



张鑫友英语系列

ZHANG XINYOU ENGLISH SERIES

大学英语

# 飞越阅读

OVERFLY  
READING

4级  
考前突破每日一题

主编 裴纾澜（上海交通大学）

沈 莘（武汉大学）

审订 张鑫友 Alexander G. Stein[美]

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# 前

# 言

## Preface

英语阅读理解从形式上来看可分为广义上的阅读理解和狭义上的阅读理解。广义上的阅读理解,即通过对一篇文章、一段对话,甚至一个句子的阅读,以达到理解之目的。在现在各类考试中的表现形式有:完形填空、阅读理解、短文改错、短文填空等。狭义上的阅读理解就是我们常见的一种“阅读理解”题目,这种阅读理解题目的表现形式又可细分为回答问题、正误判断、单项选择、完成句子等。

《飞越阅读·考前突破每日一篇》丛书是按狭义上的阅读理解各种题型而编写,它是严格按照最新修订的高校英语考试(CET4、CET6、TEM4、TEM8)大纲来编写,以星期来进行划分,全书的题量设置和结构安排是以让考生每天对狭义上的阅读理解题型进行一次训练为目的。将全书的体例定为每天一练有两大明显的优势,一是由于狭义上的阅读理解题型在各类考试中所占的比例较大,需要考生付出大量的时间和精力来消化吸收所学的知识,因此每天进行一次这样的训练对考生来说是较为科学的时间安排;二是此套书籍可以和《飞越阅读·考前突破周周测》系列配合使用,即每周进行一次总结性的综合训练。对时间紧张的考生来说,这样无论在训练量上还是时间配比上都比较容易接受。本书针对高校英语考试,为考生

# 前

# 言

## Preface

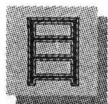
提供组织合理,难度循序渐进的大量的练习题,选材、内容上力求新颖全面,旨在帮助考生掌握阅读题的分析方法,提高阅读能力,积累解题经验,最终达到顺利过关的目的。

另外,在全书的最后还附有所有训练题的参考答案和试题答案详解,方便考生在训练结束后,能够对照答案,找出自己的错误,从而发现自身的不足,及时进行改进,并确保考生掌握难点、要点。

本书的作者全部来自武汉大学、上海交通大学及上海外国语大学的一线英语教师,他们大都有比较丰富的 CET(大学英语等级考试)和 TEM(英语专业等级考试)复习备考辅导经验,其中有的老师还参加过考试命题,因此他们能够从考试的实际出发,对训练题的题量和难度设置进行比较科学的设计与编排,这也从根本上保证了此系列丛书的品质和效果。

由于编者水平有限,再加上时间仓促,书中难免有不妥之处,敬请广大读者与同行不吝赐教,以便再版时更正。

编者



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# Week 1



## Monday

**W**

hen one looks back upon the fifteen hundred years that are the life span of the English language, he should be able to notice a number of significant truths. The history of our language has always been a history of constant change—at times a slow, almost imperceptible change, at other times a violent collision between two languages.

Our language has always been a living growing organism, it has never been static. Another significant truth that emerges from such a study is that language at all times has been the possession not of one class or group but of many. At one extreme it has been the property of the common, ignorant folk, who have used it in the daily business of their living, much as they have used their animals or the kitchen pots and pans. At the other extreme it has been the treasure of those who have respected it as an instrument and a sign of civilization, and who have struggled by writing it down to give it some permanence, order, dignity, and if possible, a little beauty.

As we consider our changing language, we should note here two developments that are of special and immediate importance to us. One is that since the time of the Anglo-Saxons there has been an almost complete reversal of the different devices for showing the relationship of words in a sentence. Anglo-Saxon (old English) was a language of many inflections. Modern English has few inflections. We must now depend largely on word order and function words to convey the meanings that the older language did by means of changes in the forms of words. Function words, you should understand, are words such as prepositions, conjunctions, and a few others that are used primarily to show relationships among other words. A few inflections, however, have survived.

