

英语专业

四级阅读

180篇

本册主编 常春藤英语考试研究组

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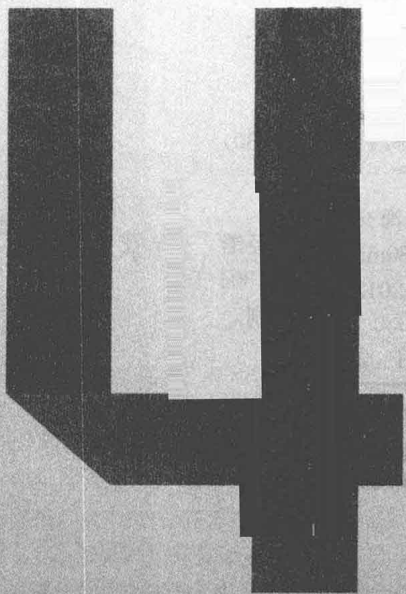


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SHANGHAI JIAO TONG UNIVERSITY PRESS

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内 容 提 要

本书是根据《高等学校英语专业高年级教学大纲》和《高校英语专业八级考试大纲》，专门为参加英语专业八级考试的考生编写的复习应试书，内容为符合英语专业八级考试要求的阅读理解 180 篇，旨在使读者通过练习，提高阅读水平和应试能力。

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前 言

《英语专业四级阅读 180 篇》旨在帮助英语专业学生迅速提高英语阅读水平,顺利通过英语专业四级考试。本书内容为符合英语专业四级考试要求的阅读理解(Reading Comprehension)180 篇,分为 36 个单元,每个单元 5 篇材料,共 20 题。

本书原名为《英语专业四级阅读 200 篇》,自 2004 年问世以来,重印十余次,经久不衰,深得广大考生之青睐。此次修订进行了删减,增加了最新的材料,使其更加符合考生的真实需要。

本书选材主要来自近几年英语国家主流报纸杂志以及国内外出版的其他相关阅读材料,包括叙述文、说明文、议论文等体裁,涉及英语国家的社会、科技、文化、经济、日常知识等各方面,文章的语言难度以最新修订的《高等学校英语专业四级考试大纲》的规定为准。在体裁和题材、长度与难度方面与《高校英语专业四级考试大纲》的要求相符合。

本书可供参加英语专业四级考试的考生作平时的阅读材料或考前强化训练之用,也适用于其他难度相当的英语考试的阅读理解训练。

常春藤英语考试研究组

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UNIT 1

TEXT A

Science, in practice, depends far less on the experiments it prepares than on the preparedness of the minds of the men who watch the experiments. Sir Isaac Newton supposedly discovered gravity through the fall of an apple. Apples had been falling in many places for centuries and thousands of people had seen them fall. But Newton for years had been curious about the cause of the orbital motion of the moon and planets. What kept them in place? Why didn't they fall out of the sky? The fact that the apple fell down toward the earth and not up into the tree answered the question he had been asking himself about those larger fruits of the heavens, the moon and the planets.

How many men would have considered the possibility of an apple falling up into the tree? Newton did because he was not trying to predict anything. He was just wondering. His mind was ready for the unpredictable. Unpredictability is part of the essential nature of research. If you don't have unpredictable things, you don't have research. Scientists tend to forget this when writing their cut and dried reports for the technical journals, but history is filled with examples of it.

In talking to some scientists, particularly younger ones, you might gather the impression that they find the "scientific method" a substitute for imaginative thought. I've attended research conferences where a scientist has been asked what he thinks about the advisability of continuing a certain experiment. The scientist has frowned, looked at the graphs, and said "the data are still inconclusive." "We know that," the men from the budget office have said, "but what do you think? Is it worthwhile going on? What do you think we might expect?" The scientist has been shocked at having even been asked to speculate.

