

大学英语自主学习教材

大学英语 基础阅读拓展

EXPANSIVE READING OF
COLLEGE ENGLISH

第二学年

林学明 主编



上海交通大学出版社

EXPANSIVE

READING

大学英语阅读自主学习教材

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Expansive Reading of College English

第二学年

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内 容 提 要

本书是针对本科院校学生的大学英语教学设计的课内扩展阅读教程。本书完全按照大学英语4级考试中阅读题型设计,阅读材料内容广泛,文字与句子结构与4级考纲相吻,书中对附有习题解答。为了帮助自学,部分习题有详解。

本书适合本科院校低年级学生学习公共大学英语时使用,也可作老师教学与命题的参考资料。

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前言

《大学英语基础阅读拓展》是在校大学生自主学习系列教材,全书共分两册。主要读者对象是在校大学本科生的一二年级学生。

第一、二册书可分别供在校本科一二年级学生自主学习使用。每册《阅读拓展》精选各类体裁、题材的阅读材料 192 篇,由 48 个单元构成。每个单元由四篇各种不同的阅读材料,按照 2005 年颁布的大纲与 2006 年 12 月最新 710 分全国大学英语四级考试阅读理解部分的题型和模式编辑而成。例如:每个单元由四篇文章组成:一篇快速阅读、一篇选词填空阅读(或简短回答题、或短文改错)、两篇仔细阅读。

考虑到本书定位于学生自主学习教材,既要有利于学生自学,又便于教师花少量时间辅导,因此,阅读文章全部配有【短文导读】、【词语提示】、【长句分析】、【参考答案】。为了便于学生课后自学,每册书至少有 90 篇短文除了配有上述栏目之外,还配有【阅读理解实例详解】、【短文参考译文】、【试题解析】。

本教材有两册,各含 48 个单元,每 16 个单元为一个级别。

本教材短文选材新颖、语言规范地道、体裁题材多样,先易后难、由浅入深、循序渐进。全书阅读文章总量充足,完全符合教育部新近颁布的《大学英语课程教学要求(试行)》和最新 710 分大学英语四、六级考试改革的通知精神。

本教材主要特点:①题材新颖广泛:涉及了语言、传记、文化、艺术、地理、科普、航天、历史、社交、风俗、教育、体育等各个方面。③题型多样:涉猎了最新 710 分大学英语四、六级的各类题型。②语料选材新:主要选自最新国外报刊、期刊、杂志、教材、图书、最新的科普知识材料、文化背景等图书资料,有些内容涉及科学前沿,符合当前时代发展要求。④贴近学生实际:短文可读性强、趣味浓厚、难度适中,语言点、知识点、考点设计合理,既学语言,又掌握知识。⑤由浅入深、循序渐进:本教材覆盖大学英语基础阶段两个学年的全部范围。学生可根据各自的英语水平选择不同的起点进行自主学习。⑥践行教育部《教学要求》,突出阅读实践能力培养:通过学生英语阅读自主学习,实现从以教师为中心、单纯传授语言知识和技能的教学模式,向以学生为中心、既传授一般的语言知识与技能,更加注重培养语言运用能力和自主学习能力的教学模式的转变。

教学安排:主要结合大学英语精读课教材使用,按一篇精读配一到二个单元的拓展阅读的比例,供学生自主学习为主。每学年含 48 个单元(192 篇短文);每

编者

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Part One

Section A 拓展阅读理解实例详解

UNIT 01

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

Passage One

【短文导读】

本文对英国著名的诗人、剧作家莎士比亚的家乡斯特拉特福德及其家庭背景做了比较详尽的介绍。也正是在这种崇尚戏剧的环境熏陶之下，才造就了一位杰出的戏剧家。

【短文快读】

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

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.

1 In 1565 Stratford-on-Avon was a very busy place. It was one of the largest towns in Warwickshire, with a beautiful church called Holy Trinity and a fine bridge over the river Avon. London was only a hundred miles (160 km) away and there were good roads which connected it with Stratford. Trade was good and there were plenty of opportunities. Stratford was an attractive place for the young men who lived in the villages nearby who did not want to be farmers like their fathers.

2 John Shakespeare was one of the young man who came to Stratford to begin a new life. The trade he chose to learn was glove-making and, in time, he became very successful. He married a local girl called Mary Arden who came from a good family and he became an important person in the town. By 1565 John Shakespeare was an officer of the town and later he became the mayor (the most important member of the town government).

