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# 英语专业4级考试 标准阅读

全文翻译 100篇  
Standard Reading

上海外国语大学 杨小石 主编

10项标准把关  
不是真题 等同真题

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(见前言)

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考场才能游刃有余？



长喜支招

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题思路

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做精读

驾驭实  
用技巧

场上善用技巧，时间绰绰有余

阅 读  
名 品

套 题  
模 拟

新题型  
4  
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学苑出版社

英语专业 4 级考试

# 标准阅读

全文翻译

Standard Reading

100

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学苑出版社

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# 教你如何做阅读

## 你会做阅读吗

今年，专四考试结束后，我们对北京、西安、上海、武汉一些考生做了访谈，说起阅读，他们大多反映：

文章难。平时做了那么多阅读，上场还是感觉那么难，陌生词汇、长难句子，处处牵绊，读来步步维艰。

时间紧。文章感觉难，处处遭牵绊，阅读速度自然上不去，时间一下格外紧张，到后面，几乎没时间读完。

手脚乱。文章难、时间紧，做题一下子变得手忙脚乱、全无章法，而手脚乱、没章法更加剧了时间紧张。

考场阅读如此艰涩、如此忙乱，皆因平时阅读不会读、不会练——80%以上的考生不知如何练阅读：

读而不精——一篇篇测试自己，而不是提高自己。阅读做的不少，可每一篇，都仅仅是在做题，答案对完，也就完了。陌生词汇没有好好掌握，长句难句没有好好分析，这次卡壳，下次还是卡壳。

做而不思——只追求得出答案，不梳理做题思路。题目做完后，不想着总结一下这个题目设题环节在哪、如何定位原文、如何整合信息、如何得出答案，不能形成自己一套稳定清晰的做题思路。

读而不精、提高不快，才会做了很多阅读，上场还是感觉文章难；做而不思、思路不稳，才会做了很多题目，上场还是出现手脚乱。

要想场上行云流水，场下就应多做精读——做一篇提高一篇。要想场上从容不迫，场下就应稳定思路——理清思路，有章有法。

## 看我来做示范

阅读理解，旨在考查考生把握主旨、领会内涵、理解细节、合理推断的综合能力，需考生既能理解单句意义，也能理解前后逻辑，既能理解字面意思，也能理解隐含意思，既能理解事实细节，也能理解宏观主旨，既能进行信息整合，也能进行推理转换。

下面，我们选两篇最近的典型真题做例，详细给你演示阅读题的做题思路，教你学会如何做阅读。

In an article some Chinese scholars are described as being "tantalized by the mysterious dragon bone hieroglyphics." Tantalized is one of many English words that have their origins in myths and legends of the past (in this case, Greek and Roman ones). The meaning of the verb tantalize is a very particular one: "to promise or show something desirable to a person and then take it away; to tease by arousing hope." Many (but not all) English dictionaries give you a brief indication of a word's origins in brackets before or after the explanation of the meaning. For tantalize the following explanation is given: [Tantalus]. This means that you should look up the name Tantalus to find out the word's origins, and if you do, you will find out that in Greek mythology, Tantalus was a king who was punished in the lower world with eternal hunger and thirst; he was put up to his chin in water that always moved away when he tried to drink it and with fruit on branches above him placed just a little bit out of his reach. Can you see why his name was changed into a verb meaning "to tease or torment by arousing desire"?

Another example is the word siren, familiar to us as the mechanical device that makes such an alarming sound when police cars, ambulances, or fire engines approach. This word also has its origins in Greek mythology. The traveler Odysseus (Ulysses to the Romans) made his men plug their ears so that they wouldn't hear the dangerous voices of the sirens, creatures who were half bird and half woman and who lured sailors to their deaths on sharp rocks. So the word came to be associated both with a loud sound and with danger!

When someone speaks of a "jovial mood" or a "herculean effort," he or she is using words with origins in mythology. Look these words up to find their meaning and relationship to myths.

Many common words, such as the names for the days of the week and the months of the year, also come from mythology. Wednesday derives from the ancient Norse king of the gods, Woden, and Thursday was originally Thor's day, in honour of Thor, the god of thunder. As a matter of fact, all the planets, except the one we live on, bear names that come from Roman mythology, including the planet that is farthest away from the sun and for that reason was called after the Roman god of the dead. This god has also given his name to one of the chemical elements. Several other elements have names that come from mythology, too. It seems that myths and legends live on in the English language.

