

READING COMPREHENSION OF COLLEGE ENGLISH
BAND FOUR A NEW GUIDE TO TACKLE

大学英语全新四级 阅读全方攻略

主编 李莉



天津大学出版社
TIANJIN UNIVERSITY PRESS

READING COMPREHENSION OF COLLEGE ENGLISH
BAND FOUR: A NEW GUIDE TO TACKLE

大学英语全新四级

阅读金方攻略

主编 李国正



北京理工大学出版社
Beihang University Press

READING COMPREHENSION OF COLLEGE ENGLISH
BAND FOUR A NEW GUIDE TO TACKLE

大学英语全新四级阅读全方攻略

主 编 李 莉

副主编 张 艳 李立国 穆 琳
编 者 张 莹 张 磊 姚卫东



图书在版编目(CIP)数据

大学英语全新四级阅读全方攻略/李莉主编. —天津:天津大学出版社, 2008.5

ISBN 978-7-5618-2660-7

I.大… II.李… III.英语—阅读教学—高等学校—水平考试—习题 IV.H319.4—44

中国版本图书馆 CIP 数据核字(2008)第 049484 号

出版发行 天津大学出版社
出 版 人 杨欢
地 址 天津市卫津路 92 号天津大学内(邮编:300072)
电 话 发行部:022-27403647 邮购部:022-27402742
网 址 www.tjup.com
短信网址 发送“天大”至 916088
印 刷 天津市泰宇印务有限公司
经 销 全国各地新华书店
开 本 169mm × 239mm
印 张 10
字 数 246 千
版 次 2008 年 5 月第 1 版
印 次 2008 年 5 月第 1 次
印 数 1—4 000
定 价 20.00 元

凡购本书,如有缺页、倒页、脱页等质量问题,烦请向我社发行部门联系调换

版权所有 侵权必究

前 言

全国大学英语四、六级考试委员会于 2006 年 10 月公布了《大学英语四级考试大纲》修订本。修订后的四级考试大纲对四级考试各部分测试内容、题型和所占分值比例进行了概述。四级试卷构成为:1)听力(占总分的 35%);2)阅读理解,包括仔细阅读和快速阅读(占总分的 35%);3)完型填空(占总分的 10%);4)写作和翻译(占总分的 20%)。各单项报道分的满分分别为:听力 249 分,阅读 249 分,完型 70 分,写作和翻译 142 分。各单项分相加之和等于总分 710。

根据《大学英语四级考试大纲》修订本的要求,改革后的四级考试加大了阅读的难度,并增加了快速阅读,考生普遍反映对此不适应。鉴于此,本书依据改革后的四级题型,以及 2006 年和 2007 年的真题编写了八套全真模拟阅读试题。每套试题包括:1)快速阅读(Skimming and Scanning);2)仔细阅读(Reading in Depth)。在给出答案的同时对试题进行了详细解析。

为使读者进一步熟悉改革后的四级题型,书后给出 2006 年 12 月、2007 年 6 月和 2007 年 12 月的大学英语四级真题共三套,并附有答案及听力原文。

本书难度循序渐进,既可作为课堂教学辅助教材使用,也适合学生自主学习。

参加编写的人员有:李莉、张艳、李立国、穆琳、张莹、张磊、姚卫东。

书中如有疏漏之处,望广大读者和同人提出宝贵意见。

编 者

2008 年 2 月

目 录

| | |
|--|-------|
| Part I 模拟阅读试题 | (1) |
| Model Test 1 | (2) |
| Model Test 2 | (9) |
| Model Test 3 | (16) |
| Model Test 4 | (23) |
| Model Test 5 | (31) |
| Model Test 6 | (38) |
| Model Test 7 | (45) |
| Model Test 8 | (52) |
| Part II 模拟阅读试题答案及解析 | (59) |
| Model Test 1 | (60) |
| Model Test 2 | (64) |
| Model Test 3 | (67) |
| Model Test 4 | (71) |
| Model Test 5 | (76) |
| Model Test 6 | (81) |
| Model Test 7 | (84) |
| Model Test 8 | (87) |
| Part III 历年真题及答案解析 | (91) |
| 2006 年 12 月 23 日大学英语四级考试 A 卷 | (92) |
| 2006 年 12 月 23 日大学英语四级考试 A 卷参考答案 | (105) |
| 2006 年 12 月 23 日大学英语四级考试 A 卷听力原文 | (107) |
| 2007 年 6 月 23 日大学英语四级考试 A 卷 | (112) |
| 2007 年 6 月 23 日大学英语四级考试 A 卷参考答案 | (126) |
| 2007 年 6 月 23 日大学英语四级考试 A 卷听力原文 | (128) |
| 2007 年 12 月 22 日大学英语四级考试 B 卷 | (134) |
| 2007 年 12 月 22 日大学英语四级考试 B 卷参考答案 | (147) |
| 2007 年 12 月 22 日大学英语四级考试 B 卷听力原文 | (149) |

Part I 模拟阅读试题

Model Test 1

Part I 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 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.

