bacteria.

2. What does the "chlorophyll" mean in the passage?

- A. 氧                      B. 叶绿素                      C. 螺旋藻                      D. 激素

3. It can be inferred from the passage that cell differentiation within Anabaena is regulated by the \_\_\_\_\_.

- A. amount of oxygen Anabaena cells produce
- B. season of the year
- C. amount of fixed nitrogen compounds available
- D. number of chlorophyll in Anabaena cells

4. The passage supports which of the following inferences about heterocysts?

- A. Heterocysts do not produce oxygen.