

英语专业四级 (第3版)
TEM-4

专项专攻 直击高分

Happy English Island

周周强化 步步为赢

阅读

快乐英语岛

HAPPY ENGLISH ISLAND

总主编：孔翔兰 赵东林

主 编：辛 昕



西北工业大学出版社

NORTHWESTERN POLYTECHNICAL UNIVERSITY PRESS

快乐英语岛 TEM 4

阅 读

(第3版)

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【内容简介】 本书根据最新考试大纲对阅读的要求精心编写的,在分析 1991—2007 年 TEM-4 阅读真题的基础上,将考题归纳为 18 个考点,对每一个考点详细讲解其特点、提问方式、解题思路 and 技巧,并配有大量全真模拟题,帮助考生快速提高英语阅读技能。

本书适合于英语专业四级考试的考前培训及强化,对参加其他英语测试的考生也大有裨益。

图书在版编目(CIP)数据

快乐英语岛·阅读/孔翔兰,赵东林主编;辛昕分册主编. —3 版. —西安:西北工业大学出版社,2007. 7

ISBN 978-7-5612-1853-2

I. 快… II. ①孔… ②赵… ③辛… III. 英语—阅读—高等学校—水平考试—自学参考资料 IV. H310.42

中国版本图书馆 CIP 数据核字(2005)第 139787 号

出版发行:西北工业大学出版社

通信地址:西安市友谊西路 127 号 邮编:710072

电 话:(029)88493844 88491757

网 址:www.nwpup.com

印 刷 者:陕西宝石兰印务有限责任公司

开 本:787 mm×960 mm 1/16

印 张:71.5

字 数:1 855 千字

版 次:2007 年 7 月第 3 版 2007 年 7 月第 1 次印刷

定 价:115.00 元(本册 20.00 元)

第3版序

“快乐英语岛”之“专四”系列以真题点兵串历年考点点播,以考点提醒串弱项强化,以妙方指点串应试技巧,以习作健身串模拟强化,以周末健身房串实战演习。该系列应试图书2006年1月出版,同年8月则推出第2版,畅销全国,书店曾一度脱销,出版社也不断收到各地的增订要求;网上将之列为最畅销书,好评如潮。外语界同行赞扬这套“专四”系列内容丰富,含金量高:纵有深度,历年考点分解训练,重点难点讲深讲透;横有跨度,十年考点指导,超大量真题和模拟题强化。参加2006—2007年“专四”考试的学生反映:复习的时候,觉得这套书上的题很难;考试的时候,觉得“专四”的题不难。这正是这套书立足考点、专项专攻的奇特效果。

第3版在保留前两版特色的基础上,各分册编者又作了认真修订,增加了2007年“专四”最新真题,并一一进行分析、点拨;同时也对考点进行了优化和更新。第3版的又一新特点是,调整和增加了许多由各分册编者精心设计、反复验证过的更有效的经典范例和答题技巧。经过两次修订的这套“专四”系列,含金量进一步提高,实用性进一步增强,更加适合读者立足考点、直击高分的需要。

总主编:孔翔兰 赵东林

2007年5月

总编的话

迎战英语专业四级考试的学子们,现在是综合强化的时候了,你有计划了吗?你的实战能力强吗?你的复习得法吗?需要指点吗?

“快乐英语岛”丛书的主要编者集多年英语专业本科及研究生的教学经验,将教学和科研的积淀浓缩于“专四”系列。先进的教学理念、十年的“专四”辅导经历,以及连续多年的高通过率增加了本系列丛书的针对性和有效性,将使“专四”系列真正成为你的高分伴侣。

——“快乐英语岛”之“专四”系列特点:

- **专项专攻:**引领考生熟悉新大纲,立足历年听力、词汇、语法、完型、阅读和写作各分项的考点进行专项专攻。

- **各个击破:**以考点精讲和考试技能强化为重点,通过对真题和典型例题的详细分析,帮你理顺考试重点,找到薄弱环节,将考试重点、难点各个击破。

- **高分串联:**超大量的真题、模拟题汇集,以真题串考点,妙方串方法,模拟串实战,直击“专四”高分。

——“快乐英语岛”之“专四”系列有效导学指南:

- **周周强化:**本系列丛书的资深作者为你制定好了考前的详细复习计划,每周一个考点训练与周末模拟实战,为你搭起通向高分的台阶。

- **弱项强化:**本系列丛书的各分册将考点细分,你可以有针对性地按照考点分解进行训练,达到复习巩固和强化的目的,保证你“学得精中精,成为高分生”。

- **模拟强化:**在考前冲刺阶段,针对每分册的“真题点兵”和“习作健身”可任你自行选择,进行实战训练,将你带入“胸有成竹,轻松应试”的佳境。

专业四级强化训练实质上是英语基本功的整体强化,相信在“快乐英语岛”训练方法的指导下,你可以换一种心情,换一种效果挑战“专四”,赢得成功!

总主编:孔翔兰 赵东林

第 3 版前言

最新的《高校英语专业四级考试大纲》(以下简称《考试大纲》)对阅读能力有了新的要求,你准备好了吗? Section B(快速阅读)取消了,同样的 25 分钟考试时间里,旧大纲只要求阅读 1 500 个词的短文并完成 15 道题,而新大纲则要求阅读 1 800 个词的短文并完成 20 道题。题型变了!篇幅长了!题量增大了!难度增加了!

怎么办?也许你总感到阅读时间不够;也许你做过大量的题仍收效甚微;也许你还在苦于没有阅读技巧……不要着急,你不是孤独的,许多考生正面临着和你一样的困惑。我们编写本书就是要帮助大家攻克阅读理解难关,应对新大纲的挑战!

本书是“快乐英语岛”之“专四”系列的《阅读》分册,根据最新《考试大纲》精心编写,在认真分析 1991—2007 年 TME-4 阅读真题的基础上,帮你将庞杂的考题梳理成 18 个考点,如确立文章的标题、推断作者的态度、正误判断、区分事实与观点等。对每一个考点,我们用**真题点兵**引出实考真题,用**考点点拨**告诉你本题的解题思路,用**妙方指点**举一反三,推广到此类题型的特点和应试技巧,用**特别提示**强调注意事项,如干扰项的特征、解题的线索等,用**考点提醒**使你熟悉各种提问方式,让每个题对号入座,用**习作健身**来专门训练单个考点的解题方法,助你将考点各个击破;还特别提供**周末健身房**,用 93 篇精选全真模拟题让你一试身手,体验计时阅读的压力,挑战 2000—2007 年的真题,感受考场气氛,从而在心理和知识上做好应试的准备。此外,我们给所有题目都配有详尽的题解,给你一个完满的答案。

你可以根据自己的情况,先从自己最薄弱的考点开始或按部就班地逐一学习。总之,我们的宗旨是:一方面将大量的阅读题化整为零,分门别类,各个击破,使你学会应对每种题型的方法和窍门;另一方面为你提供综合处理各种题型、实战演练的平台,使你充满信心地迎接考试。阅读无忧,则考试无惧。

编者

2007 年 5 月

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第一单元 TEM-4 阅读理解大盘点

一、纲举目张

2004 年新的《高校英语专业四级考试大纲》以下简称《考试大纲》对阅读理解的要求如下:

1. 测试要求

- (1) 能读懂英美国国家出版的中等难度的文章和材料。
- (2) 能读懂难度相当于美国 *Newsweek* 的国际新闻报道。
- (3) 能读懂难度相当于 *Sons and Lovers* 的文学原著。
- (4) 能掌握所读材料的主旨大意,了解说明主旨大意的事实和细节;既理解字面意思,又能根据所读材料进行判断和推理;既能理解个别句子的意义,也理解上下文的逻辑关系。
- (5) 能在阅读中根据需要自觉调整阅读速度和阅读技巧。
- (6) 考试时间 25 分钟。