### 主题结构

说明文。文章主题是在说明英语单词的神话词源。全文分为四段，第一段通过列举单词tantalize与其词源Tantalus的例子引出主题。后面的第二、三、四段都分别举例说明主题，第四段结尾总结全文，呼应主题。

85. The purpose of the first sentence in Paragraph One is \_\_\_\_\_

[A] to describe the work of some Chinese scholars.

[B] to arouse readers' interest in hieroglyphics.

☒ [C] to lead readers onto the main theme.

[D] to link the preceding part to the present one.

【分析】推理判断题。就短文的开头设题。短文一开始就以“tantalized”为例，接下来主要说明 tantalize 这个词的来源。第二、三段接着用一些词来举例，说明这些词的起源，第四段概括全文。浏览全文可以发现，本篇举例无数，都是为说明主题服务的，所以本题的答案是 [C]。

【答案】[C]。

【后记】本题考查学生对文章结构的把握。题目定位在文章第一段的第一句话，而在一般的写作模式中，第一句话往往是起到为中心做铺垫、引出主题句的作用。

86. We learn from the passage, all English dictionaries include \_\_\_\_\_

[A] legends. 传奇故事

[B] mythology. 神话

[C] word origins.

☒ [D] word definitions.

【分析】事实细节题。本题可以用排除法。从第一段可知，很多（但不是所有）英语字典给出单词的起源，所以首先可以排除 [C]。[A] 和 [B] 实际上与 [C] 属于同一范畴，所以也可以排除。而根据常识也可知，所有的字典，不管是中文的还是英文的，肯定包括单词的定义，所以此题很容易选出正确答案是 [D]。

【答案】[D]。

【后记】本题难度不大，但是如果同学不细心的话就容易出错。难点在题干的 all 处，这和文章第一段的内容正好相悖，所以如果同学只记得曾经在文中提到过 include word origins 的话，就会选成 [C] 了。

87. The example of tantalize is to show \_\_\_\_\_

☒ [A] how the word came into existence.

[B] how Tantalus was punished in the lower world.

[C] how all English dictionaries show word origins.

[D] how the meaning of the word changed over the years.

【分析】推理判断题。举例是为了说明某个论点，而不是就例说例，[B] 和 [C] 还停留在事例的本身上，所以首先排除。第一段以 tantalize 为例，然后讲到了它的释义，再然后讲到词典中该词的来源。这其实就说明该词是如何形成的，所以选 [A]。第一段只是提及该词的意义，并没有说到该词随着时间的推移意义也在变化，所以排除 [D]。

【答案】[A]。

【后记】本题考查学生们对举例目的的认识。例子都是为所述主题服务的即通过现象论本质。如果同学们写作有条理，思路清晰，就不会被难倒。因此也可以看出阅读能力与写作能力的紧密联系。

88. According to the passage, which of the following does NOT have origins in myths or legends?

[A] Jovial.

[B] Wednesday.

[C] Earth.

[D] March.

【分析】事实细节题。就复杂句处设题。在最后一段，作者提到“As a matter of fact, all the planets, except the one we live on, bear names that come from Roman mythology.”根据此句，再结合常识“我们居住的星球，那就是地球”，所以可以直接选出正确答案是 [C]。

【答案】[C]。

【后记】本题只需要根据四个选项，把线索定位在第三段即可找到答案，没有难度。

89. Which of the following can best serve as the title of the passage?

[A] Greek and Roman Mythology in Language.

[B] Mythological Origins of English Words.

[C] Historical Changes in Word Meanings.

[D] Mythology and Common Words.