And when some word inflections come into conflict with word order, there may be trouble for the users of the language, as we shall see later when we turn our attention to such matters as WHO or WHOM and ME or I. The second fact we must consider is that as language itself changes, our attitudes toward language forms change also.

The eighteenth century, for example, produced from various sources a tendency to fix the language into patterns not always set in and grew, until at the present time there is a strong tendency to restudy and re-evaluate language practices in terms of the ways in which people speak and write.

**1. In contrast to the earlier linguists, modern linguists tend to           .**

A. attempt to continue the standardization of the language



- B. evaluate language practices in terms of current speech rather than standards or proper patterns
- C. be more concerned about the improvement of the language than its analysis or history
- D. be more aware of the rules of the language usage
2. Choose the appropriate meaning for the word "inflection" used in line 4 of paragraph 3.
- A. Changes in the forms of words.
- B. Changes in sentence structures.
- C. Changes in spelling rules.
- D. Words that have similar meanings.
3. Which of the following statements is not mentioned in the passage?
- A. It is generally believed that the year 1500 can be set as the beginning of the modern English language.
- B. Some other languages had great influence on the English language at some stages of its development.
- C. The English language has been and still is in a state of relatively constant change.
- D. Many classes or groups have contributed to the development of the English language.
4. The author of these paragraphs is probably a(an) \_\_\_\_\_.  
A. historian    B. philosopher    C. anthropologist    D. linguist
5. Which of the following can be best used as the title of the passage?
- A. The history of the English language.
- B. Our changing attitudes towards the English language.
- C. Our changing language.
- D. Some characteristics of modern English.

## — Tuesday —

**C**ulture is one of the most challenging elements of the international marketplace. This system of learned behavior patterns characteristic of the members of a given society is constantly shaped by a set of dynamic variables; language, religion, values and attitudes, manners and customs, aesthetics, technology, education, and social institutions. To cope with this system, an international manager needs both factual and interpretive knowledge of culture.

To some extent, the factual knowledge can be learned; its interpretation comes only through experience. The most complicated problems in dealing with the cultural environment stem from the fact that one cannot learn culture but to live it. Two schools of thought exist in the business world on how to deal with cultural diversity.

One is that business is business the world around, following the model of Pepsi and McDonald's. In some cases, globalization is a fact of life; however, cultural



differences are still far from converging.

The other school proposes that companies must tailor business approaches to individual cultures. Setting up policies and procedures in each country has been compared to an organ transplant; the critical question centers around acceptance or rejection. The major challenge to the international manager is to make sure that rejection is not a result of cultural myopia or even blindness.

Fortune examined the international performance of a dozen large companies that earn 20 percent or more of their revenue overseas. The internationally successful companies all share an important quality: patience. They have not rushed into situations but rather built their operations carefully by following the most basic business principles.

These principles are to know your adversary, know your audience, and know your customer.

**6. According to the passage, which of the following is true?**

- A. All international managers can learn culture.
- B. Business diversity is not necessary.
- C. Views differ on how to treat culture in business world.
- D. Most people do not know foreign culture well.

**7. According to the author, the model of Pepsi \_\_\_\_\_.**

- A. is in line with the theories of the school advocating the business is business the world around
- B. is different from the model of McDonald's
- C. shows the reverse of globalization
- D. has converged cultural differences

**8. The two schools of thought \_\_\_\_\_.**

- A. both propose that companies should tailor business approaches to individual cultures
- B. both advocate that different policies be set up in different countries
- C. admit the existence of cultural diversity in business world
- D. Both A and B

**9. This article is supposed to be most useful for those \_\_\_\_\_.**

- A. who are interested in researching the topic of cultural diversity
- B. who have connections to more than one type of culture
- C. who want to travel abroad
- D. who want to run business on International Scale

**10. According to Fortune, successful international companies \_\_\_\_\_.**

- A. earn 20 percent or more of their revenue overseas
- B. all have the quality of patience
- C. will follow the overseas local cultures
- D. adopt the policy of internationalization



## — Wednesday —

**C**urrencies have a market, the foreign exchange market. Here, pounds sterling, U. S. dollars, Swiss francs, Italian lire, etc. are bought and sold. We ought to add that the foreign exchange market is a “market” only in the widest sense of the term. It consists of the foreign exchange departments of most of the banks acting either on their own or on their clients’ account. There are, in addition, the foreign exchange brokers who act as specialized firms in the field.

