

高等院校英语专业四级考试专项训练系列

丛书主编 / 黄嫄

READING COMPREHENSION

刘春梅 黄嫄 张馨元 刘梦雪 / 编著

南开大学出版社

英语专业
四级考试

阅读理解

高分过关

高等院校英语专业四级考试专项训练系列

丛书主编 黄 嫜

英语专业四级考试阅读理解 高分过关

刘春梅 黄嫜 张馨元 刘梦雪 编著

南开大学出版社
天 津

图书在版编目(CIP)数据

英语专业四级考试阅读理解高分过关 / 刘春梅等编著.
—天津:南开大学出版社,2006.8
(高等院校英语专业四级考试专项训练系列/黄嫣主编)
ISBN 7-310-02458-3

I. 英... II. 刘... III. 英语—阅读教学—高等学校—水平考试—自学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2006)第 035571 号

版权所有 侵权必究

南开大学出版社出版发行

出版人:肖占鹏

地址:天津市南开区卫津路 94 号 邮政编码:300071

营销部电话:(022)23508339 23500755

营销部传真:(022)23508542 邮购部电话:(022)23502200

*

天津市蓟县宏图印务有限公司印刷

全国各地新华书店经销

*

2006 年 8 月第 1 版 2006 年 8 月第 1 次印刷

787×1092 毫米 16 开本 11.625 印张 293 千字

定价:20.00 元

如遇图书印装质量问题,请与本社营销部联系调换,电话:(022)23507125

前 言

全国高等学校英语专业基础阶段考试(TEM 4)是由高等学校外语专业指导委员会主持实施的全国性考试,包括听写、听力理解、完型填空、语法与词汇、阅读理解、写作等六个部分。该考试是对英语专业二年级学生英语水平进行衡量的一种外语水平考试,一年举行一次。

2000年,经教育部批准,《高等学校英语专业英语教学大纲》开始实施,该大纲对英语专业人才培养目标、课程设置、教学要求、教学原则等提出了新要求和新标准。为此,高等学校专业教学指导委员会英语组开始修订考试大纲。自2005年起,英语专业四级考试的形式和内容已经有所变化。其中,英语专业四级考试时间由原来的140分钟缩短为130分钟(听力理解和阅读理解各缩短5分钟),听力理解的考试形式由原来的句子、两人短对话、新闻改为对话、短文、新闻,每道题间隔由10秒钟缩短为5秒钟;完型填空从15题改回到1996年以前的20题;语法与词汇的题目增加了5道题;阅读理解取消了快速阅读部分,阅读长度由1500词增加到1800词;写作由第一部分改为第五部分,且所占比重增加了5分,作文的字数要求由原来的150个单词增加到200个单词左右。

“高等院校英语专业四级考试专项训练系列”紧扣《高校英语专业四级考试新大纲》,按考试题型的不同特点分册编写而成。丛书主编由有着丰富英语专业教学和英语专业四级阅卷经验的黄嫣副教授担任,其他编者为长期从事英语专业基础教学和英语专业四级考试辅导的骨干教师。丛书共分为四册:《英语专业四级考试听写与听力理解高分过关》、《英语专业四级考试语法、词汇与完型填空高分过关》、《英语专业四级考试阅读理解高分过关》、《英语专业四级考试写作高分过关》。各个分册主要有以下几个部分内容:1. 历年试题分析;2. 基础知识讲解;3. 解题方法、技巧和战术及其实战训练;4. 自测模拟题。编者结合多年的教学和考前辅导经验,运用了当前可行的英语教学新理论,既注重基础知识的讲解,又重视对考生语言单项能力和应试技巧的培养,使学生英语学习和应试能力都有所提高,从而顺利通过考试。

本书针对《英语专业四级考试大纲》中对英文阅读部分的要求及规定,认真分析了历年来英语专业四级考试中阅读的文体,由此限定了阅读文体的范围;讲解、提供了相关阅读技巧及解题方法、实战步骤,使学生在阅读中有章可循;对英语专业四级考试阅读部分常见问题错误进行了详细分析,并提出有效的解决方法和技巧。

本书最大的特色是在为学生讲述应试技巧的同时,提供了有效的实战步骤,即针对不同文体,采用不同的阅读方法和技巧,如:抓住4个“W”;把握作者的说明顺序;抓住文章逻辑结构,找到文章中心;把握描写对象,确定空间和时间参照点等。

