



张鑫友英语系列

ZHANG XINYOU ENGLISH SERIES

大学英语

飞越阅读

OVERFLY
READING

考前突破周
4级
冲刺

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]

编写 大学英语四级考试命题研究组



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图书在版编目(CIP)数据

考前突破周周测·大学英语四级/张鑫友主编. —海口:海南出版社,2007.6
(飞越阅读)

ISBN 978-7-5443-2171-6

I. 考… II. 张… 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(2007)第 093405 号

飞越阅读 考前突破周周测·大学英语四级

责任编辑:古 华

出版发行:海南出版社

地 址:海口市金盘开发区建设三横路2号

邮 编:570216

电 话:海口(0898)66830929

长沙(0731)4918670

印 刷:湖北地图院印刷厂

开 本:787mm×960mm 1/16

印 张:47.75

字 数:1005千字

版 次:2007年7月第1版

2007年7月第1次印刷

书 号:ISBN 978-7-5443-2171-6

定 价:82.00元(全套共4册)

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·考前突破周周测》丛书是按广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在每周对所有这些阅读题型进行一次总体性的综合训练为目的。将全书的体例定为每周一练有两大明显的优势,一是由于广义上的阅读解题涉及的信息量巨大,需要考生付出大量的时间和精力来消化吸收所学的知识,因此每周进行一次这样的综合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·考前突破每日一练》系列配合使用,即每天抽出一点时间进行 Reading Comprehension 题型的练习,然后一周再做一次综合训练。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,为考生提供组织合

前

言

Preface

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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Test 1



Part I Reading Comprehension (Skimming and Scanning)

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

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.

The Sacrifice at Masada

One discovery always leads to another. Archaeologists working near the Dead Sea became curious about a steep rock near Qumran. At the top of this rock are the ruins of the great palace and fort of Masada. In 1963 a man began careful exploration of this forbidding place. Yigael Yadin was both soldier and archaeologist, and he and his father had both been studying the Dead Sea Scrolls. Yadin was anxious to explore the history of the great palace of Masada.

It was a huge palace. He knew that hundreds of workers were going to be needed for digging there, so Yadin extended an invitation to young men and women from all over the world to join him in digging at Masada. For two summers hundreds of young people came. Masada is not a pleasant place in mid-summer; the mountains are hot and brown and dry. There was no protection for the workers except in camp huts. Yet each year hundreds came to help.

Why? What was the particular interest of this place? Why was there any excitement



about this lonely ruin?

Masada had been the scene of great events and acts of courage. The story was famous, but many people had doubts about its truth. Now Yadin and his young workers were digging in order to prove it was true.

Masada had once been the palace of King Herod who ruled Palestine under the Romans during the life of Christ. He had had this palace built far from the city. It was lonely and it was safe, hanging over the steepest part of the rock. The palace was fixed to the actual sides of the rock at three levels. Nowadays men would not dare to build in such a place; yet Herod gave orders for his servants to build it there. They did the work with their own hands and simple tools. They made it beautiful with wall paintings and fountains and fine stone floors. Water was brought from a great distance to this waterless mountain, and on the upper level there were beautiful fountains and gardens and baths. Inside their palace Herod and his family were comfortable and safe.

Earthquakes have since destroyed a lot of the palace, but the main walls are still standing. Young workers have cleared some of the ruins so we can see how beautiful they were. The workers were tied together with ropes and let down over the cliffs as they worked. Digging in those ruins the young people were sharing the dangers of the men who first built the palace.

After Herod's death the palace became a fort for the Jewish rebels fighting for their freedom from Rome. But the Romans were too powerful. They had already attacked Jerusalem and the great temple had gone up in flames. They had destroyed the monastery at Qumran. Its priests had escaped to the mountains with their scrolls and treasure. In the year A. D. 73 the Roman army arrived at Masada. Orders had been given to destroy the fort and everyone inside it.

There were nine hundred and sixty men, women and children defending the fort, and the Romans were determined that nobody should escape. They built a wall all round the hill. There were eight camps for guarding every corner. The waterpipes going into the fort were cut, and the fountains and the baths in Herod's palace ran dry. Soon the drinking water was finished.

Then the Romans began building a great bank of earth against the side of the hill at Masada; soon the height of the bank reached the height of the walls of the fort. They then shot burning arrows into the fort and set fire to the buildings inside. As the wooden walls went up in flames and the arrows shot through the air, the defenders were driven back into the fort inside.

It was clear that the Romans were going to win. The Jews had no hope of keeping their freedom, and were facing certain death.

