

大学英语精读4

- "三点一练"
 - 与教材配套 重点难点语言点精解
 - 与考试接轨 1~4 级模拟强化训练

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《大学英语精读"三点一练"》丛书是按照国家教委 1998 年新的《大学英语教学大纲》和《大学英语四六级考试大纲》的要求,为配合"大学英语"精读教材(修订本)教学与测试而编写的。

为帮助学生掌握良好的语言学习方法,打下扎实的语言基础,我们把"大学英语"精读教材(1~4)中每一课的重点难点词汇、短语和语法结构筛选出来,按照英语语言学习的重点难点语言点进行注释与解析(即书名中的"三点"),同时为了使学生尽早地熟悉国家大学英语四六级考试的要求,我们把这些词汇、短语、重点语法结构及语言地道、结构严谨的句子,按照四六级统考以来所采用的各种题型编写成针对性极强的同步模拟强化训练题(即书名中的"一练")。

"三点一练"构成了本丛书的鲜明特色:

- 一对所选出的本课关键词和干扰项词,从词汇意义、词性、构词法、同义词、近义词、近形词、易混词等方面加以精解和辨异,并按历年四六级考试所出现题型设练习。
- 一对课文中出现的重点语法现象给以综合归纳,从每一课课文里挑选出有代表性的一种或两种语法结构的难句列出来,除简洁明了的归纳和翻译之外,还在该课的"同步强化训练"中,按四六级考试题型重点练习这类语法结构。
- 一使用这套丛书,学生可以进行课前预习,课内更主动地配合教师参与语言运用能力的操练,最后进行巩固复习本课学习内容,并且检查自己的学习效果。另外,由于丛书四册囊括了大学英语四六级考试的全部题型,所以,学生在参加四六级考试前学习完这套丛书,就提前熟练地掌握了题型,为提高四六级考试成绩打下了坚实基础。显然,这套书既为同步教学服务,也为过级考试服务。
- ——本丛书"同步强化训练"所有各项练习均有答案和详细讲解。第三 册、第四册所设的单项作文,选题广泛,题材多样,体裁新颖,并附有范文,便于

学生模仿、借鉴。听力部分主要是针对四六级考试题型设计的,学生做练习时可借鉴"疯狂英语"的学习技巧,大声朗读听力内容,先以"读"代"听",以便逐步熟悉听力测试题型特点和答题规则,掌握和提高听力测试技能。当然,发音比较好的学生也可以将听力内容自行录音,然后按照四六级考试听力测试的"实战"要求进行练测。

本丛书适用于所有大学生。使用"大学英语"精读教材的学生可以藉此做课前预习和课后复习;使用其他教材的学生可以藉此做四六级考试前备考强化训练。

本丛书也适用于准备参加国家各类英语过级、晋级提职考试和研究生入学考试的考生;对于大学本科或专科成人教育自考的学生来说,这也是一套难易程度适中的自学或复习参考书。对于没有使用大学英语"泛读"和"语法练习"教材的学生,认真学习本套丛书也可达到"大纲"所规定的教学要求。我们真诚希望广大学生和教师在使用本丛书过程中提出宝贵意见和建议。

编 者 1998 年 8 月

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Unit One

Big Bucks the Easy Way

重点难点语言点

【单词】

leisurely adj. 轻松的,从容的 inquire vt. 询问 takeout adj. (餐馆)出售外卖菜的 later adj. & adv. 较晚的(地),以后 date n. (尤指异性间的)约会 sour adj. 酸的,酸味的 encouraging adj. 鼓舞人心的 bonus n. 奖金,红利,额外的津贴

work vi. 起作用,有效 cash n. 现金 entitle vt. 给……权利(或资格) like adj. 相似的,同样的 going-on n. 举动,行为,发生的事 enlist vt. 谋取,谋求(帮助等) avoid vt. 避免 finance n. 财政,金融,资金(多用复数)

【短语】

look into 调查,观察
pull up (使)停止
know better than to do sth. 应该明白而不
至于做……
be at 忙于,从事
make a dent 作出很少的工作成绩;使稍减
少 cut into 减少

have no business to do (doing) sth.