2. 测试形式

本部分采用多项选择题,由数篇阅读材料组成。阅读材料共长 1 800 个单词左右。每篇材料后有若干道题。学生应根据所读材料内容,从每道题的四个选项中选出一个最佳的答案,共 20 道题。

3. 测试目的

本部分测试学生通过阅读获取有关信息的能力,考核学生掌握相关阅读策略和技巧的程度。既要求准确性,也要求一定的速度。阅读速度为每分钟 120 个单词。

4. 选材原则

- (1) 题材广泛,包括社会、科技、文化、经济、日常知识、人物传记等。
- (2) 体裁多样,包括记叙文、描写文、说明文、议论文、广告、说明书、图表等。
- (3) 阅读材料的语言难度中等,关键词汇基本上不超出《考试大纲》规定的范围。

《考试大纲》对阅读理解部分作了很大调整,具体变化如下:

1. 内容

取消了 Section B Skimming and Scanning 部分,保留了原先的 Section A Reading Comprehension 部分。

2. 考试时间

旧大纲阅读理解部分共需 30 分钟。Section A 为 25 分钟,Section B 为 5 分钟。新大纲阅读理解部分时间为 25 分钟。

3. 题量

将 Section A 的短文长度 1 500 个词左右,共 15 题改为长度 1 800 个单词左右,共 20 道题。

4. 难度

比较新旧《考试大纲》的考试时间和题量可知,阅读理解部分的难度加大。而且,测试要求中新增了两项:能读懂难度相当于美国 *Newsweek* 的国际新闻报道。能读懂难度相当于 *Sons and Lovers* 的文学原著。

5. 分值

将阅读理解部分的总分从 15 分(不包括 Section B 的 10 分)增加为 20 分,分值所占比重加大。

从《考试大纲》的变化我们可以看出,对考生的阅读理解能力更加重视,要求更高。而阅读理解往往是考生的一个弱项,所以在平时的学习中考生一定要注意提高阅读理解能力。

二、实战演练

以下是 2007 年 TEM-4 阅读理解实考真题,读者可以进行自测,通过自测了解《考试大纲》阅读理解考试的特点和难度。

Starting time _____

Finishing time _____

Accuracy rate _____

TEXT A

If you like the idea of staying with a family, living in a house might be the answer. Good landladies—those who are superb cooks and launderers, are figures as popular in fiction as the bad ones who terrorize their guests and overcharge them at the slightest opportunity. The truth is probably somewhere between the two extremes. If you are lucky, the food will be adequate, some of your laundry may be done for you and you will have a reasonable amount of comfort and companionship. For the less fortunate, house rules may restrict the freedom to invite friends to visit, and shared cooking and bathroom facilities can be frustrating and row-provoking if tidy and untidy guests are living under the same roof.

The same disadvantages can apply to flat sharing, with the added difficulties that arise from deciding who pays for what, and in what proportion. One person may spend hours on the phone, while another rarely makes calls. If you want privacy with a guest, how do you persuade the others to go out; how do you persuade them to leave you in peace, especially if you are a student and want to study?

Conversely, flat sharing can be very cheap, there will always be someone to talk to and go out with, and the chores, in theory, can be shared.

- According to the passage, landladies are A.
 A. usually strict
 B. always mean
 C. adequately competent.
 D. very popular with their guests.
- What is the additional disadvantage of flat sharing? DA
 A. Problems of sharing and paying.
 B. Differences in living habits.
 C. Shared cooking and bathroom facilities.
 D. Restriction to invite friends to visit.
- What is NOT mentioned as a benefit of flat sharing? D
 A. Rent is affordable.
 B. There is companionship.
 C. Housework can be shared.
 D. There is peace and quiet.

TEXT B

(1) Travelling through the country a couple of weeks ago on business, I was listening to the talk of the late UK writer Douglas Adams' masterwork "The Hitchhiker's Guide to the Galaxy" on the radio and thought—I know, I'll pick up the next hitchhikers I see and ask them what the state of real hitching is today in Britain.

(2) I drove and drove on main roads and side roads for the next few days and never saw a single one.