But the Jews were determined to die as free men, preferring to kill themselves while they were still free. They would not wait for the Roman victory, and decided to make a terrible sacrifice.

Every man took his wife and children to his own room. First they burned all their belongings, and said a loving goodbye to each other. When they could say no more the men killed their wives' and children.

Sadly they returned to a place in the centre of the fort. Their lives had no value now, and they chose ten men to kill all the others. Hundreds of men then lay down beside their dead families, and the ten chosen officers had the dreadful task of killing them all.

Finally, the last ten men chose one to complete the sacrifice. He had to kill his nine companions and then he killed himself.

When the Romans broke through the walls of Masada they were met by a dreadful silence—they had seized a dead fort. This story of courage and sacrifice brought young people from all over the world to dig at Masada. They admired the strong character and love of freedom shown by the defenders of the fort, and wanted to see where it had happened.

In two years Yigael Yadin and his workers raised Masada again from its ruins. Of course the Romans had destroyed everything, but signs of the fort's history could be seen. They found many examples of the beautiful work of Herod's palace; wall paintings and baths and beautiful rooms were brought to life again. Yet perhaps the little huts of the Jewish defenders were more admired. In some of these the pots were still on the fire waiting for the evening meal. In others, the bones of whole families lay together. One pile of bones may have been the remains of the ten men chosen to do the final killing.

The character of Masada lives in those simple huts and not in the ruins of the palace. Everything that has been uncovered by the archaeologists shows the truth of the old story about the sacrifice at Masada.

1. Yadin needed hundreds of people to help him because the palace of Masada was huge and the work was difficult.
2. The residents of the palace didn't need to worry about water supplies for there was a spring in it.
3. The Jews were determined to commit suicide rather than surrender to the Romans.
4. The Jewish rebels took over the palace at Masade in order to fight against the Roman rulers.



5. King Herod had his palace built at Masada because he wanted to stay away from the city.
6. Hundreds of young people joined in digging at Masada because they wanted to prove the story was true.
7. Hundreds of young people who joined Yadin in digging at Masada were also archaeologists.
8. Yadin extend an _____ to young people from all over the world to join him in digging at Masada.
9. Wall painting, baths and beautiful rooms, which they found in Herod's palace, were _____ again.
10. The Jews had no hope of keeping their freedom, and were facing _____ death.



Part II Reading Comprehension(Reading in Depth)

◆Section A

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

Questions 1 to 10 are based on the following passage.

What is it about Americans and food? We love to eat, but we feel 1 about it afterward. We say we want only the best, but we strangely enjoy junk food. We're 2 with health and weight loss but face an unprecedented epidemic of obesity(肥胖). Perhaps the 3 to this ambivalence(矛盾情结) lies in our history. The first Europeans came to this continent searching for new spices but went in vain. The first cash crop(经济作物) wasn't eaten but smoked. Then there was Prohibition, intended to prohibit drinking but actually encouraging more 4 ways of doing it.

The immigrant experience, too, has been one of in harmony. Do as Romans do means eating what "real Americans" eat, but our nation's food has come to be 5 by imports

— pizza, say, or hot dogs. And some of the country's most treasured cooking comes from people who arrived here in shackles.

Perhaps it should come as no surprise then that food has been a medium for the nation's defining struggles, whether at the Boston Tea Party or the sit-ins at southern lunch counters. It is integral to our concepts of health and even morality whether one refrains from alcohol for religious reasons or evades meat for political 6.

But strong opinions have not brought 7. Americans are ambivalent about what they put in their mouths. We have become 8 of our foods, especially as we learn more about what they contain.

The 9 in food is still prosperous in the American consciousness. It's no coincidence, then, that the first Thanksgiving holds the American imagination in such bondage(束缚). It's what we eat—and how we 10 it with friends, family, and strangers — that help define America as a community today.

A. answer	B. result	C. share	D. guilty	E. constant
F. defined	G. vanish	H. adapted	I. creative	J. belief
K. suspicious	L. certainty	M. obsessed	N. identify	O. ideals

◆Section B

Directions: In this section, there is one passage followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Questions 11 to 15 are based on the following passage.

According to sociologists, there are several different ways in which a person may become recognized as the leader of a social group. In the family, traditional cultural patterns confer leadership on one or both of the parents. In other cases, such as friendship groups, one or more persons may gradually emerge as leaders, although there is no formal process of selection. In larger groups, leaders are usually chosen formally through election or recruitment.