【分析】主旨大意题。通览全文可以看出，文章都在讲英语单词的词源，该词源主要是神话学方面的，所以正确答案是 [B]。

【答案】[B]。

【后记】主旨大意题往往是学生的最大难题，因为大家不能直接从文章中找到相应答案。处理这种题的关键在于总结全文，本文的主题是英语单词的神话词源，主题中的中心词就是 origins，答案一目了然。

### 词汇积累

1. hieroglyphic	<i>n.</i> 象形文字，用象形文字写的文章	6. lure	<i>vt.</i> 吸引，引诱，诱惑 <i>n.</i> ①吸引力②诱饵
2. desirable	<i>a.</i> 理想的，值得拥有的，可取的	7. associate	<i>v.</i> ①结交，交往②使联合③联想 <i>n.</i> 同事，同伴
3. tease	<i>vt.</i> ①戏弄，取笑②挑逗 <i>n.</i> (爱)戏弄他人者	8. derive	<i>vi.</i> (from)起源，衍生 <i>vt.</i> ①取得②追溯…的起源
4. mythology	<i>n.</i> 神话，神话学	9. in honour of	为了向…表示敬意，为纪念
5. torment	<i>vt.</i> ①折磨，使痛苦②纠缠，戏弄 <i>n.</i> ①折磨②折磨者	10. call after	以…命名

## 难句分析

1. **This means** that you should look up the name Tantalus [to find out the word's origins], and [if you do], you will find out that in Greek mythology, Tantalus was a king (who was punished in the lower world with eternal hunger and thirst); he was put up to his chin in water (that always moved away [when he tried to drink it]) and with fruit on branches above him (placed just a little bit out of his reach).

【分析】多重复合句。主句主干是this means that…。主句的宾语是that引导的从句，该从句由两个and连接的并列句组成。第二个分句中，if引导条件状语从句，主句的宾语又是一个that引导的从句。该从句又是由两个分号连接的并列句组成。在第一个分句里，who引导定语从句，修饰king。第二个分句里，and连接两个介词短语结构作he的主语补足语，在第一个补语里，that引导定语从句修饰water，其中又嵌套了一个when引导的时间状语从句。

2. [As a matter of fact], all the **planets**, [except the one (we live on)], **bear names** (that come from Roman mythology), [including the planet (that is farthest away from the sun and [for that reason] was called after the Roman god of the dead)].

【分析】复合句。主句的主干是planets bear names。except介词短语作状语插入在主句的主语和谓语之间，在该状语中还包含了一个省略that的定语从句修饰one。主句的宾语names被that引导的定语从句修饰。including介词短语同样作状语，其中有一个that引导的定语从句修饰planet，注意该从句有两个并列平行的谓语，分别为is和 was called。词组call after是“以…命名”的意思。

## 画外音

这篇文章主要通过举例来说明主题。例子基本都是关于古希腊与罗马神话。如果同学们对相关背景知识有一定的了解，在阅读时就会事半功倍。因此，同学们要多花时间进行英语课外阅读，这样，不但能提高英语本身的能力，还可以增长许多相关的背景知识，不再为考试中的阅读部分发愁。

## 【例2】

(2008年Text C)

My heart sank when the man at the immigration counter gestured to the back room. I'm an American born and raised, and this was Miami, where I live, but they weren't quite ready to let me in yet.

"Please wait in here, Ms Abujaber," the immigration officer said. My husband, with his very American last name, accompanied me. He was getting used to this. The same thing had happened recently in Canada when I'd flown to Montreal to speak at a book event. That time they held me for 45 minutes. Today we were returning from a literary festival in Jamaica, and I was startled that I was being sent "in back" once again.



The officer behind the counter called me up and said, "Miss, your name looks like the name of someone who's on our wanted list. We're going to have to check you out with Washington."

"How long will it take?"

"Hard to say ... a few minutes," he said. "We'll call you when we're ready for you."

After an hour, Washington still hadn't decided anything about me. "Isn't this computerized?" I asked at the counter. "Can't you just look me up?"

Just a few more minutes, they assured me.

After an hour and a half, I pulled my cell phone out to call the friends I was supposed to meet that evening. An officer rushed over. "No phones!" he said. "For all we know you could be calling a terrorist cell and giving them information."

"I'm just a university professor," I said. My voice came out in a squeak.

"Of course you are. And we take people like you out of here in leg irons every day."

I put my phone away.

My husband and I were getting hungry and tired. Whole families had been brought into the waiting room, and the place was packed with excitable children, exhausted parents, even a flight attendant.

I wanted to scream, to jump on a chair and shout: "I'm an American citizen; a novelist; I probably teach English literature to your children." Or would that all be counted against me?

