

大学英语四级考试 (CET-4)阅读专项训练

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710分 新题型
最新 科学 权威 详解

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大学英语四级考试

(CET-4)阅读专项训练

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前言

教育部进行大学英语四、六级考试改革的目的是降低其权重,抑制其负面的社会影响。但是在实施过程中,由于诸多因素的作用,其影响并没有下降。一方面,取消证书、发放成绩单的做法的确更能准确地反映考生的实际英语水平。过去,60与84分或者0分与59分之间在证书上没有区别;而现在,不仅提供了精确的总分,而且还提供了各单项能力的成绩。但是另一方面,由于考试的成绩更精确了,能力水平反映更全面了,考生之间、学校之间的可比性就更直观了,也为用人单位鉴别求职者提供了更有力的依据。随着各项改革措施付诸实施、考试的科学性的提高,大学英语四、六级考试的地位不但没有下降,反倒提高了。

新题型的特点

新四级试卷结构如下:

试卷构成		试题内容	分值	答题时间
卷一	Part I	Writing	15%	30 minutes
	Part II	Reading Comprehension (Skimming and Scanning)	15%	15 minutes
卷二	Part III	Listening Comprehension	35%	35 minutes
	Part IV	Reading Comprehension (Reading in Depth)	20%	25 minutes
	Part V	Cloze or Error Correction	10%	15 minutes
	Part VI	Translation	5%	5 minutes

新四级试题有如下几个特点:

1. 取消了“词汇与结构”部分。虽然测试部分取消了,但是对二者的考查已融入其他部分中进行。此外,四级测试要求的词汇量由 4200 词增加至 4500 词(六级测试仍然维持在 5500 词的水平)。由此可见,“词汇与结构”的重要性和难度并没有下降。
2. 增加了“听力理解”部分的比重。其一,提高了分值:听力的分值由过去的 20% 上升至目前的 35%。其二,增加了题型:长对话。具体地说,新试卷“听力理解”部分包括三项内容,第一项为“对话”(Conversations),由八个小对话和两个长对话构成;第二项为短文(Passages),由三篇短文构成;第三项为复合式听写(Compound Dictation)。
3. “阅读理解”部分的比重有所下降,但是强调对多种阅读技能的考查。阅读理解部分的分值,由过去的 40% 降至 35%。其中,仔细阅读的文章(即:多项选择的模式)由过去的四篇减少为两篇,分值占全卷的 20%。新增的项目有“快速阅读”和“选词填空”,分值合计为 15%。“快速阅读”要求在 15 分钟内阅读一篇 1200 字左右的文章,并回答 10 道题,其中前 7 题是正误判断题,后 3 题是填空题(答案基本是文章中出现的原词)。“选词填空”的考查方式为:在一篇 220 字左右的文章中,留出 10 个单词的空格,要求考生从 15 个备选单词中选出 10 个填入文章相应处,使文章意思正确,表达通顺。这部分兼顾考查考生对词汇的认知和语法结构的掌握能力。
4. “写作”和“完型”这两部分保持不变。值得注意的是,新大纲对考生写作能力的要求仍然停留在基础水平。文体仍以议论文和应用文为主。
5. 增加了汉译英的“翻译”部分。该部分考查考生对句中短语或常用表达方式的汉译英能力。要求在 5 分钟内完成 5 个词组或短句的翻译。可见该部分对考生的熟练和准确程度有较高的要求。

四、六级考试的转型期

我国的社会正处在转型期,四、六级考试也不例外。心态浮躁是处于转型期人们的特点。有些同学说现在大学英语四、六级考试改革了,不用再学英语了。于是,转型便成了一些原本就不爱学英语的人放弃学习的诱因。从历史上来看,教育方面的变革有时会耽误一些人的学业,同时也更能成就一些人的学业,从而拉大两者之间的差距。目前全国大学英语四级考试成绩呈两级分化的态势正说明了这一点。

新题型是新事物,而新事物的产生常常引发“追新”现象。形形色色的出版物满天飞,每个都自称天下第一。然而,这些出版物中,对大纲理解的偏差、题目设置缺乏典型性、编辑工作不严谨、解析谬误等缺憾,比比皆是。而考生对此多半缺乏辨别能力,把很多书中的错误理解成自己的无知。说来也是,作为一个学生他怎么敢怀疑书上的错误呢?