无权利或没理由做某事
settle for 接受,不得已而求其次
agree on (双方)在……上达成一致
draw one's attention to 将……的注意力
吸引到
leave out 遗漏,省略

【语法结构和惯用表达】

- 1. There will be no eating or sleeping until it is removed. 句型"There is no doing sth."或"There is not any doing sth."相当于"It is impossible to do sth.",当"做……是不可能的"讲。
- 2. You might as well make a little from them. "may as well do sth."或"might as well do sth. "作"have no strong reason not to do sth. "解,意为"没有充足的理由不做某事"或"还是做某事的好"。

同步强化训练

Part I Listening Comprehension (20 minutes)

Section A

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

Example: You will hear:

You will read .

A) 2 hours.

B) 3 hours.

C) 4 hours.

D) 5 hours.

From the conversation we know that the two were talking about some work they will start at 9 o'clock in the morning and have to finish at 2 in the afternoon. Therefore, D) "5 hours" is the correct answer. You should choose the answer [D] on the Answer Sheet and mark it with a single line through the center.

Sample Answer [A] [B] [C] [-D-]

1. A) He is embarrassing.

B) He is imaginative.

2. A) Some ties.

B) Some gloves.

3. A) Try on the suit.

B) Buy a fur coat.

4. A) In Rome.

B) In Paris.

5. A) Sign a contract.

B) Buy something.

6. A) On Monday.

B) On Tuesday.

C) He is talkative.

D) He is helpful.

C) A sweater.

D) A shirt.

C) Continue looking.

D) Try on the jacket.

C) In London.

D) In Madrid.

C) Sign a check.

D) Move away.

C) On Wednesday.

D) On Thursday.

7. A) She should be careful about her money.

B) She should buy the brown suit.

C) She should find a job to make more money.

D) She shouldn't buy the brown suit.

8. A) At 10:00.

B) At 9:00.

C) At 9:15.

D) At 10:15.

- 9. A) Teacher and student.
- C) Lawyer and client.
- B) Customer and waitress.
- D) Boss and secretary.
- 10. A) Tom went out before the meeting was over.
 - B) Tom didn't say anything at the meeting.
 - C) Tom is unable to hear well.
 - D) Tom doesn't listen to him.

Section B Compound Dictation

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its main idea. Then listen to the passage again. When the passage is read for the second time, you are required to fill in the blanks numbered 11 to 17 with the exact words you have just heard. For blanks numbered 18 to 20 you are required to fill in the missing information. You can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written. Our (11) _____ is being polluted faster than nature and man's present efforts can prevent it. Time is bringing us more people, and more people will bring more industry, more motor (12) _____, larger cities, and the growing use of man-made materials. What can explain and solve this problem? The fact is that pollution is caused by man-by his (13) _____ for a modern way of life. We make "increasing industrialization" our life aim. For its (14) _____, we are willing to (15) _____ everything: clean air, pure water, good food, our health and the future of our children. There is a (16) _____ flow of people from the countryside into the cities, eager for the (17) _____ of modern society. But (18) ____ ? It reminds one of the story about the airline pilot who told his passengers over the loudspeaker: "I've some good news and some bad news. The good news is that we're making rapid progress at 530 miles per hour. The bad news is that we're lost and don't know where we're going." (20)

Part I Reading Comprehension (35 minutes)

Directions: There are 4 passages in this part. Each passage is 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 center.

Questions 21 to 25 are based on the following passage:

In order to learn to be one's true self, it is necessary to obtain a wide and extensive knowledge of what has been said and done in the world, critically to inquire into it; carefully to ponder over (think over)it; clearly to sift(筛选)it; and earnestly to carry it out.

It matters not what you learn, but when you once learn a thing, you must never give it up until you have mastered it. It matters not what you inquire into, but when you inquire into a thing, you must never give it up until you have thoroughly understood it. It matters not what you try to think out, but when you once try to think out a thing, you must never give it up until you have got what you want. It matters not what you try to sift out, but when you once try to sift out a thing, you must never give it up until you have sifted it out clearly and distinctly. It matters not what you try to carry out, but when you once try to carry out a thing, you must never give it up until you have done it thoroughly and well.