(3) When I was in my teens and 20s, hitchhiking was a main form of long-distance transport. The kindness or curiosity of strangers took me all over Europe, North America, Asia and southern Africa. Some of the lift-givers became friends, many provided hospitality on the road.

(4) Not only did you find out much more about a country than when traveling by train or plane, but there was that element of excitement about where you would finish up that night. Hitchhiking featured importantly in Western culture. It has books and songs about it. So what has happened to it?

(5) A few years ago, I asked the same question about hitching in a column of a newspaper. Hundreds of people from all over the world responded with their view on the state of hitchhiking.

(6) Rural Ireland was recommended as a friendly place for hitching, as was Quebec, Canada—"if you don't mind being criticized for not speaking French."

(7) But while hitchhiking was clearly still alive and well in some places, the general feeling was that throughout much of the west it was doomed.

(8) With so much news about crime in the media, people assumed that anyone on the open road without the money for even a bus ticket must present a danger. But do we need to be so wary both to hitch and to give a lift?

(9) In Poland in the 1960s, according to a Polish woman who e-mailed me, "the authorities introduced the Hitchhiker's Booklet. The booklet contained coupons for drivers, so each time a driver picked somebody, he or she received a coupon. At the end of the season, drivers who had picked up the most hikers were rewarded with various prizes. Everyone was hitchhiking then."

(10) Surely this is a good idea for society. Hitchhiking would increase respect by breaking down barriers between strangers. It would help fight global warming by cutting down on fuel consumption as hitchhikers would be using existing fuels. It would also improve educational standards by delivering instant lessons in geography, history, politics and sociology.

(11) A century before Douglas Adams wrote his "Hitchhiker's Guide," another adventure story writer, Robert Louis Stevenson, gave us what should be the hitchhiker's motto: "To travel hopefully is a better thing than to arrive." What better time than putting a holiday weekend into practice. Either put it to the test yourself, or help out someone who is trying to travel hopefully with his thumb outstretched.

4. In which paragraph (s), does the writer comment on his experience of hitchhiking? A C

- A. (3). B. (4). C. (3) and (4). D. (4) and (5).
5. What is the current situation of hitchhiking? A
 A. It's popular in some parts of the world. B. It's popular throughout the west.
 C. It's popular only in North America. D. It's still popular in Poland.
6. What is the writer's attitude towards the practice in Poland? D
 A. Critical. B. Unclear.
 C. Somewhat favourable. D. Strongly favourable.
7. The writer has mentioned all the following benefits of hitchhiking EXCEPT B.
 A. promoting mutual respect between strangers
 B. increasing one's confidence in strangers
 C. protecting environment
 D. enriching one's knowledge
8. "Either put it to the test yourself ..." in Paragraph (11) means D.
 A. to experience the hopefulness B. to read Adams' book
 C. to offer someone a lift D. to be a hitchhiker

TEXT C

I am afraid to sleep. I have been afraid to sleep for the last few weeks. I am so tired that, finally, I do sleep, but only for a few minutes. It is not a bad dream that wakes me; it is the reality I took with me into sleep. I try to think of something else.

Immediately the woman in the marketplace comes into my mind.

I was on my way to dinner last night when I saw her. She was selling skirts. She moved with the same ease and loveliness I often saw in the women of Laos. Her long black hair was as shiny as the black silk of the skirts she was selling. In her hair, she wore three silk ribbons, blue, green, and white. They reminded me of my childhood and how my girlfriends and I used to spend hours braiding ribbons into our hair.

I don't know the word for "ribbons," so I put my hand to my own hair and, with three fingers against my head, I looked at her ribbons and said "Beautiful." She lowered her eyes and said nothing. I wasn't sure if she understood me (I don't speak Laotian very well).

I looked back down at the skirts. They had designs on them: squares and triangles and circles of pink and green silk. They were very pretty. I decided to buy one of those skirts, and I began to bargain with her over the price. It is the custom to bargain in Asia. In Laos bargaining is done in soft voices and easy moves with the sort of quiet peacefulness.