3 In 1558 John's first child, a girl, was born. It was a good year for England as well as for John Shakespeare because it was the year in which Elizabeth I became Queen of England. Although there were many political and religious problems and England was not very friendly with Spain, English people were very hopeful about the future. It was the beginning of a great age.

4 In 1562 the Shakespeares had another baby daughter but unfortunately, she, like her elder sister, died soon after she was born. In 1564, John Shakespeare's luck returned: his first son was born. The records of Holy

Trinity church in Stratford say that the baby was given the name William on 26th April 1564. There is no record of the exact day the baby was born but English people like to think that Shakespeare was born on 23rd April not only because he died on 23rd April 1616 but also because 23rd April is St George's Day. St George is the patron saint of England.

5 The year in which William was born was a year of plague in the town and John Shakespeare knew that he was lucky that his baby son had lived through the dangerous early months of life. The plague was a terrible illness; it was very common in England and the rest of Europe at that time but nobody knew that the plague was carried by rats (small animals like mice but bigger and more dangerous). People thought that the plague was a punishment from God so the rats continued to live and the plague continued to spread.

6 In the same year as William, another small boy was born in Canterbury, about 240 km away from Stratford. His father was a shoemaker and his name was Christopher Marlowe. He too, was going to become a famous playwright. English drama, as well as John Shakespeare, could look forward to a bright future.

7 There had been plays in England for several hundred years. The people of Stratford, as in many other towns, enjoyed drama from time to time. Sometimes the church services had some drama in them, especially the services at Christmas and Easter. The priests (men of the church) would act for the people because all the services were in Latin, which most people did not understand. If they could see real people speaking and acting scenes from Christ's life then they could understand and remember them more easily.

8 For hundreds of years English people had been able to watch religious plays. They were often acted in groups, each play telling one part of a long story from the Bible. It was a custom for a lot of these plays to be acted out one after the other on the day of Corpus Christi at Easter time.

9 The people also saw morality plays, which were not religious but were sometimes acted by professional actors who travelled from town to town. The characters in the play were not like real people, but more like good or bad qualities in human form. They had names like "wisdom", "pleasure" and "foolishness". Even though the characters were not like real people, these plays were very popular with the people of Stratford. They showed the happiness and sadness of their own lives in a way they could understand. It helped them to see their problems acted out by other people and it gave them comfort.

10 There was a lot of violent physical action in the morality plays and the audience was often just as violent. They did not sit and watch quietly as audiences do today but they cried if the play was tragic (sad) or shouted with laughter if the play was comic (funny).

11 Religious plays and morality plays were not taken very seriously by the educated people of the time. They believed that all the best plays had been written by the Greek and Roman writers of the earlier times. They thought that the best any English writer could do was to write good copies of these older plays. But at the time that William was born, ideas about the theatre and about the English language were just beginning to change: three years before Shakespeare was born, a play called *Gorboduc* was performed for the queen. The form of the play was copied from a Roman play, but it was still a good play. The most important thing was that it was written in English. This performance reminds us of two other signs that England was nearly ready for a playwright such as William Shakespeare: firstly, educated English people were beginning to realise that their own language might be just as suitable for education, books and the law as it was for farming, shopping and the home; and secondly Queen Elizabeth herself was very fond of the theatre.

12 By 1568 William was four years old and was beginning to notice life in Stratford. In that year his father was chosen as mayor (the most important man) of the town. William was old enough to be happy for his father when he appeared in his mayor's clothes with all the other important people of the town.

13 The next year a group of professional actors visited Stratford and the town gave them a big welcome. William's father, because he was the mayor, helped to welcome them and the Earl of Worcester's men performed their plays in the town. This was five-year-old William's first experience of English drama.