本书第一、二章由刘春梅编写;第三章由刘春梅、张馨元编写;第四章由张馨元编写;第五章由刘梦雪编写;统稿及审稿工作由黄嫣担任。在编写过程中,南开大学出版社肖慧珍



老师予以了大力支持，并提出了很多宝贵的修改意见和建议，在此表示衷心的感谢。

本书在编写方面力求严谨、实效，但难免有疏漏之处，敬请专家、同行雅正。

编 者

2006年3月

目 录

第一章 英语专业四级考试阅读理解简介	1
一、英语专业四级考试阅读理解考试大纲	1
二、历年阅读理解试卷分析	2
第二章 基础篇——英语专业四级考试阅读理解主要文体介绍	4
第一节 记叙文——抓住 4 个“W”	4
第二节 说明文——把握文章的说明顺序	12
第三节 议论文——抓住文章逻辑结构, 找到文章中心	22
第四节 描写文——把握描写对象, 确定空间和时间参照点	31
第五节 应用文	37
第三章 提高篇——英语专业四级考试阅读理解方法技巧和实战步骤	43
第一节 方法和技巧	43
一、通过略读把握文章中心思想	43
二、利用提示词把握作者观点及句子之间的逻辑关系	48
三、找出关键句, 把握观点的改变	52
四、利用文中的线索进行推断	58
五、根据上下文猜测词义	62
六、根据构词法辨别词义	66
七、利用背景知识促进对文章的理解	69
八、提高阅读速度	74
第二节 英语专业四级考试阅读理解试题题型分类及答题技巧	75
一、主旨题	76
二、细节题	79
三、词汇题	82
四、推断题	85
第三节 常见的阅读失误分析和正确的学习方法	89
一、常见的阅读失误分析	89
二、重视基础英语的学习	91
第四章 历年阅读理解真题 (2001-2005)	93
2001 年阅读理解真题	93
2002 年阅读理解真题	100



2003 年阅读理解真题.....	107
2004 年阅读理解真题.....	114
2005 年阅读理解真题.....	121
第五章 全真模拟试题.....	131
试题一.....	131
试题二.....	140
试题三.....	148
试题四.....	156
试题五.....	164
试题六.....	172

第一章 英语专业四级考试阅读理解简介

根据社会主义市场经济对我国高校英语专业人才培养模式提出的新要求,也为了规范全国高等院校的专业英语教学,2000年高等学校外语专业教学指导委员会颁布了《高等学校英语专业英语教学大纲》(以下简称《大纲》),对英语教学提出了全面的要求。

《大纲》对于英语专业阅读课的总体描述是:英语阅读课的目的是培养学生的英语阅读理解能力和提高学生的阅读速度;培养学生细致观察语言的能力以及假设判断、分析归纳、推理检验等逻辑思维能力;提高学生的阅读技能,包括细读、略读、查阅等能力;并通过阅读训练帮助学生扩大词汇量、吸收语言和文化背景知识。

《大纲》对专业四级阅读的要求是: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。要求在理解的基础上抓住要点,并能运用正确的观点评价思想内容。阅读速度为每分钟 120—180 个单词,理解准确率不低于 70%。能在 5 分钟内速读一千词左右中等难度的文章,掌握文章的大意。

为了贯彻《大纲》,专业四级的考试大纲也有所修订。以下便是英语专业四级考试大纲对阅读的要求。

一、英语专业四级考试阅读理解考试大纲

1. 测试要求:

- 1) 能读懂英美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;既理解字面意义,又可根据所读材料进行判断和推理;既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) 考试时间为 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 1800 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,从每题的四个选择项中选出一个最佳答案。共 20 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《高等学校英语专业英语教学大纲》规定的范围。

二、历年阅读理解试卷分析

整个考试时间为 130 分钟, 阅读占 25 分钟, 题量有 20 题, 比分占 20%。下表是历年试卷阅读理解部分情况分析:

1. 历年英语专业四级考试阅读理解部分文体类型分析 (含快速阅读)

	A	B	C	D	E	F	G	H	I	J	K
2000	说明文	说明文	记叙/ 说明	描写文	议论文	书信	说明文	记叙文	新闻 报道	日程 安排	统计表
2001	记叙文	议论文	议论文	说明文	告示	说明文	广告	书信	广告	统计表	生活 指导
2002	议论文	说明文	说明文	说明文	社会 规劝	议论文	书信	注意 事项	通告/ 广告	通告/ 广告	图表
2003	议论文	议论文	议论/ 说明	议论文	说明文	议论文	议论文	注意 事项	天气 报告	广告	广告
2004	议论文	议论文	记叙文	说明文	议论文	书信	广告	章节 目录	说明文	旅游 广告	旅游 指南
2005	记叙文	议论文	议论/ 说明	说明文							