What this amounts to, of course, is that the scientist has become the victim

of his own writings. He has put forward unquestioned claims so consistently that he not only believes them himself, but has convinced industrial and business management that they are true. If experiments are planned and carried out according to plan as faithfully as the reports in the science journals indicate, then it is perfectly logical for management to expect research to produce results measurable in dollars and cents. It is entirely reasonable for auditors to believe that scientists who know exactly where they are going and how they will get there should not be distracted by the necessity of keeping one eye on the cash register while the other eye is on the microscope. Nor, if regularity and conformity to a standard pattern are as desirable to the scientist as the writing of his papers would appear to reflect, is management to be blamed for discriminating against the “odd balls among researchers in favor of more conventional thinkers who “work well with the team.

1. The author asserts that scientists _____.
 - A. shouldn't replace “scientific method” with imaginative thought
 - B. shouldn't neglect to speculate on unpredictable things
 - C. should write more concise reports for technical journals
 - D. should be confident about their research findings
2. It seems that some young scientists _____.
 - A. have a keen interest in prediction
 - B. often speculate on the future
 - C. think highly of creative thinking
 - D. stick to “scientific method”
3. The author implies that the results of scientific research _____.
 - A. may not be as profitable as they are expected
 - B. can be measured in dollars and cents
 - C. rely on conformity to a standard pattern
 - D. are mostly underestimated by management

TEXT B

The kids are hanging out. I pass small bands of students, in 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 “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 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 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 the money.

4. Which of the following is an opinion of the author's?
 - A. "The kids are hanging out."
 - 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."
5. The current American school calendar was developed in the 19th century according to _____.
 - A. the growing season on 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

TEXT C

What we know of prenatal development makes all this attempt made by a mother to mold the character of her unborn child by studying poetry, art, or mathematics during pregnancy seem utterly impossible. How could such extremely complex influences pass from the mother to the child? There is no connection between their nervous systems. Even the blood vessels of mother and child do not join directly. An emotional shock to the mother will affect her child, because it changes the activity of her glands and so the chemistry in her blood. Any chemical change in the mother's blood will affect the child for better or worse. But we cannot see how a looking for mathematics or poetic genius can be dissolved in blood and produce a similar liking or genius in the child.

In our discussion of instincts we saw that there was reason to believe that whatever we inherit must be of some very simple sort rather than any complicated or very definite kind of behavior. It is certain that no one inherits a knowledge of mathematics. It may be, however, that children inherit more or less of a rather general ability that we may call intelligence. If very intelligent children become deeply interested in mathematics, they will probably make a success of that study.

As for musical ability, it may be that what is inherited is an especially

sensitive ear, a peculiar structure of the hands or the vocal organs connections between nerves and muscles that make it comparatively easy to learn the movements a musician must execute, and particularly vigorous emotions. If these factors are all organized around music, the child may become a musician. The same factors, in other circumstance, might be organized about some other center of interest. The rich emotional equipment might find expression in poetry. The capable fingers might develop skill in surgery. It is not the knowledge of music that is inherited, then nor even the love of it, but a certain bodily structure that makes it comparatively easy to acquire musical knowledge and skill. Whether that ability shall be directed toward music or some other undertaking may be decided entirely by forces in the environment in which a child grows up.

6. Which of the following statements is NOT true?
 - A. Some mothers try to influence their unborn children by studying art and other subjects during their pregnancy.
 - B. It is utterly impossible for us to learn anything about prenatal development.
 - C. The blood vessels of mother and child do not join directly.
 - D. There are no connection between mother's nervous systems and her unborn child's.
7. A mother will affect her unborn baby on the condition that _____.
 - A. she is emotionally shocked
 - B. she has a good knowledge of inheritance
 - C. she takes part in all kind of activities
 - D. she sticks to studying
8. According to the passage, a child may inherit _____.
 - A. everything from his mother
 - B. a knowledge of mathematics
 - C. a rather general ability that we call intelligence
 - D. her mother's musical ability
9. If a child inherits something from his mother, such as an especially sensitive ear, a peculiar structure of the hands or of the vocal organs, he will _____.
 - A. surely become a musician

- B. mostly become a poet
 - C. possibly become a teacher
 - D. become a musician on the condition that all these factors are organized around music
10. Which of the following is the best title for the passage?
- A. Role of Inheritance.
 - B. An Unborn Child.
 - C. Function of Instincts.
 - D. Inherited Talents.