Although leaders are often thought to be people with unusual personal ability, decades of research have failed to produce consistent evidence that there is any category of "natural leaders". It seems that there is no set of personal qualities that all leaders have in common; rather, virtually any person may be recognized as a leader if the person has qualities that meet the needs of that particular group.



Research suggests that there are typically two different leadership roles that are held by different individuals. Instrumental leadership is leadership that emphasizes the completion of tasks by a social group. Group members look to instrumental leaders to “get things done”. Expressive leadership, on the other hand, is leadership that emphasizes the collective well-beings of a social group’s members. Expressive leaders are less concerned with the overall goals of the group than with providing emotional support to group members and attempting to minimize tension and conflict among them.

Instrumental leaders are likely to have a rather secondary relationship to other group members. They give orders and may discipline group members who inhibit (阻碍) attainment of the group’s goals. Expressive leaders cultivate a more personal or primary relationship to others in the group. They offer sympathy when someone experiences difficulties and try to resolve issues that threaten to divide the group. As the difference in these two roles suggest, expressive leaders generally receive more personal affection from group members; instrumental leaders, if they are successful in promoting group goals, may enjoy a more distant respect.

11. What does the passage mainly discuss?
- A) The problems faced by leaders.
 - B) How leadership differs in small and large groups.
 - C) How social groups determine who will lead them.
 - D) The role of leaders in social groups.
12. The passage mentions all of the following ways by which people can become leaders EXCEPT _____.
- A) recruitment
 - B) formal election process
 - C) specific leadership training
 - D) traditional cultural patterns
13. Which of the following statements about leadership can be inferred from paragraph 2?
- A) Person who is an effective leader of a particular group may not be an effective leader in another group.
 - B) Few people succeed in sharing a leadership role with another person.
 - C) A person can best learn how to be an effective leader by studying research on leadership.
 - D) Most people desire to be leaders but can produce little evidence of their qualifications.

14. In mentioning "natural leaders" in line 7, the author is making the point that _____.
 A) few people qualify as "natural leaders"
 B) there is no proof that "natural leaders" exist
 C) "natural leaders" are easily accepted by the members of a group
 D) "natural leaders" share a similar set of characteristics
15. The passage indicates that instrumental leaders generally focus on _____.
 A) ensuring harmonious relationships
 B) sharing responsibility with group members
 C) identifying new leaders
 D) achieving a goal



Part III Cloze

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Throughout history, man has had to accept the fact that all living things must die, but people now live longer than they used to. Yet, all 1 things still show the effect of aging, which will eventually 2 death. The body and the 3, they do not function as well as they 4 in childhood and adolescence(青春期). The body provides less 5 against disease and is more prone(易于……的) 6 accident.

A number of related causes may 7 to aging. Some cells of the body have a 8 long life, but they are not 9 when they die. As a person ages, 10 of brain cells and muscle cells decreases. Other body cells did and are replaced by new cells. In an aging person the 11 cells may not be as viable(能生存的) or as capable 12 growth as those of a young person.

Another factor in aging may be changes within the cells 13. Some of the protein chemicals in cells 14 known to change 15 age and become less elastic. This is why the skin of old people wrinkles and hangs loose. This is also the reason old people shrink in 16. There may be other more important chemical changes in the cells. Some complex cell chemicals, 17 DNA and RNA, store and 18 information that the



cells need. Aging may 19 this process and change the information carrying molecules 20 they do not transmit the information as well.

- | | | | |
|-------------------|-------------------|------------------|------------------|
| 1. A) living | B) alive | C) lively | D) lovely |
| 2. A) result in | B) result from | C) end in | D) conclude |
| 3. A) hands | B. brains | C) organs | D) legs |
| 4. A) made | B) did | C) grew | D) had |
| 5. A) prevention | B) protection | C) strength | D) vitamin |
| 6. A) of | B) to | C) with | D) at |
| 7. A) contribute | B) compare | C) strength | D) be drawn |
| 8. A) fairly | B) much | C) fair | D) fare |
| 9. A) repeated | B) replied | C) replaced | D) rearranged |
| 10. A) the amount | B) any amount | C) the number | D) a number |
| 11. A) remaining | B) other | C) old | D) new |
| 12. A) of | B) to | C) with | D) for |
| 13. A) themselves | B) itself | C) by themselves | D) of themselves |
| 14. A) is | B) are | C) was | D) were |
| 15. A) with | B) within | C) for | D) on |
| 16. A) height | B) high | C) heighten | D) higher |
| 17. A) as such | B) as that | C) as though | D) such as |
| 18. A) pass on | B) pass by | C) pass into | D) pass off |
| 19. A) cancel | B) affect | C) influence | D) damage |
| 20. A) so that | B) providing that | C) in case | D) if |



Part IV Short Answer Questions

Directions: In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words.