She smiled, more with her eyes than with her lips. She was pleased by the few words I was able to say in her language, although they were mostly numbers, and she saw that I understood something about the soft playfulness of bargaining. We shook our heads in disagreement over the price; then, immediately, we made another offer and then another shake of the head. She was so pleased that unexpectedly, she accepted the last offer I made. But it was too soon. The price was

too low. She was being too generous and wouldn't make enough money. I moved quickly and picked up two more skirts and paid for all three at the price set; that way I was able to pay her three times as much before she had a chance to lower the price for the larger purchase. She smiled openly then, and, for the first time in months, my spirit lifted. I almost felt happy.

The feeling stayed with me while she wrapped the skirts in a newspaper and handed them to me. When I left, though, the feeling left, too. It was as though it stayed behind in the marketplace. I felt tears in my throat. I wanted to cry. I didn't, of course.

I have learned to defend myself against what is hard; without knowing it, I have also learned to defend myself against what is soft and what should be easy.

I get up, light a candle and want to look at the skirts. They are still in the newspaper that the woman wrapped them in. I remove the paper, and raise the skirts up to look at them again before I pack them. Something falls to the floor. I reach down and feel something cool in my hand. I move close to the candlelight to see what I have. There are five long silk ribbons in my hand, all different colours. The woman in the marketplace! She has given these ribbons to me!

There is no defense against a generous spirit, and this time I cry, and very hard, as if I could make up for all the months that I didn't cry.

9. According to the writer, the woman in the marketplace B.

- A. refused to speak to her
- B. was pleasant and attractive
- C. was selling skirts and ribbons
- D. recognized her immediately

10. Which of the following is NOT correct? A

- A. The writer was not used to bargaining.
- B. People in Asia always bargain when buying things.
- C. Bargaining in Laos was quiet and peaceful.
- D. The writer was ready to bargain with the woman.

11. The writer assumed that the woman accepted the last offer mainly because the woman C.

- A. thought that the last offer was reasonable
- B. thought she could still make much money
- C. was glad that the writer knew their way of bargaining
- D. was tired of bargaining with the writer any more

12. Why did the writer finally decide to buy three skirts? C

- A. The skirts were cheap and pretty.
- B. She liked the patterns on the skirts.
- C. She wanted to do something as compensation.
- D. She was fed up with further bargaining with the woman.

13. When the writer left the marketplace, she wanted to cry, but did not because A.

- A. she had learned to stay cool and unfeeling
- B. she was afraid of crying in public
- C. she had learned to face difficulties bravely

- D. she had to show in public that she was strong
14. Why did the writer cry eventually when she looked at the skirts again? C
- A. She suddenly felt very sad. B. She liked the ribbons so much.
- C. She was overcome by emotion. D. She felt sorry for the woman.

TEXT D

The kids are hanging out. I pass small bands of students, on my way to work these mornings. They have become a familiar part of the summer landscape.

These kids are not old enough for jobs. Nor are they rich enough for camp. They are school children without school. The calendar called the school year ran out on them a few weeks ago. Once supervised by teachers and principals, they now appear to be in "self care."

Passing them is like passing through a time zone. For much of our history, after all, Americans arranged the school year around the needs of work and family. In 19th-century cities, schools were open seven or eight hours a day, 11 months a year. In rural America, the year was arranged around the growing season. Now, only 3 percent of families follow the agricultural model, but nearly all schools are scheduled as if our children went home early to milk the cows and took months off to work the crops. Now, three-quarters of the mothers of school-age children work, but the calendar is written as if they were home waiting for the school bus.

The six-hour day, the 180-day school year is regarded as something holy. But when parents work an eight-hour day and a 240-day year, it means something different. It means that many kids go home to empty houses. It means that, in the summer, they hang out.

"We have a huge mismatch between the school calendar and the realities of family life," says Dr. Ernest Boyer, head of the Carnegie Foundation for the Advancement of Teaching.

Dr. Boyer is one of many who believe that a radical revision of the school calendar is inevitable. "School, whether we like it or not, is educational. It always has been."