在这种浮躁的社会氛围中静下心来学习可以说是一种超凡脱俗的行为。

本书的编写

新题型的推出势必将对我国大学英语教学改革和实践产生重要的影响,也不可避免地给参加考试的考生带来一些困惑。尽管市面上新题型的材料看似很多,但真正可供考生借鉴和使用的复习资料却几乎是一片空白。

为了帮助考生顺利完成这个转变,成功地通过考试,我们组织了具有深厚学术造诣和丰富教学经验的资深教师,认真研究新题型出题思想和各项试题数据,从国内外经典的出版物中广泛收集资料,精心编制了十套试题。每一套试题都经过“出题、审读、修改、再审读、样本试测、再修改”等多道程序,使之尽可能地贴近乃至符合大学英语考试委员会的出题思路和数据指标要求。从上述意义上来看,这是十套负责任的、高质量的试题。

本系列包括:

《大学英语四级考试(CET-4)考试虫试卷》(新题型)

《大学英语四级考试(CET-4)四会式词汇》(新大纲)

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《大学英语四级考试(CET-4)阅读专项训练》(新题型)

帮助考生尽快地适应新题型,既提高英语水平又增强应试能力,最终顺利通过考试,是我们的最大心愿。相信我们的努力不会使大家失望。

编者

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Unit 1

Part II Reading Comprehension (Skimming and Scanning)(15 minutes)

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 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.

Cloning

Cloning means to create a copy of living matter, such as a cell or organism. The copies produced through cloning have identical genetic makeup and are known as clones. Many organisms in nature reproduce by cloning. Scientists use cloning techniques in the laboratory to create copies of cells or organisms with valuable traits. Their work aims to find practical applications for cloning that will produce advances in medicine, biological research, and industry.

Despite the drawbacks, scientists believe that animal cloning will one day advance agricultural practices and medicine, and even prevent the extinction of endangered animals. In agriculture, cloned cattle could produce a higher yield of meat or milk. The pharmaceu-

tical (制药的) industry already uses cloned animals to produce drugs for human use. For example, PPL Therapeutics in Scotland has generated sheep that produce milk containing a protein that helps in the treatment of hemophilia. One day pharmaceutical firms may clone large populations of genetically modified animals to quickly and inexpensively derive this protein for use in drug products.

Cloned animals could also improve laboratory experiments. Researchers could create many genetically identical animals to reduce the variability in a sample population used in experiments, making it easier for scientists to evaluate disease. Moreover, scientists could clone a large number of animals that suffer from a human disease, such as arthritis (关节炎), to study the disease's progression and potential treatments. Some cloned animals such as sheep and pigs live for years, and scientists could use these animals to evaluate their long-term response to drug treatments.

New areas of science often raise questions about safety. Early experiments in animal cloning attracted attention over its potential dangers. In some experiments in the early 1990s, for example, cloned cows developed faulty immune systems. Other projects created cloned mice that grew obese (肥胖的). In some studies, cloned animals seemed to grow old faster and die younger than normal members of the species.

In 2002 the National Academy of Sciences released a report calling for a legal ban on human cloning. The report concluded that the high rate of health problems in cloned animals indicates that such an effort in humans would be highly dangerous for the mother and developing embryo and is likely to fail.

Beyond safety, the possibility of cloning humans also raises a

variety of social issues. What psychological issues would result for a cloned child who is the identical twin of his or her parent? How will a cloned child deal with the pressures of being compared to its genetic donor? A clone will never be identical to the genetic donor because environmental differences will influence the clone's development. Still, a cloned boy created from basketball star Michael Jordan's genetic material, for example, could suffer considerable criticism if he decided to pursue classical piano instead of slam-dunking.

Are these issues compelling enough to ban the cloning of humans? Although some scholars argue that a clone might face unique problems, most offspring face some sort of burden. Children from poor families, for example, suffer some hardships that children from wealthy homes never imagine. Children in some developing nations face a tougher life than children in the United States. Nevertheless, few people would encourage a ban against having babies because of financial status or where a person lives. Cloning proponents argue that human cloning should not be banned simply because of potential hardships for the offspring.

If human cloning ever becomes an option for parents, financial status could play a role because cloning would probably be expensive and only available to the wealthy. Accordingly, wealthy families might use cloning to give their offspring the best characteristics imaginable. Scientists could use genetic engineering to put together genes for such characteristics as beauty or intelligence, and then clone the cell to make a super child of sorts. If that capability was only available to wealthy people, the divide between the wealthy and the poor could widen farther than ever imagined.