For many women choosing whether to work or not to work outside their home is a luxury; they must work to survive. Others face a hard decision.

Perhaps the easiest choice has to do with economics. One husband said, "Marge and I decided after careful consideration that for her to go back to work at this moment was an

extravagance(奢侈) we couldn't afford. "With two preschool children, it soon became clear in their figuring that with babysitters, transportation, and increased taxes, rather than having more money, they might actually end up with less.

Economic factors are usually the first to be considered, but they are not the most important. The most important aspects of the decision have to do with the emotional needs of each member of the family. It is in this area that husbands and wives find themselves having to face many confusing and conflicting feelings.

From my own experience, I would like to suggest that sometimes the decision to go back to work is made in too much haste. There are few decisions that I now regret more. I wasn't mature enough to see how much I could have gained at home. I regret my impatience to get on with my career. I wish I had allowed myself the luxury of watching the world through my little girl's eyes.

1. Which word in the first two paragraphs best explains why many women have to work?
2. Why did Marge and her husband think it an extravagance for Marge to go back to work?
3. What are the two major considerations in deciding whether woman should go out to work?
4. Some women would rather do housework and take care of their children than pursue a career because they feel _____.
5. If given a second chance, the writer would probably choose to _____.



Part V Translation

Directions: Complete the sentences on the Answer Sheet by translating into English the Chinese given in brackets.

1. Jinling Hotel, where I stayed during my first visit to Nanjing, _____ (坐落在) on Hanzhong Road.
2. I am sure we can solve the problem if we all _____ (集思广益).
3. Mary constantly _____ (挑剔) her husband, which annoys him.
4. It is no good waiting for the bus, _____ (我们不妨走回家吧).
5. Prices are going up rapidly. Petrol now _____ (现在汽油的价格是几年前的两倍).



Test 2



Part I Reading Comprehension (Skimming and Scanning)

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

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.

Theft deterrent system

To deter the vehicle theft, the system is designed to give an alarm and keep the engine from being started if any of the front, sliding and back doors and hood is forcibly unlocked or the battery terminal is disconnected and then reconnected when the vehicle is locked.

The alarm blows the horn intermittently and flashes the headlights, tail lights and other exterior lights. The engine cannot be started because the starter circuit will be cut.

SETTING THE SYSTEM

1. Turn the ignition key to the "LOCK" position and remove it.
2. Have all passengers get out of the vehicle.
3. Close and lock the front, sliding and back doors and hood.

The indicator light will come on when the front, sliding and back doors and hood are closed and locked.

As the front doors are locked, the system will give you a preparation time of 30

seconds before the setting, during which the front, sliding and back doors and hood may be opened to prepare for the setting.

Be careful not to use the key when opening either front door. This will cancel the system.

4. After making sure the indicator light starts flashing, you may leave the vehicle.

The system will automatically be set after the preparation time elapses. The indicator light will flash to show the system is set. If any of the front, sliding and back doors and hood is opened at that time, the setting is interrupted until it is closed and locked.

Never leave anyone in the vehicle when you set the system, because unlocking from the inside will activate (使启动) the system.

WHEN THE SYSTEM IS SET

Activating the system

The system will give the alarm and cut the starter circuit under the following conditions:

If any of the front, sliding and back doors and hood is unlocked without using the key

If the battery terminal is disconnected and then reconnected

After one minute, the alarm will automatically stop with the starter circuit cut kept on.

Reactivating the alarm

Once set, the system automatically resets the alarm each time the front, sliding and back doors and hood are closed after the alarm stops.

The alarm will be activated again under the following conditions:

If any of the front, sliding and back doors and hood is opened

If the battery terminal is disconnected and then reconnected

Stopping the alarm

Turn the ignition key from the "LOCK" to "ACC" position. The alarm will be stopped with the starter circuit cut kept on. Stopping the alarm in this manner will keep the alarm from being reactivated when any of the front, sliding and back doors and hood is opened.

Interrupting the setting

With the system set, the back door can be opened with the key without activating or canceling the system. While it is open, the front and sliding doors and hood may be opened in addition, and the system can be activated only by the battery terminal disconnection.

To resume the setting, close and lock the front, sliding and back doors and hood. The back door must be closed with the key removed.

CANCELLING THE SYSTEM

Unlock either front door with the key, or unlock the sliding door with the key when it