His is not a popular idea. Schools are routinely burdened with the job of solving all our social problems. Can they be asked to meet the needs of our work and family lives?

It may be easier to promote a longer school year on its educational merits and, indeed, the educational case is compelling. Despite the complaints and studies about our kids' lack of learning, the United States still has a shorter school year than any industrial nation. In most of Europe, the school year is 220 days. In Japan, it is 240 days long. While classroom time alone doesn't produce a well-educated child, learning takes time and more learning takes more time. The long summers of forgetting take a toll.

The opposition to a longer school year comes from families that want to and can provide other experiences for their children. It comes from teachers. It comes from tradition. And surely from kids. But the most important part of the conflict has been over money.

15. Which of the following is an opinion of the author's?
- A. "The kids are hanging out." ~~A~~ C

- B. "They are school children without school."
 C. "These kids are not old enough for jobs."
 D. "The calendar called the school year ran out on them a few weeks ago."
16. The current American school calendar was developed in the 19th century according to BA.
 A. the growing season on the nation's farm
 B. the labour demands of the industrial age
 C. teachers' demands for more vacation time
 D. parents' demands for other experiences for their kids
17. The author thinks that the current school calendar B.
 A. is still valid B. is out of date C. can not be revised D. can not be defended
18. Why was Dr. Boyer's idea unpopular? D
 A. He argues for the role of school in solving social problems.
 B. He supports the current school calendar.
 C. He thinks that school year and family life should be considered separately.
 D. He strongly believes in the educational role of school.
19. "The long summers of forgetting take a toll" in the last paragraph but one means that A.
 A. long summer vacation slows down the progress of learning
 B. long summer vacation has been abandoned in Europe
 C. long summers result in less learning time
 D. long summers are a result of tradition
20. The main purpose of the passage is C.
 A. to describe how American children spend their summer
 B. to explain the needs of modern working families
 C. to discuss the problems of the current school calendar
 D. to persuade parents to stay at home to look after their kids

• 实践演练答案

TEXT A

短文大意：本文比较了租住房东的房和与他人合住的优缺点。

1. C(推理题)。本题是针对文章第一段的提问。读者首先应留意第二句对 landladies 的描述。作者描述了小说中经常出现的两种女房东——好房东“既能烧一手好饭又可以洗衣服”和坏房东“恐吓房客并且稍有机会就多收租金”。接着，在第三句作者提到了现实生活中的房东，“The truth is probably somewhat between the two extremes.”说明房东往往是介于上述两者之间的。因此应排除 B“总是卑鄙、讨厌的”和 D“很受房客欢迎”。第四句的意思是有些比较好的房东可以为房客提供吃饭、洗衣的便利和一定的舒适感和友谊。其中的词汇“some of your laundry”、“reasonable amount”比较中肯，贴近现实。所以选项 C(adequately competent)符合这种程度。第五句提到“对那些不太幸运的房客来说，租房的规定可能会限制邀请朋友做客的自由”，但选项 D(usually strict)指得是大多数房东，过于概括，不符合文章。因此，选项 C 为正确答案。
2. A(细节题)。文章第二段第一句话说明“与他人合住也有相同的缺点，还有额外的不便之处是判断谁该承

担哪项费用,并且以何种比例承担”。其中的关键词是“The same disadvantages”和“the added difficulties”,说明包含第一段中提到过的麻烦,并且有额外的麻烦,“the added difficulties”和题干中的“the additional disadvantage”是同义短语,所以选项 A 正确。同时可以根据“The same disadvantages”排除选项 B,C,D,因为它们不是额外的。因此,选项 A 为正确答案。

3. D(细节题)。本题是细节题中的排除题。根据题干,可以在文中找出作者提到过的与他人合住的好处,将这些选项排除,即为正确答案。第二段主要说与他人合住的缺点,第三段开头的转折词“Conversely”很关键,表明这一段要讨论的是“相反的”内容,即优点。仔细阅读后可知,选项 A,B,C 都是优点。注意相同意思的不同表达方式,例如“flat sharing can be very cheap”与“rent is affordable”是同义的。选项 D 为正确答案。(提示:平时要注意 paraphrase 练习,积累同一意思的多种表达方式。)