很多文体是混合型的, 但为了清晰分类, 只以主要文体为准。在 2000 年至 2005 年的考题中, 议论文共 16 篇, 占文章总数的 27.12%; 记叙文共 5 篇, 占文章总数的 8.47%; 说明文共 12 篇, 占文章总数的 20.34%; 应用文集中在快速阅读部分, 共 25 篇, 占文章总数的 42.37%; 描写文只有 1 篇, 占文章总数 1.69%。

根据以上数据可知, 应用文在数量上占了绝对优势, 主要集中在快速阅读部分, 而从 2005 年开始快速阅读就被取消了, 所以应用文在今后的考试中虽然还会存在, 但比例会大大降低。因此, 在后面几章中应用文并没有作为讲解的重点。描写文比例很小, 主要是因为这种文体的文章本来就很少。但描写这种写作方法却很常用, 而且经常与其他文体结合起来, 所以也应注意。

2. 历年英语专业四级考试阅读理解部分试题类型分析 (不含快速阅读)

	主旨题	细节题	词汇题	推断题	题目总数
2000	1	12	0	2	15
2001	0	11	0	4	15
2002	1	8	1	5	15
2003	1	8	0	6	15
2004	1	9	1	4	15
2005	1	15	1	3	20

以上数据表明在 2000 年至 2005 年的英语专业四级试题中, 主旨题占题目总数的 5.26%, 细节题占 66.32%, 推断题占 25.26%, 词汇题占 3.16%。由此可知, 英语专业四级考试中最常见的就是细节题, 其次是推断题, 最少的是词汇题。这四种题型的解题方法将在后面几章详细叙述。

第二章 基础篇——英语专业四级考试阅读

理解主要文体介绍

前面已经介绍过，英语专业四级考试阅读理解文章的体裁有五种：记叙文、说明文、议论文、描写文和应用文（包括广告、说明书和图表等）。不同体裁的文章采用不同的阅读策略，可以提高阅读效率。

第一节 记叙文——抓住 4 个 “W”

记叙文一般是指对一件事或一系列事件作叙述的文章。广义的记叙文包括故事、传记、历史、新闻报道及叙事诗。狭义的记叙文指记人、叙事的故事。记叙文通常以情节发展或时间顺序组织文章，也有倒叙和插叙。纯粹的记叙文不多，它往往存在于议论文或说明文中，为议论或说明服务。所以，纯粹的记叙文在考试中比例不高，只占文章总数的 8.47%。记叙文可以以第一人称叙述，也可以第三人称叙述。

阅读、理解记叙文的关键在于抓住四个 “W”：when（时间），where（地点），who（人物）和 what（事件）。在阅读记叙文时，要弄清这四个要素之间的关系，即什么人在何时何地做了何事。把握了四个 “W”，也就等于把握了文章的框架。下面以 1996 年的一篇真题为例进行进一步说明：

I was born in Tuckahoe, Talbot County, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their age as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember having ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvesting, springtime, or fall-time. A lack of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages, I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He considered all such inquiries on the part of a slave improper and impertinent. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.

My mother was named Harriet Bailey. She was the daughter of Issac and Betsey Bailey, both coloured, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.

My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of



this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I run away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an older woman, too old for field labour. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection towards its mother.

1. In the mid-nineteenth century, slaves often ____.
 - A. marked their birthdays by the season
 - B. did not really care how old they were
 - C. forgot the exact time when they were born
 - D. pretended not to know each other's birthdays
2. The author's mother told him ____.
 - A. his father was black
 - B. his father was white
 - C. nothing about his father
 - D. his master was his father

虽然文章中夹杂着一些说明性文字,但总体来说这篇文章是记叙文。作者在文章开头交待了自己的家乡,还指出自己不知道自己的年龄;接下来写了自己的母亲和父亲,完成了对自己身世的介绍。文章中插入了一些说明性文字,介绍了奴隶的生活状态。

这篇文章的4个“W”非常明显:when(19世纪30年代),what(介绍自己的身世),who(作者的父亲、母亲和同在主人家劳作的奴隶们)和where(故乡马里兰)。