Practically all dealing is done by telephone or teleprinter in the offices of the exchange brokers. These brokers are in constant touch with both their opposite brokers and the banks. The slightest variation in exchange rate anywhere in the world is watched for possible action. If there are no restrictions on movement of capital between countries, actions are to be taken which will include the rapid shifting of funds between financial centers to take advantage of profitable price differentials(差额).

The freedom of trade in currencies is at present somewhat restricted by a variety of exchange controls which are still, enforced by many countries. The demand in one country, say England, for a foreign currency results from the desire for imports from another country, say, France. The pound sterling-French francs price is mainly regulated(调节) by interested parties in either country wanting to buy them, or sell to, the other. The strength of the pull in either direction settles price of the currencies in terms of one another. This is how in a free exchange market the rate is arrived at.

Needless to say, there are normally more than two countries trading with one another. This somewhat complicates the establishment of exchange rates, because not only pounds sterling and French francs but also, for example, U. S. dollars, Indian rupees, and Canadian dollars will all simultaneously(同时) be in relationship to one another.

11. The place for the exchange of currencies is \_\_\_\_\_.  
A. the free market                      B. the common market  
C. the foreign exchange market      D. the supermarket
12. Banks enter the foreign exchange market \_\_\_\_\_.  
A. on their own account                B. on their countries’ account  
C. on their clients’ account            D. both A and C
13. Brokers are those people, according to the passage, \_\_\_\_\_.  
A. who buy or sell business shares for others  
B. who buy or sell business shares for themselves  
C. who simply buy shares for others  
D. who only sell share for themselves
14. The exchange rates are hard to establish sometimes because \_\_\_\_\_.  
A. only two countries trade with each other

- B. more than two countries usually trade with one another  
 C. different countries use different currencies  
 D. all countries trade with one another at the same time
15. The trade in currencies is not completely free because \_\_\_\_\_.  
 A. the World Bank exert controls  
 B. many countries still exert controls  
 C. some countries control the exchange  
 D. no country can control the exchange

## Thursday

**A**s regards social conventions, we must say a word about the well-known English class system. This is an embarrassing subject for English people, and one they tend to be ashamed of, though during the present century class-consciousness has grown less and less, and the class system less rigid.

But it still exists below the surface. Broadly speaking, it means there are two classes, the “middle class” and the “working class”. (We shall ignore for a moment the old “upper class”, including the hereditary aristocracy, since it is extremely small in numbers; but some of its members have the right to sit in the House of Lords, and some newspapers take a surprising interest in their private life.) The middle class consists chiefly of well-to-do businessmen and professional people of all kinds. The working class consists chiefly of manual and unskilled workers.

The most obvious difference between them is in their accent. Middle-class people use slightly varying kinds of “received pronunciation” which is the kind of English spoken by BBC announcers and taught to overseas pupils. Typical working-class people speak in many different local accents which are generally felt to be rather ugly and uneducated. One of the biggest barriers of social equality in England is the two-class education system. To have been to a so-called “public school” immediately marks you out as one of the middle class. The middle classes tend to live a more formal life than working-class people, and are usually more cultured. Their midday meal is “lunch” and they have a rather formal evening meal called “dinner”, whereas the working man’s dinner, if his working hours permit, is at midday, and his smaller, late-evening meal is called supper.

As we have said, however, the class system is much less rigid than it was, and for a long time it has been government policy to reduce class distinctions. Working-class students very commonly receive a university education and enter the professions, and working-class incomes have grown so much recently that the distinctions between the two classes are becoming less and less clear. However, regardless of one’s social status, certain standards of politeness are expected of everybody, and a well-bred person is polite to everyone he meets, and treats a laborer with the same respect he gives an important businessman. Servility inspires



both embarrassment and dislike. Even the word “sir”, except in school and in certain occupations(e. g. commerce, the army etc. )sounds too servile to be commonly used.