TEXT D

The case for college has been accepted without question for more than a generation. All high school graduates ought to go to college, say conventional wisdom and statistical evidence, because college will help them earn more money, become “better” people, and learn to be more responsible citizens than those who don’t go.

But college has never been able to work its magic for everyone. And now that close to half our high school graduates are attending, those who don’t fit the pattern are becoming more numerous, and more obvious. College graduates are selling shoes and driving taxis; college students interfere with each other’s experiments and write false letters of recommendation in the intense competition for admission to graduate school. Others find no stimulation in their studies, and drop out—often encouraged by college administrators.

Some observers say the fault is with the young people themselves—they are spoiled and they are expecting too much. But that is a condemnation of the students as a whole, and doesn’t explain all campus unhappiness. Others blame the state of the world, and they are partly right. We have been told that young people have to go to college because our economy can’t absorb an army of untrained eighteen-year-olds. But disappointed graduates are learning that it can no longer absorb an army of trained twenty-two-year-olds, either.

Some adventuresome educators and watchers have openly begun to suggest that college may not be the best, the proper, the only place for every young person after the completion of high school. We may have been looking at all those surveys and statistics upside down, it seems, and through the rosy glow of our own remembered college experiences. Perhaps college doesn’t make people intelligent, ambitious, happy, liberal, or quick to learn things—maybe it is just

the other way around, and intelligent, ambitious, happy, liberal, quick-learning people are merely the ones who have been attracted to college in the first place. And perhaps all those successful college graduates would have been successful whether they had gone to college or not. This is heresy to those of us who have been brought up to believe that if a little schooling is good, more has to be much better. But contrary evidence is beginning to mount up.

11. According to the author, _____.
 - A. people used to question the value of college education
 - B. people used to have full confidence in higher education
 - C. all high school graduates went to college
 - D. very few high school graduates chose to go to college
12. In the 2nd paragraph, "those who don't fit the pattern" refers to _____.
 - A. high school graduates who aren't suitable for college education
 - B. college graduates who are selling shoes and driving taxis
 - C. college students who aren't any better for their higher education
 - D. high school graduates who failed to be admitted to college
13. The dropout rate of college students seems to go up because _____.
 - A. young people are disappointed with the conventional way of teaching at college
 - B. many people are required to join the army
 - C. young people have little motivation in pursuing a higher education
 - D. young people don't like the intense competition for admission to graduate school
14. According to the passage, the problems of college education partly originate in the fact that _____.
 - A. society cannot provide enough jobs for properly trained graduates
 - B. high school graduates do not fit the pattern of college education
 - C. too many students have to earn their own living
 - D. college administrators encourage students to drop out
15. In this passage the author argues that _____.
 - A. more and more evidence shows college education may not be the best thing for high school graduates
 - B. college education is not enough if one wants to be successful

- C. college education benefits only the intelligent, ambitious, and quick-learning people
- D. intelligent people may learn quicker if they don't go to college

TEXT E

A controversy erupted in the scientific community in early 1998 over the use of DNA (deoxyribonucleic acid) fingerprinting in criminal investigations. DNA fingerprinting was introduced in 1987 as a method to identify individuals based on a pattern seen in their DNA, the molecule of which genes are made. DNA is present in every cell of the body except red blood cells. DNA fingerprinting has been used successfully in various ways, such as to determine paternity where it is not clear who the father of a particular child is. However, it is in the area of criminal investigations that DNA fingerprinting has potentially powerful and controversial uses.

DNA fingerprinting and other DNA analysis techniques have revolutionized criminal investigations by giving investigators powerful new tools in the attempt to prove guilt, not just establish innocence. When used in criminal investigations, a DNA fingerprint pattern from a suspect is compared with a DNA fingerprint pattern obtained from such material as hairs or blood found at the scene of a crime. A match between the two DNA samples can be used as evidence to convict a suspect.