If another man succeeds by one effort, you will use a hundred efforts. If another man succeeds by ten efforts, you will use a thousand efforts.

| 21. | purpose of study is to learn to | | | |
|--|--|---|--|--|
| | A) be one's true self | C) succeed in a profession | | |
| | B) be a specialist | D) become wealthy | | |
| 22. | The end of inquiry should be | | | |
| | A) action | C) thought | | |
| | B) understanding | D) analysis | | |
| 23. | To successfully carry out the author's | program a person would have to be, most of all, | | |
| | ·• | | | |
| | A) extremely intelligent | C) very persistent | | |
| | B) very wealthy | D) both A and B | | |
| 24. | According to the article, another man's success should | | | |
| | A) urge us to greater efforts | C) make us envious | | |
| | B) cause one to stop trying | D) not be taken into account | | |
| 25. | Which of the following statements is in | nplied but not stated in the passage? | | |
| | A) It is necessary to obtain a wide knowledge of what has been said and done in the world. | | | |
| | B) The way to knowledge is through s | specialization. | | |
| | C) Success depends not so much on na | tural ability as it does effort. | | |
| D) Success in one's profession is least important in one's life. | | | | |
| Que | stions 26 to 30 are based on the followin | | | |

A long-range health study in Framingham, Massachusetts, which began in 1948 and continues to this day, involves checking the survivors among the same 5200 men and women every two years and carefully determining the causes of any deaths occurring in the group. A rather surprising conclusion that emerged in 1980 was that the lightest men had the shortest life expectancy, while the only others for whom weight seemed to have a significant negative effect on life expectancy were those weighed more than 25% above the national average. Much the same was true of women, with those in the lightest and heaviest groups

dying earliest. These results certainly cast considerable doubts on the validity (正确性) of the "Ideal Weights" tables in use since the forties which recommend weight to height ratios well below the national average. Indeed, they suggest that if any such ideal exists, it is slightly above the average, whatever fashion may indicate.

- 26. Which of the following would be the most suitable title for the passage?
 - A) The Framingham Health Study.
 - B) 5200 Men and Women Can't Be Wrong.
 - C) Fashion Is Wrong About Weight.
 - D) Weight And Life Expectancy: Unexpected Evidence.
- 27. The Framingham Study _____.
 - A) still examines 5200 men and women every two years
 - B) was completed in 1980
 - C) has been going for about 50 years
 - D) focused exclusively on life expectancy of those in the heaviest and lightest groups
- 28. Which of the following can be inferred from the passage?
 - A) The long-range health study and the use of "Ideal Weights" tables began in the same decade.
 - B) More deaths have occurred in recent two-year periods than before.
 - (1) The study was designed to deny the "Ideal Weights" tables.
 - D) The same number of men and women in the study have died.
- 29. According to the study, men and women in the medium weight ranges
 - A) are in the majority
 - B) have weight to height ratios below the national average
 - C) have the best life expectancy
 - D) have the shortest life expectancy
- 30. Which of the following does the author of the passage suggest?
 - A) Most people should put on more weight.
 - B) The "Ideal Weights" tables may not be very accurate.
 - C) Most people should lose weight.
 - D) The Framingham Study is of doubtful validity.

Questions 31 to 35 are based on the following passage:

The human brain contains 10 thousand million cells and each of these may have a thousand connections. Such enormous numbers used to discourage us and cause us to dismiss the possibility of making a machine with human-like ability, but now that we have grown used to moving forward at such a pace we can be less sure. Quite soon, in only 10 or 20 years perhaps, we will be able to assemble a machine as complex as the human brain, and if we can we will. It may then take us a long time to render it intelligent by loading in the right software (软件) or by altering the architecture but that too will happen.