Soon after the cloning of the first human embryos in 2001, the

Roman Catholic Church condemned such research. Many other religions agree that human cloning should be entirely and forever banned. Theologians (神学家) view cloning as a thorny (棘手的) issue, an example of the ongoing tension between faith and science. Some people believe the scientific advances that enable human cloning are a God-given blessing. Others argue that scientists should not presume to play God by manipulating human genetic makeup. Some opponents claim that cloning must be forbidden because it involves destroying human embryos (胚胎) — such as the ones used to harvest stem cells. These opponents argue that any embryo is a viable human being and should never be destroyed intentionally.

These religious viewpoints, however, do not end the discussion over whether banning is right or wrong, good or bad. In all likelihood, the future of cloning in the United States and in other nations will depend on political actions. For instance, in August 2001 President George W. Bush used his executive powers to ban the use of federal funds for research on new stem cells derived from human embryos. This ban halted federally funded scientists from cloning new human stem cells from embryos, but it allowed them to continue using stem cells already developed. This ban did not prevent privately funded scientists from pursuing research on embryonic stem cells from humans.

While Bush's policy dictated how government money would be spent on stem cell research, in the United States no federal legislation exists that regulates cloning, although a number of bills that restrict or ban cloning have been introduced to Congress. For example, in July 2001 the U.S. House of Representatives voted in favor of a bill outlawing any sort of human cloning. According to this bill,

any scientist participating in human cloning — whether federally or privately funded — would face ten years in prison and a \$ 1 million fine. This bill would also make it illegal to import any product developed from human cloning. In other words, even if scientists in another country developed a wonder drug through a process that involved human cloning, it could not be used in the United States. The bill sparked controversy in the Senate for its limitations on the therapeutic (治疗的) use of cloning.

Other nations have sought to regulate human cloning, with varying degrees of restriction. France and Italy have banned human cloning altogether, and Russia's government approved a five-year moratorium (暂禁) on all human cloning research in 2001. The United Kingdom passed the Human Reproductive Cloning Bill in 2001, which "prohibits the placing in a woman of a human embryo which has been created otherwise than by fertilization (受精)." But British law permits scientists to create human embryos for research purposes. In Australia, the Gene Technology Act 2000 prohibits trying to clone humans or make human-animal hybrids (混合物). Many countries have yet to create laws against human cloning. Canada's government, for example, has tried twice to pass a law against human cloning, but both attempts failed.

注意:此部分试题请在答题卡 1 上作答;8-10 题在答题卡 1 上。

1. The passage mainly deals with the measures that can be taken by governments to ban human cloning.
2. If cloning techniques can be applied practically, it will benefit many fields, including medicine, agriculture as well as biology.
3. One of the problems in animal cloning is the cloned animals may grow faster than the normal ones.

4. Cloning a lot of animals that suffer from a human disease will enable scientists to find the way to cure the disease.
5. By using genetic engineering, it is possible for scientists to create a child with certain talent.
6. American President banned research on stem cells from human embryos in August 2001.
7. The U.S. Senate did not vote in favor of the bill against human cloning approved by U. S. House of Representatives in July 2001.

Part IV

Reading Comprehension

(25 minutes)

(Reading in Depth)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the center. You may not use any of the words in the bank more than once.*

Questions 47 to 56 are based on the following passage.

All of us have read thrilling stories in which the hero had only a limited and specified time to live. Sometimes it was as long as a year; sometimes as short as twenty-four hours, but always we were interested in discovering just how the (47) man chose to spend his last days or his last hours. I speak, of course, of free men who have a choice, not condemned criminals whose (48) of activi-

ties is strictly delimited. Such stories set up thinking, (49) what we should do under similar circumstances. What associations should we (50) into those last hours as mortal beings? What happiness should we find in (51) the past, what regrets? Sometimes I have thought it would be an (52) rule to live each day as if we should die tomorrow. Such an attitude would (53) sharply the values of life. We should live each day with a gentleness, a vigor, and a keenness of appreciation which are often lost when time stretches before us in the constant (54) of more days and months and years to come. There are those, of course, who would adopt the epicurean motto of "Eat, drink, and be merry," most people would be chastened by the certainty of (55) death. Most of us take life for granted. We know that one day we must die, but usually we (56) that day as far in the future, when we are in buoyant health, death is all but unimaginable.

注意:此部分试题在答题卡 2 上作答。

- | | |
|----------------|--------------|
| A) idea | I) knowing |
| B) panorama | J) emphasize |
| C) picture | K) sphere |
| D) unsatisfied | L) excellent |
| E) wondering | M) decrease |
| F) doomed | N) impending |
| G) crowd | O) reviewing |
| H) intelligent | |

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of