16. The middle class mainly refers to people \_\_\_\_.

- A. who were born as aristocrat
- B. who have the right to sit in the House of Lords
- C. who speak in many different local accents
- D. who are prosperous businessmen or who work in some professions

17. The most obvious difference between the working class and the middle class in English is their \_\_\_\_.

- A. dress
- B. work
- C. accent
- D. meal

18. Why isn't the word “sir” commonly used in Britain?

- A. Because it sounds too servile and is likely to cause embarrassment.
- B. Because it can only be used in some certain occupations.
- C. Because it is an impolite word.
- D. Because it shows that the speaker is not a well-bred person.

19. The “upper class” in England today \_\_\_\_.

- A. are extremely small in number so that media pays no attention to them
- B. still uses old words like “Sir” in their everyday life
- C. includes the hereditary aristocracy
- D. refers only to the royal family

20. Which of the following is not true about the English class system?

- A. It is an embarrassing subject for English people.
- B. Working-class students cannot receive a university education.
- C. The class system is much less rigid than it was.
- D. The class system still exists below the surface.

## —— Friday ——



our passport is your official identification as an American citizen. In America, most people never consider obtaining a passport unless they are planning a trip out of the country. A passport is final proof of identity in almost every country in the world. In 1979 almost 15 million Americans held passports. Most of these passports were obtained to travel outside the country because, except for a few Western nations, passports are required to enter every country. And if you travel abroad, you must have a valid passport to reenter the country.

When traveling abroad, you will need a passport for identification when exchanging dollars for francs or marks or other foreign currencies. You may also need your passport to use a credit card, buy an airplane ticket, check into a hotel or casino.

Don't confuse passports and visas. Whereas a passport is issued by a country to



its citizens, a visa is official permission to visit a country granted by the government of that country. For some years, many countries were dropping their visa requirements, but that trend has reversed. Argentina, Brazil, and Venezuela now require visas from U. S. citizens. They may be obtained from the embassy of the country you wish to visit.

Passport applications are available at passport agency offices in large cities like Boston, New York, or Chicago. In smaller cities, applications are available at post offices and at federal courts. To get your first passport, you must submit the application in person, along with a birth certificate and two pictures.

Maybe because most Americans use their passports only when traveling and because they are good for five years, many people lose their passports. And every passport is worth thousands of dollars to smugglers or criminals who desire to enter this country illegally or assume a false identity. Travelers should keep their passports in their pockets or pocketbooks at all times; never pack them or leave them in a room or automobile; when you arrive back home, store your passport in a safe or safety deposit box. And report a lost or stolen passport immediately; it is literally your identity.

21. The main purpose of this passage is to \_\_\_\_.

- A. discuss travelling in other countries
- B. discuss the financial uses of a passport
- C. provide information about passports
- D. distinguish between passports and visas

22. Passports are needed for \_\_\_\_.

- A. exchanging currency
- B. using a credit card
- C. checking into hotels
- D. all of the above

23. We can conclude from the passage that \_\_\_\_.

- A. passports are more important than visas
- B. visas and passports are the same thing
- C. foreign governments issue visas instead of passports
- D. visas are required to obtain passports

24. The passage suggests that \_\_\_\_.

- A. most people don't realize how important passports are
- B. passports aren't important once you are in the country you've chosen to visit
- C. passports are simple to obtain through the mail
- D. passports are obtained at the embassy once you enter a country

25. Travelers should keep their passports \_\_\_\_.

- A. in their rooms
- B. in their pockets or pocketbooks
- C. in a safe
- D. in a safety deposit box



## Saturday

**T**here are people in Italy who can't stand soccer. Not all Canadians love hockey. A similar situation exists in America, where there are those individuals you may be one of them who yawn or even frown when somebody mentions baseball. Baseball to them means boring hours watching grown men in funny tight outfits standing around in a field staring away while very little of anything happens. They tell you it's a game better suited to the 19th century, slow, quiet, gentlemanly. These are the same people you may be one of them who love football because there's the sport that glorifies "the hit".