根据以上分析可以轻松地回答文章后面的问题。文章中提到奴隶主一般都愿意使自己的奴隶处于一种无知的状态,使奴隶们连自己的年龄都不知道,只是以季节来标识自己的年龄,所以第一题选A。根据文章对奴隶生活的描写可知,当作者还是婴儿的时候就被迫和母亲分离了,所以可以推理出他的母亲没有告诉他关于父亲的情况。因此第二题选C。

阅读记叙文关键在于把握文章的基本要素(4个“W”),理清脉络。下面再选择几篇记叙文(都是历年真题),以帮助加深理解。

一、例文

1. 例文1

下面这篇文章是2005年的一篇真题。文章以时间顺序组织材料,是一篇非常典型的记叙文。

It was 1961 and I was in the fifth grade. My marks in school were miserable and, the thing was, I didn't know enough to really care. My older brother and I lived with Mom in a dingy multifamily house in Detroit. We watched TV every night. The background noise of our lives was gunfire and horses hoofs from "Wagon Train" or "Cheyenne", and laughter from "I Love Lucy" or "Mister Ed". After supper, we'd sprawl on Mom's bed and stare for hours at the tube.

But one day Mom changed our world forever. She turned off the TV. Our mother had only



been able to get through third grade. But she was much brighter and smarter than we boys knew at the time. She had noticed something in the suburban houses she cleaned—books. So she came home one day, snapped off the TV, sat us down and explained that her sons were going to make something of themselves. “You boys are going to read two books every week,” she said. “And you’re going to write me a report on what you read.”

We moaned and complained about how unfair it was. Besides, we didn’t have any books in the house other than Mom’s Bible. But she explained that we would go where the books were: “I’ll drive you to the library.”

So pretty soon there were these two peevish boys sitting in her white 1959 Oldsmobile on their way to Detroit Public Library. I wandered reluctantly among the children’s books. I loved animals, so when I saw some books that seemed to be about animals, I started leafing through them.

The first book I read clear through was *Chip the Dam Builder*. It was about beavers. For the first time in my life I was lost in another world. No television program had ever taken me so far away from my surroundings as did this verbal visit to a cold stream in a forest and these animals building a home.

It didn’t dawn on me at the time, but the experience was quite different from watching TV. There were images forming in my mind instead of before my eyes. And I could return to them again and again with the flip of a page.

Soon I began to look forward to visiting this hushed sanctuary from my other world. I moved from animals to plants, and then to rocks. Between the covers of all those books were whole worlds, and I was free to go anywhere in them. Along the way a funny thing happened: I started to know things. Teachers started to notice it too. I got to the point where I couldn’t wait to get home to my books.

Now my older brother is an engineer and I am chief of pediatric neurosurgery at John Hopkins Children’s Center in Baltimore. Sometimes I still can’t believe my life’s journey, from a failing and indifferent student in a Detroit public school to this position, which takes me all over the world to teach and perform critical surgery.

But I know when the journey began—the day Mom snapped off the TV set and put us in her Oldsmobile for that drive to the library.

1. We can learn from the beginning of the passage that _____.
 - A. the author and his brother had done poorly in school
 - B. the author had been very concerned about his school work
 - C. the author had spent much time watching TV after school
 - D. the author had realized how important schooling was
2. The mother was _____ to make her two sons switch to reading books.
 - A. hesitant
 - B. unprepared
 - C. reluctant
 - D. determined

这篇文章主要介绍了作者的一段经历：作者和作者的哥哥早年不努力学习，在母亲的督促下去图书馆读书，由一开始的不情愿到后来被书中知识所吸引，最终学业有成，事业成功。文章以时间为序，在开头的两段便交待了时间（when：1961年）、地点（where：底特律）、人物（who：作者两兄弟和他们的母亲）和事件（what：母亲要求两兄弟要做出一番事业，从那天开始要去图书馆读书）。

根据文章第一段可知，作者两兄弟每天晚饭后会躺在母亲的床上看几个小时电视，所以第一题的正确答案应为C。根据文章第二段，母亲回来后猛地关掉电视，告诉儿子要做出一番自己的事业，并要求儿子每周必须读两本书，还要写读书报告。由此可知母亲的态度是坚决的（determined），因此第二题的正确答案是D。

2. 例文2

下面这篇文章选自1998年真题，其中有说明性文字，但总体上属于记叙文。

A century ago in the United States, when an individual brought suit against a company, public opinion tended to protect that company. But perhaps this phenomenon was most striking in the case of the railroads. Nearly half of all negligence (过失) cases decided through 1896 involved railroads. And the railroads usually won.