Will We Run Out of Water?

Picture a “ghost ship” sinking into the sand, left to rot on dry land by a receding sea. Then imagine dust storms sweeping up toxic pesticides and chemical fertilizers from the dry seabed and spewing them across towns and villages.

Seem like a scene from a movie about the end of the world? For people living near the *Aral Sea* (咸海) in Central Asia, it's all too real. Thirty years ago, government planners diverted the rivers that flow into the sea in order to irrigate (provide water for) farmland. As a result, the sea has shrunk to half its original size, *stranding* (使搁浅) ships on dry land. The seawater has tripled in salt content and become polluted, killing all 24 native species of fish.

Similar large-scale efforts to redirect water in other parts of the world have also ended in ecological crisis, according to numerous environmental groups. But many countries continue to build massive dams and irrigation systems, even though such projects can create more problems than they fix. Why? People in many parts of the world are desperate for water, and more people will need more water in the next century.

“Growing populations will worsen problems with water,” says Peter H. Gleick, an environmental scientist at the Pacific Institute for studies in Development, Environment, and Security, a research organization in California. He fears that by the year 2025, as many as one third of the world's *projected* (预测的) 8.3 billion people will suffer from water shortages.

WHERE WATER GOES

Only 2.5 percent of all water on Earth is freshwater, water suitable for drinking and

growing food, says Sandra Postel, director of the Global Water Policy Project in Amherst, Mass. Two thirds of this freshwater is locked in *glaciers* (冰山) and *ice caps* (冰盖). In fact, only a tiny percentage of freshwater is part of the water cycle, in which water evaporates and rises into the atmosphere, then condenses and falls back to Earth as precipitation (rain or snow).

Some precipitation runs off land to lakes and oceans, and some becomes groundwater, water that seeps into the earth. Much of this renewable freshwater ends up in remote places like the Amazon river basin in Brazil, where few people live. In fact, the world's population has access to only 12,500 cubic kilometers of freshwater—about the amount of water in *Lake Superior* (苏必利尔湖). And people use half of this amount already. “If water demand continues to climb rapidly,” says Postel, “there will be severe shortages and damage to the *aquatic* (水的) environment.”

CLOSE TO HOME

Water *woes* (灾难) may seem remote to people living in rich countries like the United States. But Americans could face serious water shortages, too especially in areas that rely on groundwater. Groundwater accumulates in *aquifers* (地下蓄水层), layers of sand and gravel that lie between soil and bedrock. (For every liter of surface water, more than 90 liters are hidden underground.) Although the United States has large aquifers, farmers, ranchers, and cities are tapping many of them for water faster than nature can *replenish* (补充) it. In north-west Texas, for example, over-pumping has shrunk groundwater supplies by 25 percent, according to Postel.

Americans may face even more urgent problems from pollution. Drinking water in the United States is generally safe and meets high standards. Nevertheless, one in five Americans every day unknowingly drinks tap water contaminated with bacteria and chemical wastes, according to the Environmental Protection Agency. In Milwaukee, 400,000 people fell ill in 1993 after drinking tap water tainted with *cryptosporidium* (隐孢子虫), a *microbe* (微生物) that causes fever, *diarrhea* (腹泻) and vomiting.

THE SOURCE

*Where so contaminants come from? In developing countries, people dump *raw* (未经处理的) *sewage* (污水) into the same streams and rivers from which they draw water for drinking and cooking; about 250 million people a year get sick from water *borne* (饮水传染的) diseases.

In developed countries, manufacturers use 100,000 chemical compounds to make a wide range of products. Toxic chemicals pollute water when released untreated into rivers and lakes. (Certain compounds, such as polychlorinated *biphenyls* (多氯化联二苯), or PCBs, have been banned in the United States.)

But almost everyone contributes to water pollution. People often pour household cleaners, car antifreeze, and paint *thinners* (稀释剂) down the drain; all of these contain hazardous chemicals. Scientists studying water in the San Francisco Bay reported in 1996 that 70 percent of the pollutants could be traced to household waste.