TEXT B

短文大意:本文评述了沿途免费搭便车旅行的过去和现状,以及这种旅行方式的优点。

4. B(细节题)。作者在第三段和第四段都提到了他自己沿途免费搭便车旅行的经历。但是第三段主要说了“沿途的陌生人出于好心或是好奇,带着我游历了欧洲、北美洲、亚洲和南非。有些让我搭车的人成了我的朋友,很多人在旅途中都很热情好客。”这是对作者经历的叙述,侧重事实。而第四段中说“通过这种方式,你不仅可以比通过火车或飞机旅行更多地了解一个国家,而且对于每晚将在哪里落脚的猜测都会带来一种兴奋的感觉。”这是对作者经历的评论,侧重感想。因此,选项 B 为正确答案。
5. A(细节题)。首先阅读选项,可知焦点在于“目前沿途免费搭便车旅行在什么地方流行”。第七段是阅读的重点。通过阅读可知“沿途免费搭便车旅行在有些地方的确还流行,但总的感觉是在大部分西方国家,这种旅行方式已经消失了”。因此,可以排除选项 B。由第六段可知,这种旅行方式在 rural Ireland 和 Quebec, Canada 还可行,可以排除选项 C。由第九段可知,在 20 世纪 60 年代时,这种旅行方式在 Poland 很流行,而不是现在,排除选项 D。因此选项 A 为正确答案。
6. D(主旨题)。本题为主旨题中判断作者态度的题型。在阅读时要注意作者评述“波兰的做法”时的遣词造句。文章第九段引述了一位波兰妇女对波兰当时做法的回忆,这并不能代表作者的态度。因此要阅读前后文,在第十段中作者进行了评论,其中的词汇“Surely”,“good idea”表明作者的态度是支持的,而且态度鲜明。后面作者又列举了具体的好处,“increase respect”,“fight global warming”和“improve educational standards”,更加验证了作者是支持的态度。因此,选项 D 是正确答案。
7. B(细节题)。本题是细节题中的排除题。根据题干,可以在文中找出作者提及的沿途免费搭便车旅行的好处,将这些选项排除,即为正确答案。在第十段作者提到了“increase respect by breaking down barriers between strangers”,和选项 A 同义;“fight global warming by cutting down on fuel consumption”和选项 C 同义;“improve educational standards by delivering instant lessons in geography, history, politics and society”和选项 D 同义。因此,选项 B 为正确答案。
8. D(指代题)。本题考查读者对短语“Either put it to the test yourself...”的理解。要确定该短语在文中的含义,需要仔细阅读其所在的句子和邻近的句子,包括它所在的段落。由此短语所在的最后一句中的“Either...or...”可知,这里提供了两种方式,而“put it to the test yourself”是不同于“帮助想通过沿途免费搭便车旅行的人”的,排除选项 C。这一段在提议人们去实践沿途免费搭便车旅行,再结合该短语的字面意思,可知选项 D 为正确答案。

TEXT C

短文大意:本文记叙了作者在老挝买裙子时和卖裙子的老挝女子之间发生的故事。

9. B(细节题)。由第三段第一句可知,作者是第一次遇到这个女子,而且根据后面叙述,她们是陌生人,排除选项 D。由第三段第二句“She was selling skirts.”和第五句中“... she wore three silk ribbons...”可知,她是卖裙子的而不是卖丝带的,排除选项 C。第四段第二句说“She lowered her eyes and said nothing”,这

里原因不明确,结合第六段第一、二句可知,她并非是拒绝和作者说话,实际上她后来对作者还有好感,排除选项 A。根据第三段中的描述“moved with the same ease and loveliness”,“Her long black hair was as shiny as the black silk of skirts...”和第六段第一句“She smiled, more with her eyes than with her lips.”可知,她是一个可爱且又美丽的人。因此选项 B 为正确答案。