14 It was in these early years that the young William Shakespeare caught the feeling of excitement that the travelling actors brought with them. Perhaps he watched the play from his father's knee they certainly had a good view because Will's father was an important man in the town. Will loved the bright colours, the

costumes and the scenery and especially the scene at the end of one of the morality plays when the hero (the most important actor) was changed into a pig! Drama was exciting and yet it was part of everyday life in Stratford; the different groups of actors came and went every year like the seasons. People did not go to the theatre as they do today (there were no buildings called "theatres"), but the theatre came to them. The seeds of Shakespeare's love for the theatre were sown in those days and, as we know, the fruit was very good. (1 230 words)

01. In 1565, Stratford was a small town in Warwickshire, which was not far away from London.
02. Stratford is a good place for the young men nearby because they do not like the life of being farmers.
03. Elizabeth I became Queen of England in 1558.
04. It is sure that William Shakespeare was born on 23rd April, 1564.
05. At the time when Shakespeare was born, people knew little about plague.
06. Another small boy named Christopher Marlowe was born in the same year as Shakespeare, but was a few months older than Shakespeare.
07. In morality plays, the characters were not real people.
08. "Wisdom", "pleasure" and "foolishness" were all names of _____.
09. The educated people of the time did not regard religious and morality plays important because _____.
10. When a group of professional actors visited Stratford, Shakespeare was _____ years old.

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

Section A

Passage Two

【短文导读】

短文主要讲述了综合能力教育能够全方位地开发全体学生的能力,这其中包括其学术能力、个人品质和社会能力。另外,作者还探讨了在课堂教学中培养综合能力教育的几种方法:小组学习、成对学习以及独立学习。

【选词填空】

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 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.

We find that bright children are rarely held back by mixed-ability teaching. On the contrary, both their knowledge and experience are 11. We feel that there are many disadvantages in streaming pupils. It does not take into account the fact that children 12 at different rates. It can have a bad 13 on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their 14 ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the 15, not just their academic ability. We also value personal qualities and social skills, and we find that mixed-ability teaching 16 to all these aspects of learning.

In our classrooms, we work in 17 ways. The pupils often work in groups: this gives them the opportunity to learn to co-operate, to share, and to develop leadership skills. They also learn how to 18 with personal problems as well as learning how to think, to make decisions, to analyse and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teacher.

Sometimes the pupils work in pairs; sometimes they work on 19 tasks and assignments, and they can do this at their own speed. They also have some formal class teaching when this is appropriate. We encourage our pupils to use the library, and we teach them the skills they need in order to do this efficiently. An advanced pupil can do advanced work: it does not matter what age the child is. We expect our pupils to do their best, not their least, and we give them every encouragement to 20 this goal. (301 words)

- | | | | |
|----------------|-----------------|---------------|-----------|
| A) full | E) attractive | I) individual | M) mined |
| B) various | F) flexible | J) attain | N) pace |
| C) contributes | G) intellectual | K) enriched | O) effect |
| D) cope | H) brush | L) develop | |

【词语提示】

evaluate *v.* 评估

appropriate *a.* 适当的

Both their knowledge and experience are enriched. 知识和经验两方面都得到了丰富。

approving *a.* 赞同的

stream *vt.* 把……按能力分

Section B

Passage Three

【短文导读】

本文围绕文化冲击这一主题,阐述了什么是文化冲击,文化冲击的表现,文化冲击的特点,应该如何对待文化冲击等问题。

【仔细阅读】

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statement. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter with a single line through the center.

Questions 21 to 25 are based on the following passage.

Culture shock can be described as the feeling of confusion and disorientation that one experiences when faced with a large number of new and unfamiliar people and situations. Many things contribute to it—smells, sound, flavors, the very feeling of the air one is breathing. Of course, the native's unfamiliar language and behavior contribute to it too. People's responses to culture shock vary greatly, from excitement and energetic action to withdrawal, depression, physical illness, and hostility. A particular individual might react to culture shock one way one day and another the next.

The notion of culture shock calls two useful points to mind. **First, most people experience some degree of culture shock when they go to a new country, whether they admit it to themselves and others or not.** Culture shock is more a product of the situation of being in a new culture than it is of the traveler's personal character. Second, culture shock, like other kinds of "shock", is normally **transitory**. It passes with time.

Academic analysts of the culture shock idea point out that the experience of culture shock need not be negative. While there may be some unhappiness and unpleasantness along with the confusion and disorientation, the confusion and disorientation are necessary steps in learning about a new culture. If everything in the new place is just like home, no learning will come from being there. (231 words)

21. Which of the following best summarizes the topic of the passage?

- A) The nature of culture shock and its causes.
- B) How to deal with culture shock.
- C) Different types of culture shock.
- D) The harmful effects of culture shock.

22. Which of the following statements regarding the causes of culture shock is true?

- A) Culture shock mainly involves those homesick young people.
- B) One's personality is one of the major factors leading to culture shock.
- C) The language barrier is one of the major causes of culture shock.
- D) Most people don't like the smell of foreign foods.