After two hours in detention, I was approached by one of the officers. "You're free to go," he said. No explanation or apologies. For a moment, neither of us moved, we were still in shock. Then we leaped to our feet.

"Oh, one more thing." He handed me a tattered photocopy with an address on it. "If you weren't happy with your treatment, you can write to this agency."

"Will they respond?" I asked.

"I don't know — I don't know of anyone who's ever written to them before." Then he added, "By the way, this will probably keep happening each time you travel internationally."

"What can I do to keep it from happening again?"

He smiled the empty smile we'd seen all day. "Absolutely nothing."

After telling several friends about our ordeal, probably the most frequent advice I've heard in response is to change my name. Twenty years ago, my own graduate school writing professor advised me to write under a pen name so that publishers wouldn't stick me in what he called "the ethnic ghetto" — a separate, secondary

shelf in the bookstore. But a name is an integral part of anyone's personal and professional identity — just like the town you're born in and the place where you're raised.

Like my father, I'll keep the name, but my airport experience has given me a whole new perspective on what diversity and tolerance are supposed to mean. I had no idea that being an American would ever be this hard.

### 主题结构

记叙文。作者以自己的亲身经历来说明美国存在着歧视。本文可分三部分：第一部分叙述了作者因为与一名通缉犯的名字相似，而在过境检查站受到了无礼且粗暴的盘查的经过；第二部分作者叙述了虽然被证实无辜并被释放，但竟无机构可投诉自己的遭遇；第三部分叙述该事件发生后，作者表达感慨，引出全文的主题即这样的经历使作者重新认识了美国所谓的“多样化和包容性”。

90. The author was held at the airport because \_\_\_\_\_

[A] she and her husband returned from Jamaica.

☒ [B] her name was similar to a terrorist's.

[C] she had been held in Montreal.

[D] she had spoken at a book event.

【分析】推理判断题。根据文中第三段中的一位官员所说的话“Miss, your name looks like the name of someone who's on our wanted list”，即该女士的名字与一位通缉犯的名字相似，所以可以判断出 [B] 项正确。文中的 look like 同义转述为选项中的 be similar to。

【答案】[B]。

【后记】该题考查同学们对全文的把握理解，读懂文章则不难发现作者被扣留机场的原因。

91. She was not allowed to call her friends because \_\_\_\_\_

☒ [A] her identity hadn't been confirmed yet.

[B] she had been held for only one hour and a half.

[C] there were other families in the waiting room.

[D] she couldn't use her own cell phone.

【分析】推理判断题。文中第八段中当作者正要打电话时，一位官员对她说“For all we know you could be calling a terrorist cell and giving them information.”，该官员认为她可能给恐怖分子打电话，从而可以推断出作者的身份还没有确认，所以正确答案是[A]。

【答案】[A]。

【后记】本题设题点在 call her friends，根据线索虽然在原文中不能直接找到答案，但是暗示已经非常明确。

92. We learn from the passage that the author would \_\_\_\_\_ to prevent similar experience from happening again.

[A] write to the agency

[B] change her name

[C] avoid traveling abroad

[D] do nothing

【分析】推理判断题。文中当作者问到官员将如何避免此种情况再次发生，该官员却回答道，“absolutely nothing”，之后作者又提到她将会继续用她的名字“Like my father, I'll keep the name”，从而可以推出正确答案是 [D]。

【答案】[D]。

【后记】本题有一定的难度，虽然选项 [B] 与文章明显相悖，但是 [A] 与 [C] 却能干扰同学的判断，做题的关键是不能过分推断。

93. Her experiences indicate that there still exists \_\_\_\_\_ in the US.

[A] hatred

[B] discrimination

[C] tolerance

[D] diversity

【分析】推理判断题。作者通过讲述自己在移民局因为名字与通缉犯的名字相似就受到了盘查与审问的经历，主要是为了说明在美国存在着名字歧视问题，所以答案是 [B]。

【答案】[B]。

【后记】本题是对全文主旨的考查，整篇文章都在叙述作者受到歧视的经过，因此选出正确答案并不困难。

94. The author sounds in the last paragraph \_\_\_\_\_.

[A] impatient

[B] bitter

[C] worried

[D] ironic

【分析】观点态度题。作者在结尾提到“机场的经历使作者从新角度来看待多样化和包容性意味着什么，她不知道作为美国人竟是如此难”。说明作者对美国所宣扬的多样化的文化感到质疑，感到莫大的讽刺，所以正确答案是 [D]。