10. A(细节题)。本题是细节题中的正误判断题,需要选出一个错误的陈述,读者应仔细阅读文章,找出和选项中相同或相似的陈述。第五段第四句说“... I began to bargain with her over the price.”和选项 D 同义;第五句“It is the custom to bargain in Asia.”和选项 B 同义;第六句“In Laos bargaining is done in soft voices and easy moves with the sort of quiet peacefulness.”和选项 C 同义。第六段第二句说“... she saw that I understood something about the soft playfulness of bargaining.”说明作者对讨价还价还比较在行,与选项 A 矛盾。因此,选项 A 为正确答案。
11. C(推理题)。文章第六段第四句话提到那个女子接受了作者的最后一次报价,“She was so pleased that unexpectedly, she accepted the last offer I made.”句中 so ... that ... 引导结果状语从句,由此可以判断“accepted the last offer”的原因是“she was pleased”,结合上文第二句可知,她高兴的原因是作者“可以说老练,尽管大部分是一些数字,而且她很高兴看到作者理解讨价还价中那种温和的妙趣。”因此,选项 C 为正确答案。
12. C(细节题)。文章第六段倒数第三句说“我快速行动起来,又挑了两条裙子,并且按照讲好的价格付了钱。这样我就可以以现在的价钱付给她三条裙子的钱,避免她可能会因为我买得多而将价钱降得更低。”说明作者希望那个女子多赚些钱。而这一句前面的三句话更清晰地揭示了作者的用意。“但她接受这个价格太快了。这个价格太低了。她太宽宏了,赚不到多少钱了。”所以,作者是因为这个女子卖给她裙子价钱太低,为了补偿她,让她多赚些钱才又以目前的价格多买了两条。因此,选项 C 为正确答案。
13. A(细节题)。文章倒数第四段末尾提到作者想哭而没有哭。根据文章的承接关系,倒数第三段揭示了原因,“我已经学会在困难面前保护自己;而且不知不觉地,我也学会了在温柔和容易的事物面前保护自己。”说明作者在生活中已经练就了“软硬不吃”的性格。选项 A 的意思是“她已经学会保持冷漠无情了”,因此选项 A 为正确答案。
14. C(细节题)。文章最后一段说“There is no defense against a generous spirit, and this time I cry...”,虽然没有明显表示原因或结果的连接词,如 because, as, since 等,但是 and 可以表示顺承关系,将前后两个分句在逻辑上联系起来,加上阅读上一段可知,作者说的 generous spirit 指得是那个女子慷慨地将五条丝带悄悄地白送给她的事,因此可以判断她是被这种慷慨大度的精神所感动,选项 C 为正确答案。

TEXT D

短文大意:本文讨论了美国现行的校历和生活实际不相符的问题。

15. C(推理题)。本题为推理题中的区分事实与观点的题型。四个选项都是原文中的原话,有些是作者陈述的事实,有些是作者对某事的观点。事实是能够被证实的,实际存在的,常含有具体的时间、地点、数量等,而观点是对某个具体事实的看法和见解,常常带有修饰词,表判断、推测的情态动词或动词。本题 A(孩子们在四处闲逛),B(他们是没有上学的学生),D(校历的规定使得几周以前他们的学年就结束了)都是事实,而 C(这些孩子还不到工作的年龄)是作者对他们年龄的一种判断,含有修饰词 old enough,因此,选项 C 为正确答案。
16. A(细节题)。题干中出现了 the 19th century,可以作为标志词,引导读者将注意力集中在第三段第三句和相邻的句子。阅读后发现第五句提到“目前,只有 3% 的家庭从事农业,但是几乎所有的学校安排课程时都仿佛我们的孩子要提早回家挤牛奶并且要花上几个月料理庄稼一样。”由此可知,后一分句的含义是“但是学校仍然按照农业的模式安排课程”。而联系第四句“在美国农村,学年是按照种植的季节安排的”可知,现在学校的时间安排仍然是按照种植的季节来的。因此,选项 A 为正确答案。