23. The word **transitory** (Para. 3) is closest in meaning to _____.

- A) not lasting long
- B) not traveling a long distance
- C) involving different people
- D) happening at a particular stage

24. We may conclude from the second paragraph that _____.

- A) most people are not aware of the shock in a new culture
 B) everyone entering a new country claims to experience culture shock
 C) most people going to a foreign country for the first time experience culture shock
 D) most people are unaware of the culture shock they have experienced
25. According to academic analysts, _____.
- A) only unhappy people get confused in a new culture
 B) one should not try to look at the negative side of a new culture
 C) we should be aware of the positive elements of culture shock
 D) it is unnecessary to live in a new culture

【词语提示】

disorientation *n.* 迷失方向 react *v.* 反应

【句子解析】

※First, most people experience some degree of culture shock when they go to a new country, whether they admit it to themselves and others or not. [Paragraph 2]

本句是复合句。主句为 most people experience some degree of culture shock, 后边有一个由 when 引导的时间状语从句以及由 whether 引导的让步状语从句 whether they admit it to themselves and others or not. 其中 whether... or not 连在一起表示“是否……”。

Passage Four

【短文导读】

本文主要介绍了奥林匹克运动会的历史,描述了古代奥林匹克运动会的比赛内容、规则以及奖品等,最后还介绍了现代奥林匹克运动会的举办情况、会旗等。

【仔细阅读】

Questions 26 to 30 are based on the following passage.

In ancient Greece athletic festivals were very important and had strong religious associations. The Olympic athletic festival held every four years in honor of Zeus, king of the Olympian Gods, eventually lost its local character, became first a national event and then, international.

The games took place in August on the plain by Mount Olympus. Many thousands of spectators gathered from all parts of Greece. Slaves, women and dishonored persons were not allowed to compete. The exact sequence of events was uncertain, but events included boy's gymnastics, boxing, wrestling, horse racing and field event.

On the last day of the Games, all the winners were honored by having a ring of holy olive leaves placed on their heads. *So great was the honor that the winner of the foot race gave his name to the year of his victory.* Although Olympic winners received no prize money, they were, in fact, richly rewarded by their state authorities. How their results compared with modern standards, we unfortunately have no means of telling.

Nowadays, the Games are held in different countries in turn. The host country provides vast facilities, including a stadium of a torch, lighted on Mount Olympus by the sun's ray. It is carried by a succession of runners to the stadium. The torch symbolized the continuation of the ancient Greek athletic ideals, and it burns throughout the Games until the closing ceremony. The well-known Olympic flag, however, is a modern conception; the five interlocking rings symbolize the uniting of all five continents participating in the games. (256 words)

26. In ancient Greece, the Olympic Games _____.
- A) were in the nature of a national event with a strong religious color
 B) were mere national athletic festivals
 C) had rules which put foreign participants in the disadvantageous position
 D) were primarily national events with few foreign participants
27. In the early days of ancient Olympic Games _____.
- A) only honored male Greek athletes were allowed to participate in the games
 B) all Greeks, irrespective of sex or social status were allowed to compete in the Games
 C) all male Greeks were qualified to compete in the game

- D) all Greeks, with the exception of women, were allowed to compete in the Games
28. The order of athletic events at the ancient Olympics .
- A) has not definitely been established
- B) varied according to the number of foreign competitors
- C) was considered unimportant
- D) was decided by Zeus, in whose honor the Games were held
29. Modern athletes' results can not be compared with those of ancient runners' because .
- A) they are much better
- B) the Greeks had no means of recording the results
- C) details such as the time were not recorded in the past
- D) they are much worse
30. Nowadays, the athletes' expenses are paid for .
- A) out of the prize money of the winners
- B) out of the funds raised by the competing nations
- C) by contribution
- D) by the athletes themselves

【词语提示】

ring *n.* 戒指, 环 with the exception of 除……之外 be irrespective of 不论

contribution *n.* 募捐

【句子解析】

※ So great was the honor that the winner of the foot race gave his name to the year of his victory. [Paragraph 3]

本句为倒装句。正常顺序应该为 the honor was so great that... so... that 表示“太……以至于……”，此处引导结果状语从句。

UNIT 02

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

Passage One

【短文导读】

本文介绍了英国著名的电影制作人艾尔弗雷德·希契科克的生平及其电影制作生涯,带领读者走进了他所创造出的奇妙的电影世界。

【短文快读】

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

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.