I think it certain that in decades, not centuries, machines of silicon (健) will arise first to rival and then exceed their human ancestors. Once they exceed us they will be capable of their own design. In a real sense they will be able to reproduce themselves. Silicon will have ended carbon's long control. And we will no longer be able to claim ourselves to be the finest intelligence in the known universe. As the intelligence of robots increases to match that of humans and as their cost declines through economies of scale we may use them to expand our frontiers, first on earth through their ability to withstand environments, harmful to ourselves. Thus, deserts may bloom and the ocean beds be mined. Further ahead, by a combination of the great wealth this new age will bring and the technology it will provide, the construction of a vast, man-created world in space, home to thousands or millions of people, will be within our power.

- 31. In what way can we make a machine intelligent?
 - A) By making it work in such environments as deserts, oceans or space.
 - B) By working hard for 10 or 20 years.
 - C) By either properly programming it or changing its structure.
 - D) By reproducing it.
- 32. What does the writer think about machines with human-like ability?
 - A) He believes they will be useful to human beings.
 - B) He believes that they will control us in the future.
 - C) He is not quite sure in what way they may influence us.
 - D) He doesn't consider the construction of such machines possible.
- 33. The word underlined word "carbon" (Para. 2) stands for _____
 - A) intelligent robots

- C) an organic substance
- B) a chemical element
- D) human beings
- 34. A robot can be used to expand our frontiers when . .
 - A) its intelligence and cost are beyond question
 - B) it is able to bear the rough environment
 - C) it is made as complex as the human brain
 - D) its architecture is different from that of the present ones
- 35. It can be inferred from the passage that . .
 - A) after the installation of a great number of cells and connections, robots will be capable of self-reproduction
 - B) with the rapid development of technology, people have come to realize the possibility of making a machine with human-like ability
 - C) once we make a machine as complex as the human brain, it will possess intelligence
 - D) robots will have control of the vast, man-made world in space

Questions 36 to 40 are based on the following passage:

After the violent earthquake that shook Los Angeles in 1994, earthquake scientists had • 6 •

good news to report: The damage and death toll (死亡人数) could have been much worse.

More than 60 people died in this earthquake. By comparison, an earthquake of similar intensity that shook America in 1988 claimed 25000 victims.

Injuries and deaths were relatively less in Los Angeles because the quake occurred at 4: 31 a.m. on a holiday, when traffic was light on the city's highways. In addition, changes made to the construction codes in Los Angeles during the last 20 years have strengthened the city's buildings and highways, making them more resistant to quakes.

Despite the good news, civil engineers aren't resting on their successes. Pinned to their drawing boards are blueprints (蓝图) for improved quake-resistant buildings. The new designs should offer even greater security to cities where earthquakes often take place.

In the past, making structures quake-resistant meant firm yet flexible materials, such as steel and wood, that bend without breaking. Later, people tried to lift a building off its foundation, and insert rubber and steel between the building and its foundation to reduce the impact of ground vibrations. The most recent designs give buildings brains as well as concrete and steel supports. Called smart buildings, the structures respond like living organisms to an earthquake's vibration. When the ground shakes and the building tips forward, the computer would force the building to shift in the opposite direction.

The new smart structures could be very expensive to build. However, they would save many lives and would be less likely to be damaged during earthquakes.

| 36. | One reason why the loss of lives in the Los Angeles earthquake was comparatively low is |
|-----|---|
| | that |
| | A) new computers had been installed in the buildings |
| | B) it occurred in the residential areas rather than on the highways |
| | C) large numbers of Los Angeles residents had gone for a holiday |
| | D) improvements had been made in the construction of buildings and highways |
| 37. | The function of the computer mentioned in the passage is to |
| | A) counterbalance an earthquake's action on the building |
| | B) predict the coming of an earthquake with accuracy |
| | C) help strengthen the foundation of the building |
| | D) measure the impact of an earthquake's vibrations |
| 38. | The smart buildings discussed in the passage |
| | A) would cause serious financial problems |
| | B) would be worthwhile though costly |
| | C) would increase the complexity of architectural design |
| | D) can reduce the ground vibrations caused by earthquakes |
| 39. | It can be inferred from the passage that in minimizing the damage caused by earthquakes |
| | attention should be focused on |
| | A) the increasing use of rubber and steel in capital construction |