【答案】[D]。

【后记】本题考查的是同学对文章段落风格的把握，作者用了诸如“new perspective”，“hard”之类的词语对美国的歧视进行了反讽。

### 词汇积累

- |                |                                       |                 |                        |
|----------------|---------------------------------------|-----------------|------------------------|
| 1. accompany   | vt. ①伴随，陪同②为...伴奏                     | 6. tatter       | n. 破布条，碎片 vt. 扯碎，使变得破烂 |
| 2. startle     | vt. 使惊愕，使吃惊                           | 7. ordeal       | n. 严峻的考验，痛苦的经历         |
| 3. computerize | vt. 用电脑处理，使电脑化                        | 8. ghetto       | n. ①犹太人区②少数民族居住区③贫民窟   |
| 4. squeak      | n. ①吱吱声②侥幸通过或逃脱③助手 v. ①吱吱叫②侥幸通过或逃脱③告密 | 9. integral     | a. 不可或缺的，完整的 n. ①整体②积分 |
| 5. detention   | n. ①阻止②滞留，监禁                          | 10. perspective | n. ①看法②洞察力③前途④透视图      |

### 难句分析

1. [Twenty years ago], my own graduate school writing **professor advised me to write under a pen name** [so that publishers wouldn't stick me in what he called "the ethnic ghetto" — {a separate, secondary shelf in the bookstore}].

【分析】多重复合句。句子主干是：Professor advised me to write。句中包含一个so that引导的目的状语从句，作主句的状语；在目的状语从句里嵌套一个what引导的宾语从句，作介词in的宾语；破折号后的内容是同位语成分，对“the ethnic ghetto”进行解释说明。

2. [Like my father], I'll **keep the name**, but my airport **experience has given me a whole new perspective on what diversity and tolerance are supposed to mean**.

【分析】并列复合句。由but连接，表示前后意思的转折。后一分句包含一个what引导的宾语从句，作介词on的宾语，what在句中作mean的宾语。

### 画外音

这篇文章是描写作者亲身经历的一篇记叙文。在阅读理解中，该类文体是比较容易理解的，不过往往文章难度不大的时候，却很容易出推理判断题。这时，如果同学们没有找到充足的依据或者过分进行了推断，就会在这些题上丢分。所以，同学们在做题时切记“一切围绕主旨，推断必须有据”的原则。

## 本书内容介绍

### 一、全新选材 涵盖热点

100篇文章涵盖专四阅读5个常考题材的全部30个小题材，让您通过100篇文章全面熟悉专四阅读所有常考题材，考场之上不感陌生。100篇文章全部精选自最新英美报刊时文，让您通过100篇文章尽览最新热点信息，考场之上信心十足。

### 二、标准设题 尺度严格

设题题眼是否合理、设题思路是否严谨、干扰选项是否有效，这是专四阅读设题是否标准的尺度。本书在保持“题材、体裁吻合，长度、难度适合，题干、选项符合”等基本特点的基础上，进一步深入研究、探讨专四最新真题，总结出十大细节设题标准，并严格控制到每一个环节，真正做到了与真题无异的程度。

### 三、套题模拟 瞄准实战

100篇文章按照专四阅读题型结构，科学地组合成25个单元。一单元内整体难度、做题时间、题材分布均与真题一致。25个单元，25次模拟，给您最扎实、最有效的实战演练。

#### 四、分级冲刺 挑战高分

25 个单元分为标准篇和冲刺篇两部分。标准篇中有 20 个单元, 阅读难度同于真题, 让您在标准难度下扎实演练, 适应实战; 冲刺篇中有 5 个单元, 难度高于真题, 让您居高临下, 完美冲刺。步步为营的演练方案, 让您对专四阅读游刃有余。

#### 五、语境词汇 快速积累

每单元后将该单元文章中出现的重要的、或者考生不是非常熟悉的专四词汇和短语列出, 并强调以搭配和短语形式给出, 有利于考生对这部分我们精心选取的词汇和短语灵活理解、快速记忆。