1 Alfred Hitchcock is one of the best-known film-makers, and because of his habit of making a quick appearance in each of his films ever since the 1930s, his face is easily recognised. Cinema audiences all over the world have come to connect the gentle-looking, overweight Englishman with some of the most mysterious and frightening films ever made.

2 Alfred Hitchcock was the son of an East London shopkeeper. He had a strict Catholic education and went to several strict schools. He was a quiet boy, an average student who kept himself to himself. When he left school at fourteen, he began to train as an engineer. He had always been an enthusiastic theatre lover and by sixteen he became interested in the cinema too. About this time he found he also had a talent for drawing, and

he went to a course in drawing at London University—at first it was to help him in his job. But as young Hitchcock's career developed, so did his interest in the arts and with his drawing talent came an interest in writing. His first written work was in *The Henley*, the magazine of his company. This led to another change in the direction of his career, as he found himself writing the advertising for the company. This was the first time Hitchcock had been asked to use his imagination, and for the first time he started to experiment with characters and stories.

3 But Hitchcock's great interest in the cinema remained. In 1919 he saw an advertisement in a magazine about a Hollywood film company, Famous Players-Lasky, building a studio in Islington, and he became determined to get the chance to use his artistic and writing talents in the movies. Hitchcock got his chance when he heard that the company (later known as Paramount) were going to film Marie Corelli's book: *The Sorrows of Satan*. He bought the book and began designing for the film. He took his designs to the studios in Islington but the company had changed their minds and were planning to film *The Great Day*. Hitchcock produced more designs for that film which were accepted by the company and they agreed to give him work. Later, they offered him a full-time job—designing title cards for the films.

4 The early days of the company were not successful. They made eleven disappointing films before Hitchcock got the chance to direct his first film, *Mrs Peabody or Number Thirteen*, as Hitchcock called it. The film was never completed, but Hitchcock was given another chance to direct—*Always Tell Your Wife* (1923) when the original director became ill. Soon after this, a new film company, Balcon-Saville-Freedman, came to look around the Islington studios and offered Hitchcock a job as assistant director. They also asked him to write the script for a film they hoped to make—*Woman to Woman*. The film was a great success all over Europe and in the States. But British cinema was not doing well, so Hitchcock and the company went to Germany where the UFA company had become one of the most successful in the world. It was on the way back from Germany after filming *The Blackguard*, that Hitchcock asked his film editor, Alme Reville, to be his wife.

5 Hitchcock's early films, *The Pleasure Garden*, *The Rat* and *The Lodger*, had already given him the reputation of a director who produced violent and cruel films. And it was true that Hitchcock was really interested by strange and mysterious stories. Also his early interest in psychology helped him to create suspense. In his films he used dark shadows, strange camera positions and unusual scenes to produce a sense of fear and mystery. This method of directing became his style as a film-maker and one of the causes of his success. His talent for producing artistic and "avant-garde" shots was accepted by other film-makers, even if they did not understand what he was doing.

6 The film, which Hitchcock described as the first real Alfred Hitchcock movie and which started him on the road to success, was *The Lodger*. It was said to have a strong German influence, and was very successful with its presentation of two contrasting styles of filming, designed to show the difference between the bright and normal daytime world and the dark, mysterious world of the night. But at first *The Lodger* was thought impossible to show until it had been re-edited and was more acceptable to the public.

7 Hitchcock's unusual habit of always appearing for a few minutes in his own films started when there were no extras for a scene. The audiences liked this habit and it made Hitchcock different at a time when other film-makers remained behind the camera, out of the public eye. His first appearance was in his film *Blackmail*, made in 1929. He is seen on an underground train in London, reading a book.

8 *Blackmail* was one of the first British "talkies". It was made as a silent film but Hitchcock wanted to try the new technique, and so he re-filmed some scenes and added dialogue and sound effects. One of the most famous scenes shows a girl who has just killed a man. He tried to attack her, so she killed him with knife. The girl goes home and her mother is talking to a friend about a murder just described on the radio. It is the same killing, and as the mother talks, certain words like "knife" shock the girl, because they seem to be much louder than the other words. The audience hears the conversation from the girl's point of view and shares her suspense.