Farmers have been criticized for overusing herbicides and pesticides, chemicals that kill weeds and insects but that pollute water as well. Farmers also use nitrates, nitrogen-rich fertilizer that helps plants grow but that can wreak *havoc* (大破坏) on the environment. Nitrates are swept away by surface runoff to lakes and seas. Too many nitrates “over-enrich” these bodies of water, encouraging the buildup of algae, or microscopic plants that live on the surface of the water. Algae deprive the water of oxygen that fish need to survive, at times choking off life in an entire body of water.

WHAT'S THE SOLUTION?

Water expert Gleick advocates conservation and local solutions to water-related problems; governments, for instance, would be better off building small-scale dams rather than huge and disruptive projects like the one that ruined the Aral Sea.

“More than 1 billion people worldwide don't have access to basic clean drinking water,” says Gleick. “There has to be a strong push on the part of everyone—governments and ordinary people—to make sure we have a resource so fundamental to life.”

1. That the huge water projects have diverted the rivers causes the Aral Sea to shrink.
2. The construction of massive dams and irrigation projects does more good than harm.
3. The chief causes of water shortage are population growth and water pollution.
4. The problems Americans face concerning water are ground water shrinkage and tap water pollution.
5. According to the passage all water pollutants come from household waste.
6. The people living in the United States will not be faced with water shortages.
7. Water expert Gleick has come up with the best solution to water-related problems.
8. According to Peter H. Gleick, by the year 2025, as many as _____ of the world's people will suffer from water shortages.
9. Two thirds of the freshwater on Earth is locked in _____.
10. In developed countries, before toxic chemicals are released into rivers and lakes, they should be treated in order to avoid _____.

Part II Reading Comprehension (Reading in Depth) (25 minutes)

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 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 11 to 20 are based on the following passage.

If our society ever needed a reading *renaissance* (复兴), it's now. The National Endowment for the Arts released "Reading at Risk" last year, a study showing that adult reading 11 have dropped 10 percentage points in the past decade, with the steepest drop among those 18 to 24. "Only one half of young people read a book of any kind in 2002. We set the bar almost on the ground. If you read one short story in a teenager magazine, that would have 12 ," laments a director of research and analysis. He 13 the loss of readers to the booming world of technology, which attracts would-be leisure readers to E-mail, IM chats, and video games and leaves them with no time to cope with a novel.

"These new forms of media undoubtedly have some benefits," says Steven Johnson, author of *Everything Bad Is Good for You* . Video games 14 problem-solving skills; TV shows promote mental gymnastics by 15 viewers to follow complex story lines. But books offer experience that can't be gained from these other sources, from 16 vocabulary to stretching the imagination. "If they're not reading at all," says Johnson, "that's a huge problem." In fact, fewer kids are reading for pleasure. According to data 17 last week from the National Center for Educational Statistic's long-term trend assessment, the number of 17-year-olds who reported never or hardly ever reading for fun 18 from 9 percent in 1984 to 19 percent in 2004. At the same time, the 19 of 17-year-olds who read daily dropped from 31 to 22.

This slow but steady retreat from books has not yet taken a toll on reading ability. Scores for the nation's youth have 20 constant over the past two decades (with an encouraging upswing among 9-year-olds). But given the strong apparent correlation between pleasure reading and reading skills, this means poorly for the future.

| | |
|---------------|---------------|
| A. percent | I. believing |
| B. remained | J. released |
| C. rose | K. forcing |
| D. rates | L. improve |
| E. percentage | M. styles |
| F. counted | N. building |
| G. relieved | O. attributes |
| H. present | |

Section B

Directions: There are 2 passages in this section . Each passage is followed by some questions or

*unfinished statements . For each of them there are four choices marked A , B , C , D and You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the center .*

Passage One

Questions 21 to 25 are based on the following passage.

There is a new type of small advertisement becoming increasingly common in newspaper classified columns. It is sometimes placed among "situations vacant", although it does not offer anyone a job, and sometimes it appears among "situations wanted", although it is not placed by someone looking for a job, either. What it does is to offer help in applying for a job.

"Contact us before writing your application", or "Make use of our long experience in preparing your curriculum vitae or job history", is how it is usually expressed. The growth and apparent success of such a specialized service is, of course, a reflection on the current high levels of unemployment. It is also an indication of the growing importance of the curriculum vitae (or job history), with the suggestion that it may now qualify as an art form in its own right.

There was a time when job seekers simply wrote letters of application. "Just put down your name, address, age and whether you have passed any exams", was about the average level of advice offered to young people applying for their first jobs when I left school. The letter was really just for openers, it was explained, everything else could and should be saved for the interview. And in those days of full employment the technique worked. The letter proved that you could write and were available for work. Your eager face and intelligent replies did the rest.