Most of the cases were decided in state courts, when the railroads had the climate of the times on their sides. Government supported the railroad industry; the progress railroads represented was not to be slowed down by requiring them often to pay damages to those unlucky enough to be hurt working for them.

Court decisions always went against railroad workers. A Mr. Farwell, an engineer, lost his right hand when a switchman's negligence ran his engine off the track. The court reasoned, that since Farwell had taken the job of an engineer voluntarily at good pay, he had accepted the risk. Therefore the accident, though avoidable had the switchmen acted carefully, was a "pure accident." In effect a railroad could never be held responsible for injury to one employee caused by the mistake of another.

In one case where a Pennsylvania Railroad worker had started a fire at a warehouse and the fire had spread several blocks, causing widespread damage, a jury found the company responsible for all the damage. But the court overturned the jury's decision because it argued that the railroad's negligence was the immediate cause of damage only to the nearest buildings. Beyond them the connection was too remote to consider.

As the century wore on, public sentiment began to turn, against the railroads—against their economic and political power and high fares as well as against their callousness (无情) toward individuals.

1. What must have happened after the fire case was settled in court?
 - A. The railroad compensated for the damage to the immediate buildings.
 - B. The railroad compensated for all the damage by the fire.
 - C. The railroad paid nothing for the damaged building.
 - D. The railroad worker paid for the property damage himself.
2. What does the passage mainly discuss?

- A. Railroad oppressing individuals in the US.
- B. History of the US railroads.
- C. Railroad workers working rights.
- D. Law cases concerning the railroads.

这篇文章主要内容是讲一百年前，当个人和公司对簿公堂时，公众舆论一般偏袒公司，这一点在铁路公司的诉讼上体现得尤为明显，有两个案子可以证明：一个是工程师伤手案，另一个是仓库失火案。一百年后，公众的观点逐渐改变了，开始反对铁路公司的政治、经济特权以及它们对个人的无情和冷漠。

这篇文章的基本要素很清楚：when（一个世纪前至今），who（铁路公司及相关当事人），what（公众感情的转变）和 where（美国）。

根据第三段可以得知，铁路只赔偿了最近处楼房的损失，因此第一题的答案为 A；根据全文可知第二题答案为 D。

3. 例文 3

英语专业四级考试还涉及新闻报道类文章。前面已经提过，这类文章属于记叙文。阅读这类文章也需抓住四个“W”。

新闻报道有其特有的结构。新闻由四个部分组成：导语(lead)，解释性信息(elaboration)，背景信息(background)和补充信息(supplementary information)。导语的作用是提纲挈领地交代报道的中心事件，导语之后，作者对这一事件作一些解释性说明，交代一些细节。接下来是介绍相关的背景或历史原因。最后作者会补充一些附带的信息。下面以 1998 年的一篇真题为例：

Hawaii's native minority is demanding a greater degree of sovereignty over its own affairs. But much of the archipelagos political establishment, which includes the White Americans who dominated until the Second World War and people of Japanese, Chinese and Filipino origin, is opposed to the idea.

The islands were annexed by the US in 1898 and since then Hawaii's native peoples have fared worse than any of its other ethnic groups. They make up over 60 per cent of the state's homeless, suffer higher levels of unemployment and their life span is five years less than the average Hawaiians. They are the only major US native group without some degree of autonomy.

But a sovereignty advisory committee set up by Hawaii's first native governor, John Waihee, has given the natives' cause a major boost by recommending that the Hawaiian natives decide by themselves whether to re-establish a sovereign Hawaiian nation.

However, the Hawaiian natives are not united in their demands. Some just want greater autonomy within the state—as enjoyed by many American Indian natives over matters such as education. This is a position supported by the Office of Hawaiian Affairs (OHA), a state agency set up in 1978 to represent the natives' interests and which has now become the moderate face of the native sovereignty movement. More ambitious is the Ka Lahui group, which declared itself a new nation in 1987 and wants full, official independence from the US.

But if Hawaiian natives are given greater autonomy, it is far from clear how many people this will apply to. The state authorities only count as native those people with more than 50 per cent

Hawaiian blood.

Native demands are not just based on political grievances, though. They also want their claim on 660,000 hectares of Hawaiian crown land to be accepted. It is on this issue that native groups are facing most opposition from the state authorities. In 1993, the state government paid the OHA US\$ 136 million in back rent on the crown land and many officials say that by accepting this payment the agency has given up its claims to legally own the land. The OHA has vigorously disputed this.