9 *Blackmail* also used an early special effect. Hitchcock wanted to film in the British Museum but it was too dark. He took photographs of the inside of the museum and made them into slides, with an empty part for the

pictures of the actors. Then he put a slide in front of the camera, and filmed the actors through the slide. It looked as if the actors were in the museum.

10 In 1936 Hitchcock made *The 39 Steps*, the film that made him famous outside Britain. He received many offers from Hollywood, where he went to make *Rebecca*. This was the most expensive film he had made, costing over a million dollars. This was impossible in Britain, where budgets were very small. But as soon as shooting started on *Rebecca*, the Second World War started. Like many other film people, Hitchcock decided to stay in America, and was sometimes called a traitor at home. But he was too old to fight, and the British film industry had closed down, so he and his family stayed in Los Angeles and continued to make films. He finished *Rebecca*, and got his first Oscar, for *The Best Film of the Year*.

11 Hitchcock continued to make films in Hollywood, though some of them were unsuccessful—including his first colour film, *The Rope*, and *Under Capricorn*, made in England. He was always busy—from 1954 to 1960 he made nine theatre films, nineteen TV films and three films, including the famous *Dial M for Murder*.

12 He was also the first film director to become a TV star. In 1955 he started a TV show which showed mystery and horror stories, called “Alfred Hitchcock presents...” This was a new idea, for most of the Hollywood people hated television and thought it was beneath their talents to work in the TV world. The audience loved Hitchcock, however, and he made more shows, called “Stories they wouldn’t let me do on TV”, and “Tales my mother told me”. These shows gave him more opportunity to try new ideas and make more and more mysterious or frightening films.

13 In 1960 he made his most famous film, which has become one of the classics of the cinema—*Psycho*, starring Anthony Perkins. This story of murder and madness has been shown again and again all over the world, and people are still shocked by the murder in the shower. *Psycho* is well-known also for the film techniques, especially fast editing, that are used in it. A follow-up film, called *Psycho II* was made in 1983, using the same writer and the same star, though unfortunately Hitchcock had died.

14 “Hitch”, as he was known to his friends, continued his success with the frightening film *The Birds* made in 1963. This showed the fear of a small American town that was attacked by large numbers of black and mysterious birds. The special effects with the birds, which covered so much of the sky that it became dark, were very exciting. The film techniques were, as usual, very interesting; the film contained over 1400 shots, about twice as many as the other Hitchcock films. (1480 words)

01. Cinema audiences all over the world can easily recognize Alfred Hitchcock because he liked to appear in his films.
02. Alfred Hitchcock was born in a wealthy family.
03. Hitchcock produced more designs for a film called *The Great Day*, which was the first time he started to experiment with characters and stories.
04. The first film Hitchcock directed was not a success.
05. In Germany, when Hitchcock and the company filmed *The Blackguard*, he asked his film editor, Alme Reville, to be his wife.
06. *The Lodger* was very successful because it applied particular styles of filming.
07. Hitchcock made a silent film *Blackmail*, in which an early special effect was used.
08. It was not possible in Britain to make such an expensive film like *Rebecca* because _____.
09. Hitchcock’s first colour film was made in _____.
10. Most of Hitchcock’s films are _____.

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

Section A

Passage Two

【短文导读】

本文主要讲述了人们应该养成健康的饮食习惯。我们应该多食用纤维、水果和蔬菜，而尽可能减少脂肪、糖和盐的摄入量。另外，改善饮食习惯要求我们应该全面改善生活习惯，同时还包括增加锻炼、减少饮酒和杜

绝吸烟。

【选词填空】

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 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.

Many popular nutritional myths are exploded in a new official blueprint for 11 eating, aimed at cutting down the high rate of heart disease, strokes and some cancer in Britain.

Such processed foods as baked beans and grilled fish fingers, for example, can be less 12 —and, indeed, less fattening—than lamb chops or steak, says the controversial report.

Red meat, in fact, is no longer considered an 13 part of the daily diet. Protein in the form of fish or poultry, both lower in fat and calories than meat, is 14.

High fiber foods such as pulses, potatoes and whole meal bread are also held to play an important part in healthy eating. And smaller helpings are recommended as a vital 15 in the stepped-up battle against obesity.

The report, produced by the Government-appointed National Advisory Committee on Nutrition (NACNE), 16 that we eat more fiber, fruit and vegetables, and substantially less fat, sugar and salt.

Heart disease in Britain is currently among the highest in the western world and much of it is thought to be due to too much fat in our diet.