Later, as you moved up the ladder, something slightly more sophisticated was called for. The advice then was to put something in the letter which would distinguish you from the rest. It might be the aggressive approach. "Your search is over. I am the person you are looking for", was a widely used trick that occasionally succeeded. Or it might be some special feature specially designed for the job interview.

There is no doubt, however, that it is increasing number of applicants with university education at all points in the process of engaging staff that has led to the greater importance of the curriculum vitae.

21. The new type of advertisement which is appearing in newspaper columns _____. .

- A. informs job hunters of the opportunities available
- B. promises to offer useful advice to those looking for employment
- C. divides available jobs into various types
- D. informs employers of the people available for work

22. Nowadays a demand for this specialized type of service has been created because _____. .

- A. there is a lack of jobs available for artistic people

- B. there are so many top level jobs available
 - C. there are so many people out of work
 - D. the job history is considered to be a work of art
23. In the past it was expected that first job hunters would _____.
- A. write an initial letter giving their life history
 - B. pass some exams before applying for a job
 - C. have no qualifications other than being able to read and write
 - D. keep any detailed information until they obtained an interview
24. Later, as one went on to apply for more important jobs, one was advised to include in the letter _____.
- A. something that would distinguish one from other applicants
 - B. hinted information about the personality of the applicant
 - C. one's advantages over others in applying for the job
 - D. an occasional trick with the aggressive approach
25. The curriculum vitae has become such an important document because _____.
- A. there has been an increase in the number of jobs advertised
 - B. there has been an increase in the number of applicants with degrees
 - C. jobs are becoming much more complicated nowadays
 - D. the other processes of applying for jobs are more complicated

Passage Two

Questions 26 to 30 are based on the following passage.

In cities with rent control, the city government sets the maximum rent that a landlord can charge for an apartment. Supporters of rent control argue that it protects people who are living in apartments. Their rent cannot increase; therefore, they are not in danger of losing their homes. However, the critics say that after a long time, rent control may have negative effects. Landlords know that they cannot increase their profits. Therefore, they invest in other businesses where they can increase their profits. They do not invest in new buildings which would also be rent-controlled. As a result, new apartments are not built. Many people who need apartments cannot find any. According to the critics, the end result of rent control is a shortage of apartments in the city.

Some theorists argue that the minimum wage law can cause problems in the same way. The federal government sets the minimum that an employer must pay workers. The minimum helps people who generally look for unskilled, low-paying jobs. However, if the minimum is high, employers may hire fewer workers. They will replace workers with machinery. The price, which is the wage that employers must pay, increases. Therefore, other things being equal, the number of workers that employers want decreases. Thus, critics claim, an increase

in the minimum wage may cause unemployment. Some poor people may find themselves without jobs instead of with jobs at the minimum wage.

Supporters of the minimum wage say that it helps people keep their dignity. Because of the law, workers cannot sell their services for less than the minimum. Furthermore, employers cannot force workers to accept jobs at unfair wages.

Economic theory predicts the results of economic decisions such as decisions about farm production, rent control, and the minimum wage. The predictions may be correct only if "other things are equal". Economists do not agree on some of the predictions. They also do not agree on the value of different decisions. Some economists support a particular decision while others criticize it. Economists do agree, however, that there are no simple answers to economic questions.

26. There is the possibility that setting maximum rent may _____.

- A. cause a shortage of apartments
- B. worry those who rent apartments as homes
- C. increase the profits of landlords
- D. encourage landlords to invest in building apartment

27. According to the critics, rent control _____.

- A. will always benefit those who rent apartments
- B. is unnecessary
- C. will bring negative effects in the long run
- D. is necessary under all circumstances

28. The problem of unemployment will arise _____.

- A. if the minimum wage is set too high
- B. if the minimum wage is set too low
- C. if the workers are unskilled
- D. if the maximum wage is set

29. The passage tells us _____.

- A. the relationship between supply and demand
- B. the possible results of government controls
- C. the necessity of government control
- D. the urgency of getting rid of government controls

30. Which of the following statements is NOT true?

- A. The results of economic decisions can not always be predicted.
- B. Minimum wage can not always protect employees.
- C. Economic theory can predict the results of economic decisions if other factors are not changing.
- D. Economic decisions should not be based on economic theory.

Model Test 2

Part I 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 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.

When we think of entrepreneurs, most of us imagine dynamic, successful, over-achievers like Bill Gates of Microsoft, Richard Branson of Virgin Airlines, Inc. or Jim Boyle of Columbia Sportswear, to name a few contemporary heroes. The truth is that we often fail to recognize entrepreneurs all around us: the corner grocery store owner, the family physician who opens a medical practice in our neighborhood, or the young person who delivers the morning paper. Each is creating business opportunities through entrepreneurship, although the process of entrepreneurship would be markedly different from each other.