1. Hawaii's native minority refers to _____.
 - A. Hawaii's ethnic groups
 - B. people of Filipino origin
 - C. the Ka Lahui group
 - D. people with 50% Hawaiian blood
2. Which of the following statements is true of the Hawaiian natives?
 - A. Sixty percent of them are homeless or unemployed.
 - B. Their life span is 5 years shorter than average Americans.
 - C. Their life is worse than that of other ethnic groups in Hawaii.
 - D. They are the only native group without sovereignty.

这是一篇有关夏威夷少数民族争取更大主权的新闻报道。文章结构如下：(1) 导语：文章开头第一句话。(2) 解释性信息：第一段第二句话。(3) 背景信息：第二、三、四段。(4) 补充信息：第五段和第六段。

再看一下文章的基本信息：What (Hawaii's native minority is demanding a greater degree of sovereignty over its own affairs. 夏威夷土著少数民族为自己的事务争取更大的主权), Who (Hawaiian natives 夏威夷土著民族), When (Recently 最近), 和 Where (Hawaii Islands. 夏威夷群岛)。

结构分析完以后，问题就不难回答了。第一题的正确答案为 C。因为从第二段第一句可以得知夏威夷有许多种族群体，并不是所有的种族群体都是夏威夷土著少数民族，所以可以排除 A。文章第一段指出夏威夷土著少数民族为自己的事务争取更大的主权，遭到包括菲律宾血统人在内的许多人反对，由此可知菲律宾血统的人不属于夏威夷土著少数民族，故可排除 B。文章第五段指出只有那些血统超过 50% 的人才被认为是土著夏威夷人，所以可以排除 D。第二题的正确答案为 C。文章第二段指出：60% 无家可归的人是夏威夷土著人，他们失业率更高，寿命比夏威夷平均水平低五岁，是美国唯一没有某种程度自治的土著人。由此可知夏威夷土著人的生活比其他生活在夏威夷的种族群体要差。

下面是几篇练习。可先做练习，然后再与本章后所附的答案相对照。

二、练习

1. 以下文章选自 1994 年真题。

A Wise Man

He was a funny looking man with a cheerful face, good natured and a great talker. He was

described by his student, the great philosopher Plato, as “the best and most just and wisest man.” Yet, this same man was condemned to death for his beliefs.

The man was the Greek philosopher, Socrates, and he was condemned for not believing in the recognized gods and for corrupting young people. The second charge stemmed from his association with numerous young men who came to Athens from all over the civilized world to study under him.

Socrates’ method of teaching was to ask questions and, by pretending not to know the answers, to press his students into thinking for themselves. His teachings had unsurpassed influence on all the great Greek and Roman schools of philosophy. Yet, for all his fame and influence, Socrates himself never wrote a word.

Socrates encouraged new ideas and free thinking in the young, and this was frightening to the conservative people. They wanted him silenced. Yet, many were probably surprised that he accepted death so readily.

Socrates had the right to ask for a lesser penalty, and he probably could have won over enough of the people who had previously condemned him. But Socrates, as a firm believer in law, reasoned that it was proper to submit to the death sentence. So, he calmly accepted his fate and drank a cup of poison hemlock in the presence of his grief-stricken friends and students.

1. In the first paragraph, the word “Yet” is used to introduce _____.
A. contrast B. a sequence C. emphasis D. an example
2. Socrates was condemned to death because he _____.
A. believed in law
B. was a philosopher
C. published outspoken philosophical articles
D. advocated original opinions
3. The word “unsurpassed” in the third paragraph is closest in meaning to _____.
A. untold B. unequalled C. unnoticed D. unexpected
4. By mentioning that Socrates himself never wrote anything, the writer implies that _____.
A. it was surprising that Socrates was so famous
B. Socrates was not so learned as he is reputed to have been
C. Socrates used the work of his students in teaching
D. the authorities refused to publish Socrates’ works
5. Socrates accepted the death penalty to show _____.
A. his belief in his students B. his contempt for conservatives
C. his recognition of the legal system D. that he was not afraid of death

2. 以下文章选自 1993 年快速阅读。

The incident occurred one morning outside Albert Schweitzer’s hospital in the African jungle. A patient had gone fishing in another man’s boat. The owner of the boat thought he should be given all the fish that were caught. Dr. Schweitzer said to the boat owner.