| | B) the development of flexible building materials | | | | | |
|-----|--|--|--------------------------|----------------------------|--|--|
| | C) the reduction of the impact of ground vibrations | | | | | |
| | D) early forecasts of earthquakes | | | | | |
| 40. | The author's main | The author's main purpose in writing the passage is to | | | | |
| | | A) compare the consequences of the earthquakes that occurred in the U.S. | | | | |
| | B) encourage civil | B) encourage civil engineers to make more extensive use of computers | | | | |
| | C) outline the hist | ory of the developme | nt of quake-resistant b | uilding materials | | |
| | | | cting quake-resistant b | _ | | |
| | Part II | Vocabulary a | nd Structure (20 | minutes) | | |
| Dir | ections: There are | 30 incomplete sentenco | es in this part. For eac | ch sentence there are four | | |
| | | _ | _ | answer that best completes | | |
| | | | | the Answer Sheet with a | | |
| | | through the center. | | | | |
| 41. | He made a | inspection of the doc | ors and the windows be | efore leaving. | | |
| | | B) leisurely | C) carefully | D) seriously | | |
| 42. | The old lady went | to the reception desk | | bout the fashion show. | | |
| | A) inquire at | B) inquire with | C) inquire of | D) inquire from | | |
| 43. | "To say is one thin | ng, and to do is anot | her." the old s | saying goes. | | |
| | A) like | B) as | C) for | D) with | | |
| 44. | He delivered | orders for a Chinese | e restaurant for the wh | ole summer vacation so as | | |
| | to earn enough money for his tuition. | | | | | |
| | A) takeoff | B) takeover | C) takeup | D) takeout | | |
| 45. | Of ham and beef, | the meat is c | heaper today, but it de | epends in years. | | |
| | A) latter…later | | C) later…latter | | | |
| | B) second…latter | | D) later…second | | | |
| 46. | He said he couldn' | t attend the lecture t | his evening because he | had a (an) with | | |
| | Mary, the girl whom he had dreamed of for a long time. | | | | | |
| | A) date | B) appointment | C) interview | D) encounter | | |
| 47. | The apricot is still | green and tastes | • | | | |
| | A) sour | B) acid | C) bland | D) sweet | | |
| 48. | The news that the | work had been fulfil | led ahead of schedule v | was to all of us. | | |
| | A) discouraging | B) discouraged | C) encouraging | D) encouraged | | |
| 49. | During the Chris | tmas season, many | stores and shops will | present customers with | | |
| | Christmas | | | | | |
| | A) allowances | B) interests | C) bonuses | D) dividends | | |
| 50. | After trying this n | ew medicine, he four | nd it didn't at | all. | | |
| | A) affect | B) effect | C) work | D) cure | | |

(

| 52. 7 | appearances. A) alike | | C) check…a cash D) a check…cash are quite different alt | | |
|--|---|------------------------|---|--------------------------|--|
| 52. | The personalities (appearances. A) alike | of the two brothers | | | |
| | appearances. A) alike | of the two brothers | are quite different alt | | |
| á | A) alike | | | hough they have | |
| | | | | | |
| 1 | The police were co | B) like | C) likely | D) likewise | |
| 53. T | The police were co | nfused by the series | of odd of the s | strikers. | |
| 1 | A) going-on | B) going-ons | C) goings-ons | D) goings-on | |
| 54. V | With his ability and | d experience, he is er | ntitled to by h | is colleagues. | |
| A | A) be respected | | C) respect | | |
| F | B) being respected | | D) respecting | | |
| 55. T | They her s | sympathy and help in | a charitable cause. | | |
| 1 | A) enlist | B) engage | C) entitle | D) enthuse | |
| 56. S | Since both he and | I work in the same h | ospital, I can hardly a | void him. | |
| P | A) being met | B) meeting | C) to be met | D) to meet | |
| 57. 1 | The report found r | nothing in his muddle | d to merit pro | secuting anyone. | |
| A | A) treasure | B) money | C) finances D) | incomes | |
| 58. 1 | The President pror | mised to the p | political scandal. | | |
| 1 | A) look after | B) look for | C) look into | D) look about | |
| 59. 7 | The driver | the bus only just in | time to prevent it fron | n hitting the child. | |
| A | A) pulled up | B) pulled through | C) pulled into | D) pulled down | |
| 60. | You should | _ make friends with s | uch a selfish person as | s him. | |
| 1 | A) know better th | an to | C) rather than to | | |
| F | B) know better tha | an | D) rather than | | |
| 61. " | 'Where can I find | Jim?" | | | |
| 44 | ' He is his | work. He won't lea | ve the lab until 6:00 I | p. m. " | |
| A | A) on | B) over | C) at | D) under | |
| 62. E | Busy all the afterno | oon, I have not even | in this job of | painting the house. | |
| A | A) got a socket | B) made a dent | C) dug a hollow | D) dug a hole | |
| 63. T | The boss didn't want to raise the workers' wages, for that would the profits. | | | | |
| 1 | Λ) cut away | B) cut into | C) cut off | D) cut out | |
| 64. I | It is strange. The | weather hast | to be so warm in winte | er. | |
| I | A) no business | B) any business | C) some business | D) business | |
| 65. S | She couldn't | for staying at home | e all day long. So she | found a part—time job in | |
| a | supermarket. | | | | |
| Λ | A) settle | B) live | C) stand | D) endure | |
| 66. After negotiation, the two countries | | the terms of peac | ee. | | |
| P | A) agreed with | B) agreed in | C) agreed to | D) agreed on ogree on | |
| | | | | . 9 . | |