According to Jeffery Timmons, author of "New Venture Creation" (1990), there are three crucial components for a successful new venture: the opportunity, the entrepreneur, and the resources needed to start the company and make it grow. The opportunity is the idea for a new business. The entrepreneur is the person who develops the idea for a business into a business. Resources include money, people and skill. In this unit, we focus on entrepreneurs, one of the critical ingredients for success of a new business: Who are they? What makes them tick?

One factor which distinguishes Bill Gates from the morning paper deliverer is the level of business success each desires to achieve. Determining what success means to you is a crucial element in the early stages of new venture planning. How you measure success in life shapes your views of business opportunities and small business. We begin this unit with a look at success: what it means and how it is measured.

Defining Success through Personal Evaluation

"Most people spend less time planning their new business than they do their family vacation" (*Canadian Small Business*, 1997). Yet, selecting the right business idea and planning for its success are crucial steps in new venture planning. You will learn more about oppor-

tunity identification, or how to find and evaluate business ideas. For now, let's focus on success.

Success is how you define it. What success means to you will not likely be what success means to someone else. Success is very personal and subjective. We usually measure success in one or three ways:

Success can be measured in dollars, usually earnings.

Success can be measured by the value of our possessions, including our home.

Success can be measured through our personal values.

Whether you define success by money, possessions, personal values or a combination of the three is up to you? How we define success significantly influences our selection of a business to start. Our view of success becomes our framework for evaluating business opportunities. If we think a business opportunity has the potential to raise us to our desired level of success, we give it further consideration. If not, we usually discard the idea. For example, if the paper deliverer defined success as earning \$ 75.00 of spending money per month and he or she was earning \$ 200.00 per month, then they would consider their venture highly successful.

Visioning and Goal-Setting for Business Success

Planning for business success begins with an understanding of ourselves, who we are and where we want to go in our professional lives. Enrolling in college is one step toward fulfilling our vision of the future. Two processes which are helpful to would-be entrepreneurs are visioning and goal-setting.

Success begins with a vision of who we are, what drives us and what we want. The vision of ourselves is the foundation that will give us guidance and direction in the conduct of our lives and business. Visioning involves development of a clear mental picture of what we would like to become in the next five to ten years.

Goal-setting involves developing a list of things you would like to achieve in your personal or professional lives—your goals. Goal-setting is the action plan for achieving your vision of life. According to the authors of *Canadian Small Business*, goals should be “SMART”, i.e. Specific, Measurable, Achievable, Realistic, and Time-oriented.*

Entrepreneurship begins with an understanding of who we are and where we want to go. For millions of Canadians, starting a business of their own was the path chosen to get them where they wanted to go. Understanding what success means to you and the level of success you are willing to accept in life is one of the first stages of new venture planning. Visioning and goal-setting are tools you can use to develop a clear picture of who you are, where you are going and what you need to do to get there.

1. Both the family physician who opens a medical practice in our neighborhood and the young

person who delivers the morning paper are not entrepreneurs.

2. The essential elements for a successful new venture are opportunity, entrepreneur and resources.
3. The resources needed to start the company and make it grow include money, practice and skill.
4. The difference between Bill Gates and the paper deliverer is the level of business success each desires to achieve.
5. The definition of success helps to evaluate the business potential effectively.
6. Going abroad for a further study also helps to fulfill one's vision of the future.
7. Goal-setting is the action plan for achieving your vision of life.
8. If we don't think a business opportunity has the potential to raise us to our desired level of success, we usually _____.
9. The vision of ourselves is the foundation that will give us _____ in the conduct of our lives and business.
10. Visioning and goal-setting are _____ used to identify oneself and achieve one's purpose.

Part II Reading Comprehension (Reading in Depth) (25 minutes)

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 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 11 to 20 are based on the following passage.

Global warming is real. The five warmest years since good records began to be kept have all been in this decade.

If you ever live 11 an average Chicago winter, a little bit of global warming doesn't sound bad. But one of the implications of global warming is an 12 in storms. Studies have reported a 20% increase in 13 storms in recent years.

Another 14 of global warming is a steady 15 of glaciers around the world, and that's well documented. Big chunks of the Atlantic ice cap are breaking off and 16 away; every major glacier in the Northern Hemisphere is retreating; the icy 17 of the Andes in South America are disappearing, an unpleasant circumstance for the farmers who 18 on melting water to grow their crops.

It has been suggested that all this melting ice will 19 sea levels. So it will, but