By contrast, baseball seems abstract, cool, silent, still.

On TV the game is fractured into a dozen perspectives, replays, close-ups. The geometry of the game, however, is essential to understanding it. You will contemplate the game from one point as a painter does his subject; you may, of course, project yourself into the game. It is in this projection that the game affords so much space and time for involvement. The TV won't do it for you.

Take, for example, the third baseman. You sit behind the third base dugout and you watch him watching home plate. His legs are apart, knees flexed. His arms hang loose. He does a lot of this. The skeptic still cannot think of any other sports so still, so passive. But watch what happens every time the pitcher throws; the third baseman goes up on his toes, flexes his arms or brings the glove to a point in front of him, takes a step right or left, backward or forward, perhaps he glances across the field to check his first baseman's position. Suppose the pitch is a ball. "Nothing happened," you say. "I could have had my eyes closed."

The skeptic and the innocent must play the game. And this involvement in the stands is no more intellectual than listening to music. Watch the third baseman. Smooth the dirt in front of you with one foot; smooth the pocket in your glove; watch the eyes of the batter, the speed of the bat, the sound of horsehide on wood. If football is a symphony of movement and theatre, baseball is chamber music, a spacious interlocking of notes, chores and responses.

**26. The passage is mainly concerned with \_\_\_\_.**

- A. the different tastes of people for sports
- B. the different characteristics of sports
- C. the attraction of football
- D. the attraction of baseball

**27. Those who don't like baseball may complain that \_\_\_\_.**

- A. It is only to the taste of the old
- B. It involves fewer players than football
- C. It is not exciting enough
- D. It is pretentious and looks funny

**28. The author admits that \_\_\_\_.**

- A. baseball is too peaceful for the young
  - B. baseball may seem boring when watched on TV
  - C. football is more attracting than baseball
  - D. baseball is more interesting than football
29. By stating "I could have had my eyes closed." the author means(4th paragraph last sentence): \_\_\_\_.
- A. The third baseman would rather sleep than play the game
  - B. Even if the third baseman closed his eyes a moment ago, it could make no different to the result
  - C. The third baseman is so good at baseball that he could finish the game with eyes closed all the time and do his work well
  - D. The consequent was too bad he could not bear to see it
30. We can safely conclude that the author \_\_\_\_.
- A. likes football
  - B. hates football
  - C. hates baseball
  - D. likes baseball

## —— Sunday ——

**A**mong the more colorful characters of Leadville's golden age were H. A. W. Tabor and his second wife, Elizabeth McCourt, better known as "Baby Doe". Their history is fast becoming one of the legends of the Old West. Horace Austin Warner Tabor was a school teacher in Vermont. With his first wife and two children he left Vermont by covered wagon in 1855 to homestead in Kansas. Perhaps he did not find farming to his liking, or perhaps he was lured by rumors of fortunes to be made in Colorado mines. At any rate, a few years later he moved west to the small Colorado mining camp known as California Gulch, which he later renamed Leadville when he became its leading citizen. "Great deposits of lead are sure to be found here." he said.

As it turned out, it was silver, not lead, that was to make Leadville's fortune and wealth. Tabor knew little about mining himself, so he opened a general store, which sold everything from boots to salt, flour, and tobacco. It was his custom to "grubstake" prospective miners, in other words, to supply them with food and supplies, or "grub", while they looked for ore, in return for which he would get a share in the mine if one was discovered. He did this for a number of years, but no one that he aided ever found anything of value.

Finally one day in the year 1878, so the story goes, two miners came in and asked for "grub". Tabor had decided to quit supplying it because he had lost too much money that way. These were persistent, however, and Tabor was too busy to argue with them. "Oh help yourself. One more time won't make any difference," He said and went on selling shoes and hats to other customers. the two miners took \$17 worth of supplies, in return for which they gave Tabor a one-third interest in their findings. They picked a barren place on the mountainside and began to dig.