The controversy in 1998 stemmed from a report published in December 1991 by population geneticists Richard C. Lewontin of Harvard University in Cambridge, Mass., and Daniel L. Hartl called into question the methods to calculate how likely it is that a match between two DNA fingerprints might occur by chance alone. In particular, they argued that the current method cannot properly determine the likelihood that two DNA samples will match because they came from the same individual rather than simply from two different individuals who are members of the same ethnic group. Lewontin and Hartl called for better surveys of DNA patterns within ethnic groups in order to determine whether the DNA fingerprinting methods are adequate.

In response to their criticisms, population geneticists Ranajit Chakraborty of the University of Texas in Dallas and Kenneth K. Kidd of Yale University in New Haven, Conn., argued that enough data are already available to show that

the methods currently being used are adequate. In January 1998, however, the Federal Bureau of Investigation and laboratories that conduct DNA tests announced that they would collect additional DNA samples from various ethnic groups in an attempt to resolve some of these questions. And, in April, a National Academy of Sciences called for strict standards and system of accreditation for DNA testing laboratories.

16. Before DNA fingerprinting is used, suspects _____.
 - A. would have to leave their fingerprints for further investigations
 - B. would have to submit evidence for their innocence
 - C. could easily escape conviction of guilt
 - D. could be convicted of guilt as well
17. DNA fingerprinting can be unreliable when _____.
 - A. the methods used for blood-cell calculation are not accurate
 - B. two different individuals of the same ethnic group may have the same DNA fingerprinting pattern
 - C. a match is by chance left with fingerprints that happen to belong to two different individuals
 - D. two different individuals leave two DNA samples
18. To geneticists like Lewontin and Hartl, the current method _____.
 - A. is not so convincing as to exclude the likelihood that two DNA samples can never come from two individuals
 - B. is arguable because two individuals of the same ethnic group are likely to have the same DNA pattern
 - C. is not based on adequate scientific theory of genetics
 - D. is theoretically contradictory to what they have been studying
19. The attitude of the Federal Bureau of Investigation shows that _____.
 - A. enough data are yet to be collected from various ethnic groups to confirm the unlikelihood of two DNA samples coming from two individual members
 - B. enough data of DNA samples should be collected to confirm that only DNA samples from the same person can match
 - C. enough data are yet to be collected from various ethnic groups to determine the likelihood of two different DNA samples coming from the same person

- D. additional samples from various ethnic groups should be collected to determine that two DNA samples are unlikely to come from the same person
20. National Academy of Sciences holds the stance that _____.
- A. DNA testing should be systematized
 - B. only authorized laboratories can conduct DNA testing
 - C. the academy only is authorized to work out standards for testing
 - D. the academy has the right to accredit laboratories for DNA testing

UNIT 2

TEXT A

When the sun is up in Amsterdam, the largest city in the Netherlands sits quietly on the Amstel River. You can rent a bicycle, visit the Van Gogh or Anne Frank museum, or take a water taxi.

But when the sun goes down, the partying begins. In the big clubs and in coffee shops, tourists gather to hang out, talk politics and smoke.

Several areas of the city clearly show the two worlds that rule Amsterdam. And they're all within a short cab ride of each other.

For example, Dam Square attracts daytime sightseers to its festivals, open markets, concerts and other events. Several beautiful and very popular hotels can be found there. And there is the Royal Palace and the Magna Plaza shopping mall.

But as evening descends on Dam Square so do the party-seekers. Hip pop or funk music begins blaring from Club Paradiso and Club Melkweg. These are two of the most popular clubs in Europe. So if you come, be ready to dance. The clubs don't shut down until 4 am.

And while you are there, check out the various inexpensive ways to tour the city. Don't worry about getting lost. Although Dutch is the official language, most people in Amsterdam speak English and are happy to help you with directions.

And you'll notice that half the people in the streets are on bicycles. They rent for US \$ 17 to \$ 20 for a whole day.

Amsterdam also has a good canal system. From anywhere between US \$ 2 and \$ 9.50, you can use the canal bus or a water taxi to cruise the "Venice of the North".

You can take in the picturesque canal house architecture. The rows of