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| 67. The screaming of a wom | an our atter | ntion back the | TV program. | |
|---|---|---------------------------|-----------------------|--|
| A) paid…at B) go | ot···on C) | calledto D) | drewover | |
| 8. The lawyer noticed that she had an important detail in her account. | | | account. | |
| A) left off B) le | ft out C) | left over D) | left about | |
| 69 whether he will o | come or not. | | | |
| A) There is no telling | C) | There is telling not | | |
| B) There is not telling | D) | There is not to tell | | |
| 70. Since it is such a sunny of | lay, we might | to the suburb for a | picnic. | |
| A) as well as go | C) | as well go | | |
| B) as well as to go | D) | as well to go | | |
| Pa | rt IV Cloze | (15 minutes) | | |
| Directions: There are 20 bla | enks in the followin | g passage. For each | blank there are four | |
| | | D) at the end of the | | |
| | _ | the passage. Then ma | | |
| | | gle line through the cer | | |
| Geography is the study of | | | | |
| (地理学家)compare and cont | rast <u>71</u> places | on the earth. But they | also 72 beyond | |
| the individual places and consi | ider the earth as a | 73 . The word geo | ography 74 from | |
| two Greek words, ge, the Gr | eek word for "earth | n"and graphein, 75 | means "to write". | |
| The English word geography | means "to describe | the earth". 76 ge | eography books focus | |
| on a small area <u>77</u> a tow | n or city. Others d | eal with a state, a reg | gion, a nation, or an | |
| 78 continent. Many geog | graphy books deal | with the whole earth. | Another 79 to | |
| divide the study of 80 | is to distinguish | between physical geo | graphy and cultural | |
| geography. The former focuse | es on the natural w | orld; the <u>81</u> start | s with human beings | |
| and 82 how human bein | gs and their enviro | onment act <u>83</u> ea | ch other. But when | |
| geography is considered as a | a single subject, | 84 branch can n | eglect the other. A | |
| geographer might be described | geographer might be described 85 one who observes, records, and explains the 86 | | | |
| between places. If places | 87 alike, there | would be little need | for geographers. We | |
| know, however, 88 no two places are exactly the same. Geography, 89, is a | | | | |
| point of view, a special way o | of 90 at places. | | | |
| 71. A) similar B) | various | C) distant | D) famous | |
| 72. A) pass B) | reach | C) go | D) set | |
| 73. A) whole B) | unit | C) part | D) total | |
| 74. A) falls B) | removes | C) results | D) comes | |
| 75. A) what B) | that | C) which | D) it | |
| 76. A) Some B) | Many | C) Most | D) Few | |
| 77. A) outside B) | except | C) like | D) as | |
| • 10 • | | | | |