After nine days they struck a rich vein of silver. Tabor bought the shares of the other two men, and so the mine belonged to him alone. This mine, known as the "Pittsburgh Mine," made \$300 000 for Tabor in return for his \$17 investment. Later Tabor bought the Matchless Mine on another barren hillside just outside the town for \$117 000. This turned out to be even more fabulous than the Pittsburgh, yielding \$35 000 worth of silver per day at one time. Leadville grew. Tabor became its first mayor, and later became lieutenant governor of the state.

**31. Leadville got its name for the following reasons EXCEPT \_\_\_\_.**

- A. because Tabor became its leading citizen
- B. because great deposits of lead is expected to be found there
- C. because it could bring good fortune to Tabor
- D. because it was renamed

**32. The word "grubstake" in paragraph 2 means \_\_\_\_.**

- A. to supply miners with food and supplies
- B. to open a general store
- C. to do one's contribution to the development of the mine
- D. to supply miners with food and supplies and in return get a share in the mine, if one was discovered

**33. Tabor made his first fortune \_\_\_\_.**

- A. by supplying two prospective miners and getting in return a one-third interest in the findings
- B. because he was persuaded by the two miners to quit supplying
- C. by buying the shares of the other
- D. as a land speculator

**34. The underlying reason for Tabor's life career is \_\_\_\_.**

- A. purely accidental
- B. based on the analysis of miner's being very poor and their possibility of discovering profitable mining site
- C. through the help from his second wife
- D. he planned well and accomplished targets step by step

**35. If this passage is the first part of an article, who might be introduced in the following part?**

- A. Tabor's life.
- B. Tabor's second wife, Elizabeth McCourt.
- C. Other colorful characters.
- D. Tabor's other careers.



## Week 2



### Monday

**B**oxing is a sport in which two fighters battle with their fists. In ancient Greece, boxing was a popular amateur competitive sport and was included in the first Olympian Games. In ancient Rome, boxers often wore the metal-studded (镶嵌) leather hand covering with which they maimed and even killed their opponents, sometimes as part of gladiatorial (斗剑者的) spectacles. The sport declined in popularity after the fall of the Roman Empire. In the 18th century, boxing was revived in London in the form of bare-knuckle prizefighters in which the contestants fought for money and the fame.

The boxers wear gloves and fight in a square called a ring. A good bout between two fighters is a fast, violent display of strength and skill. The boxers throw powerful punches as each tries to dominate his opponent. At the same time, each boxer must guard his head and body against the other's punches by dodging (躲避) or blocking the blows. There are several ways to win a fight. The action may range all over the ring as the fighters weave about or press forward to create openings for blows. Good boxers must be strong, quick, skillful, and in excellent physical condition. They also should have the courage and determination to fight in spite of pain and exhaustion. Boxers fight as amateurs or professionals. Most amateurs compete as members of an organization or a team, and some box in tournaments. Amateurs may not accept money for boxing. Professionals fight for money and are often called prizefighters.

Boxing began thousands of years ago, and for much of its history was an extremely brutal sport. Modern boxing enjoyed great popularity in the United States from the 1920's through the 1940's. However, spectator interest in the sport of boxing then began to decline. Today, only the top professional championship bouts and competition in boxing during the Olympic Games regularly draw widespread attention from the public. Boxing has been criticized as a dangerous sport because of the possibility of injury. However, rules attempt to reduce the chances of damage to boxers. Fighters must wear protective equipment and a doctor must be present at fights. Beginning in the 1980's, most professional fights were reduced from 15 to 12 rounds to cut down on injuries due to fatigue (疲乏) in late rounds.

1. According to the passage the boxers fight \_\_\_\_\_.  
A. In a ring  
B. In a bout  
C. In a large room  
D. In tournaments
2. Which of the following is NOT the essential quality of a boxer?