#### 六、长句难句 译文剖析

每单元后将该单元文章中出现的长难句挑出, 加以语法点拨和译文剖析。分析中使用的一些标记符号如下: 主语加黑, 谓语加黑加斜, 宾语和表语加波浪线, 定语用小括号, 状语用方括号, 补语用下划双横线, 同位语用大括号, 需特殊说明的用下划虚线。如: [Like my father], I'll **keep** the name, but my airport experience has given me a whole new perspective on what diversity and tolerance are supposed to mean. 符号的使用根据句子的实际情况, 并以必要为原则。

#### 七、结构主旨 简明提示

每单元后, 每篇文章解析前先给出这篇文章的结构主旨, 对于考生分析文章、理清思路很有帮助。

#### 八、解题思路 渗透方法

每单元后, 每篇文章的解析都按照学生实际做题过程中注意力集中点的转移路线给出, 解析的同时渗透了做题方法的讲解, 同学们解题的过程同时也是学习做题的过程。全书解析模式统一、清晰, 利于学习者培养稳定的做题思路, 上场从容不迫。

#### 九、全文翻译 准确地道

每单元后, 每篇文章均给出了准确、地道的全文翻译, 译文能够帮助考生深化对原文的理解, 同时还能提高考生英汉互译的水平, 达到一箭双雕的目的。

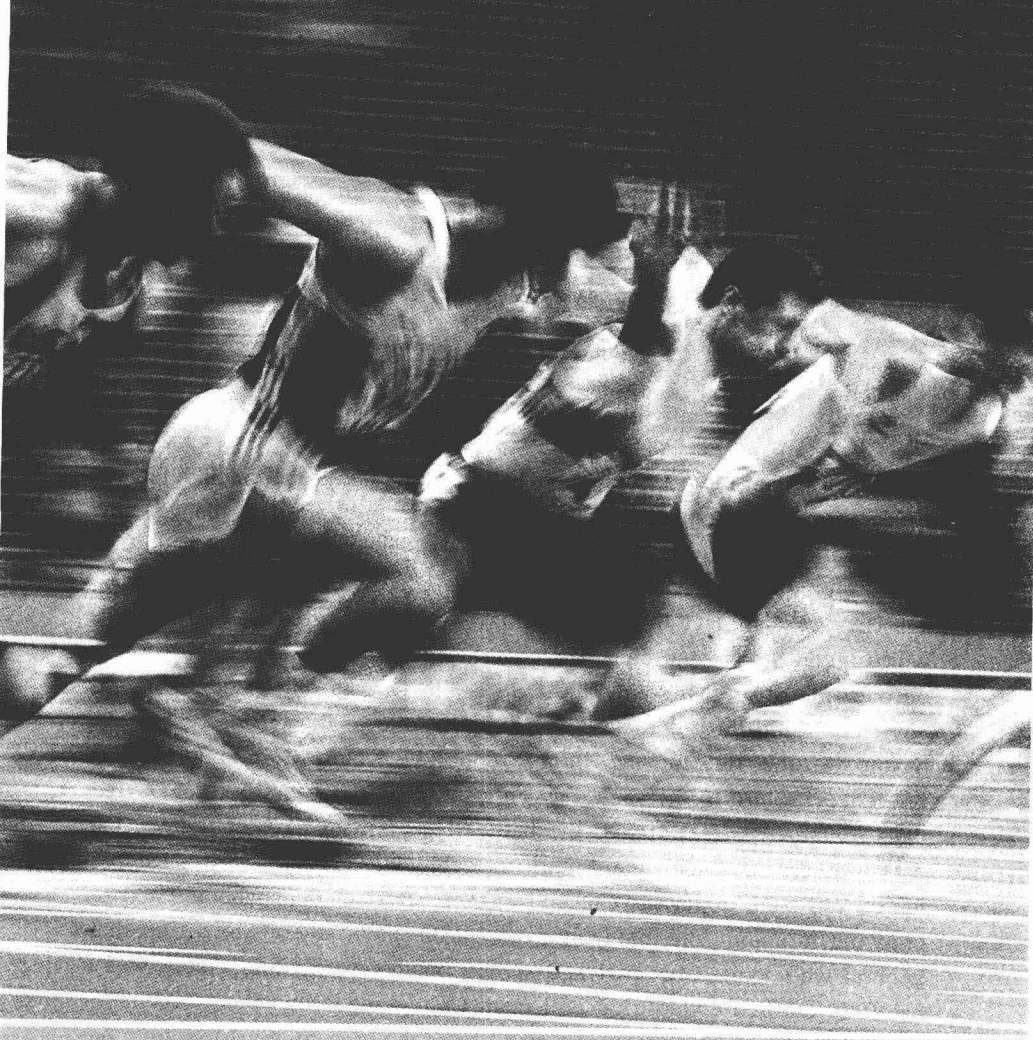
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第一篇