But healthier eating does not mean that we need to become a nation of health food fanatics. Rather it is a case of 17 our existing eating habits.

Publication of the NACNE report, now presented as a discussion paper, was delayed for two years by the Department of Health and the British Nutrition Foundation, which is largely funded by the food manufacturers. The reason given was that some of their members felt the report did not give 18 evidence to justify the recommendations.

But the report emphasizes that there is more to good health than simply 19 our diet. Revised eating habits should be part of an 20 change in lifestyle encompassing more exercise, less alcohol and no smoking. (306 words)

- | | | | |
|-----------------|---------------|--------------|-----------------|
| A) altering | E) healthier | I) overall | M) mined |
| B) glory | F) preferable | J) essential | N) contribution |
| C) sufficient | G) recommends | K) modifying | O) record |
| D) professional | H) harmful | L) speed | |

【词语提示】

nutritional *a.* 营养的, 营养物的
obesity *n.* 肥胖

blueprint *n.* 蓝图, 行动计划
fanatic *n.* 狂热者

helping *n.* (食物的)的一份, 一客
encompass *vt.* 包含, 包括

Section B

Passage Three

【短文导读】

本文主要讲述了现在人们对诺贝尔奖获得者的选拔方式提出质疑, 认为选拔方式不是很科学合理, 有失偏颇。

【仔细阅读】

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statement. For each of them there are four choices marked A), B), C), D). You should decide on the best choice and mark the corresponding letter with a single line through the center.

Questions 21 to 25 are based on the following passage.

For the last 82 years, Sweden's Nobel Academy has decided who will receive the Nobel Prize in Literature, thereby determining who will be elevated from the great and the near great to the immortal. But today the Academy is coming under heavy criticism. Critics contend that the selection of the winners often has less to do with true writing ability than with the peculiar internal politics of the Academy and of Sweden itself. According to Ingmar Bjorksten, the cultural editor for one of the country's major newspapers, the prize continues to represent "what people call a very Swedish exercise; reflecting Swedish tastes."

The Academy has defended itself against such charges of provincialism in its selection by asserting that its physical distance from the great literary capitals of the world actually serves to protect the Academy from outside influences. This may well be true, but critics respond that this very distance may also be responsible for the Academy's inability to perceive accurately authentic trends in the literary world.

Regardless of concerns over the selection process, however, it seems that the prize will continue to survive both as an indicator of the literature that we most highly praise, and as an elusive goal that writers seek. If for no other reason, the prize will continue to be desirable for the financial rewards that accompany it; not only is the cash prize itself considerable, but it also dramatically increases sales of an author's books. (241 words)

21. What does the passage mainly argue? _____
A) The Academy's defense against charges of the prize.
B) The selection process of the Nobel prize winner.
C) The standing influence of the Nobel Prize for literature.
D) The contend between the Academy and some critics.
22. What is the Academy scolded for? _____
A) The injustice in the selection of prize winners.
B) Its failure to grasp the true literary trend.
C) Interference of political stakes.
D) All of the above.
23. The word "provincialism" means _____.
A) criticism on the Academy
B) incorrect selection process of prize winners
C) excessive protection of its own literary and relevant interests
D) their inability to choose right winners
24. Which of the following is NOT true? _____
A) The Nobel Prize will be cancelled under the heavy criticism.
B) Prize winners can get large sums of money and promote the influence of his works.
C) It is justifiable to some degree for the Academy to refute the criticism.
D) The prize still seems to be elusive goals for writers.
25. The attitude of the author toward the Academy probably is _____.
A) indifferent B) ironic C) objective D) supportive

【词语提示】

elevate *v.* 提高 elusive *a.* 难以琢磨的 assert *v.* 宣称,断言

【句子解析】

※The Academy has defended itself against such charges of provincialism in its selection by asserting that its physical distance from the great literary capitals of the world actually serves to protect the Academy from outside influences. [Paragraph 2]

本句主语为 The Academy, 谓语部分为 has defended itself against such charges of provincialism in its selection, 其中 defend itself against 是“为自己辩护”的意思。by asserting that its physical distance from the great literary capitals of the world actually serves to protect the Academy from outside influences 为方式状语, 其中又包含一个 asserting 的宾语从句: that its physical distance from the great literary capitals of the world actually serves to protect the Academy from outside influences. 而 serve to 的意思是“有……作用”。