# 标准篇

难度同于真题——让您标准难度，标准演练

# Unit 1

## Text A

[387 词 历史事件类 建议做题时间: 5 分钟]

标准篇

Half a dozen radio stations about the face of the globe crackled sparks of electricity from capital and into millions of humble homes; peace came through the air and was simultaneous over all the face of the earth. The great ceremony on the battleship Missouri in Tokyo Bay was anticlimax.

The greatest fleet in the world lay amidst the greatest ruins in the world under a dark and cheerless covering of clouds. The USS Iowa was on one side of the Missouri, the USS South Dakota on the other. A tattered flag with thirty-one stars was hung on one of the turrets of the battleship — the flag of the infant republic, which Commodore Perry brought with him to the same bay almost a hundred years before. Above the mainmast (主桅) fluttered the battle flag of the Union of today. The deck was crowded with the American technicians. There were a Russian with a red band about his cap and a Tass newsreel man who insisted on crawling in among the main actors to get his shots; there was a Canadian general who spoiled his part and signed on the wrong line; there was a carefully tailored Chinese general from Chungking.

Half a dozen Japanese were piped over the side of the Missouri, but for the purpose of history and in every man's memory there were only two — the general, Umezu, and the statesman, Shingemitsu. Umezu was dressed in parade uniform, all his ribbons glistening, and his eyes blank, but you could see the brown pockmarks (麻点) on his cheeks swelling and falling in emotion. Shingemitsu was dressed in a tall silk hat and a formal morning coat as if he were attending a wedding or a funeral. He had a wooden leg, and he limped along the deck; when he began to climb to the veranda deck where the peace was to be signed, he clutched the ropes and struggled up with infinite pain and discomfort.

Shingemitsu and Umezu were brought forward, and, after a few care-



fully chosen words beautifully spoken by General MacArthur, they signed their names to a document marking an end to the Japanese Empire. When they had signed, the generals and admirals of all the other nations put their signatures to the document, and peace, if peace it was, had come.

- The document was signed on ☒ [A] the USS Iowa. ☐ [B] the USS South Dakota.  
☐ [C] the battleship Missouri. ☒ [D] didn't mention.
- In the second paragraph, "A tattered flag with thirty-one stars" is of ☐ [A] USS. ☒ [B] the infant U.S.A.  
☒ [C] today's U.S.A. ☐ [D] the greatest fleet.
- When portraying Umezu and Shingemitsu, the author focused on all the following EXCEPT ☒ [A] facial expression. ☒ [B] appearance.  
☒ [C] motions. ☒ [D] inner activity.
- By saying "and peace, if peace it was, had come", the author implied that ☒ [A] he suspected that the signature meant the real end of war.  
☐ [B] he was sure of the peace coming.  
☐ [C] he valued the signature ceremony.  
☐ [D] he believed the signature ceremony would bring peace.

标准篇

## Text B

[555 词 教育培养类 建议做题时间: 7.5 分钟]

By the time Laszlo Polgar's first baby was born in 1969 he already had firm views on child-rearing. An eccentric citizen of communist Hungary, he had written a book called *Bring up Genius* and one of his favourite sayings was "Geniuses are made, not born".

An expert on the theory of chess, he proceeded to teach little Zsuzsa at home, spending up to ten hours a day on the game. Two more daughters were similarly hot-housed. All three obliged their father by becoming world-class players. The youngest, Judit, is currently ranked 13<sup>th</sup> in the world, and is by far the best female chess player of all time.

Would the experiment have succeeded with a different trio of children? If any child can be turned into a star, then a lot of time and money are being wasted worldwide on trying to pick winners!

America has long held "talent searches", using test results and teacher