

新东方学校大学英语培训教材

大学英语

阅读理解 英译汉与简答题

4

级考试



内部资料 严禁翻印

新东方学校大学英语考试培训教材

大学英语四级考试 阅读、英译汉、简答题分册

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第一部分 阅读理解与英译汉全真试题

Unit 1

Part II 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 centre.*

Questions 21 to 25 are based on the following passage:

Oceanography has been defined as 'The application of all sciences to the study of the sea'.

Before the nineteenth century, scientists with an interest in the sea were few and far between. Certainly Newton considered some theoretical aspects of it in his writings, but he was reluctant (不愿意) to go to sea to further his work.

For most people the sea was remote, and with the exception of early intercontinental travellers or others who earned a living from the sea, there was little reason to ask many questions about it, let alone to ask what lay beneath the surface. The first time that the question 'What is at the bottom of the oceans?' had to be answered with any commercial consequence was when the laying of a telegraph cable from Europe to America was proposed. The engineers had to know the depth profile (起伏形状) of the route to estimate the length of cable that had to be manufactured.

It was to Maury of the US Navy that the Atlantic Telegraph Company turned, in 1853, for information on this matter. In the 1840s, Maury had been responsible for encouraging voyages during which soundings (测深) were taken to investigate the depths of the North Atlantic and Pacific Oceans. Later, some of his findings aroused much popular interest in his book *The Physical Geography of the Sea*.

The cable was laid, but not until 1866 was the connection made permanent and reliable. At the early attempts, the cable failed and when it was taken out for repairs it was found to be covered in living growths, a fact which defied contemporary scientific opinion that there was no life in the deeper parts of the sea.

Within a few years oceanography was under way. In 1872 Thomson led a scientific ex-

pedition (考察), which lasted for four years and brought home thousands of samples from the sea. Their classification and analysis occupied scientists for years and led to a five-volume report, the last volume being published in 1895.

21. The passage implies that the telegraph cable was built mainly _____.
A) for oceanographic studies C) for business considerations
B) for military purposes D) for investigating the depths of the oceans
22. It was _____ that asked Maury for help in oceanographic studies.
A) the American Navy
B) some early intercontinental travellers
C) those who earned a living from the sea
D) the company which proposed to lay an undersea cable
23. The aim of voyages Maury encouraged in the 1840s was _____.
A) to make some sound experiments in the oceans
B) to collect samples of sea plants and animals
C) to estimate the length of cable that was to be made
D) to measure the depths of two oceans
24. 'Defied' in the 5th paragraph probably means _____.
A) 'doubted' C) 'challenged'
B) 'gave proof to' D) 'agreed to'
25. This passage is mainly about _____.
A) the beginnings of oceanography
B) the laying of the first undersea cable
C) the investigation of ocean depths
D) the early intercontinental communications

Questions 26 to 30 are based on the following passage:

Normally a student must attend a certain number of courses in order to graduate, and each course which he attends gives him a credit (学分) which he may count towards a degree. In many American universities the total work for a degree consists of thirty-six courses each lasting for one semester (学期). A typical course consists of three classes per week for fifteen weeks; while attending a university a student will probably attend four or five courses during each semester. Normally a student would expect to take four years attending two semesters each year. It is possible to spread the period of work for the degree over a longer period. It is also possible for a student to move between one university and another during his degree course, though this is not in fact done as a regular practice.

For every course that he follows a student is given a grade, which is recorded, and the record is available for the student to show to prospective employers. All this imposes a con-

During the hours when you labour through your work you may say that you're 'hot'. That's true. The time of day when you feel most energetic is when your cycle of body temperature is at its peak. For some people the peak comes during the forenoon. For others it comes in the afternoon or evening. No one has discovered why this is so, but it leads to such familiar monologues (自言自语) as: 'Get up, John! you'll be late for work again!' The possible explanation to the trouble is that John is at his temperature-and-energy peak in the evening. Much family quarrelling ends when husbands and wives realize what these energy cycles mean, and which cycle each member of the family has.

You can't change your energy cycle, but you can learn to make your life fit it better. Habit can help. Dr. Kleitman believes. Maybe you're sleepy in the evening but feel you must stay up late anyway. Counteract (对抗) your cycle to some extent by habitually staying up later than you want to. If your energy is low in the morning but you have an important job to do early in the day, rise before your usual hour. This won't change your cycle, but you'll get up steam (鼓起干劲) and work better at your low point.

Get off to a slow start which saves your energy. Get up with a leisurely yawn (呵欠) and stretch. Sit on the edge of the bed a minute before putting your feet on the floor. Avoid the troublesome search for clean clothes by laying them out the night before. Whenever possible, do routine work in the afternoon and save tasks requiring more energy or concentration for your sharper hours.

31. If a person finds getting up early a problem, most probably _____.
A) he is a lazy person
B) he refuses to follow his own energy cycle
C) he is not sure when his energy is low
D) he is at his peak in the afternoon or evening
32. Which of the following may lead to family quarrels according to the passage?
A) Unawareness of energy cycles.
B) Familiar monologues.
C) A change in a family member's energy cycle.
D) Attempts to control the energy cycle of other family members.
33. If one wants to work more efficiently at his low point in the morning, he should _____.
A) change his energy cycle
B) overcome his laziness
C) get up earlier than usual
D) go to bed earlier
34. You are advised to rise with a yawn and stretch because it will _____.
A) help to keep your energy for the day's work
B) help you to control your temper early in the day

- C) enable you to concentrate on your routine work
- D) keep your energy cycle under control all day

35. Which of the following statements is NOT TRUE?

- A) Getting off to work with a minimum effort helps save one's energy.
- B) Dr. Kleitman explains why people reach their peaks at different hours of day.
- C) Habit helps one adapt to his own energy cycle.
- D) Children have energy cycles, too.

Questions 36 to 40 are based on the following passage:

We find that bright children are rarely held back by mixed-ability teaching. On the contrary, both their knowledge and experience are enriched. We feel that there are many disadvantages in streaming (把...按能力分班) pupils. It does not take into account the fact that children develop at different rates. It can have a bad effect on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their intellectual (智力的) ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability. We also value personal qualities and social skills, and we find that mixed-ability teaching contributes to all these aspects of learning.

In our classrooms, we work in various ways. The pupils often work in groups: this gives them the opportunity to learn to co-operate, to share, and to develop leadership skills. They also learn how to cope with (对付) personal problems as well as learning how to think, to make decisions, to analyse and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teacher.

Sometimes the pupils work in pairs; sometimes they work on individual tasks and assignments, and they can do this at their own speed. They also have some formal class teaching when this is appropriate. We encourage our pupils to use the library, and we teach them the skills they need in order to do this efficiently. An advanced pupil can do advanced work: it does not matter what age the child is. We expect our pupils to do their best, not their least, and we give them every encouragement to attain this goal.

36. In the passage the author's attitude towards 'mixed-ability teaching' is _____.

- A) critical
- B) questioning
- C) approving
- D) objective

37. By 'held back' (Line 1) the author means '_____'

- A) made to remain in the same classes
- B) forced to study in the lower classes
- C) drawn to their studies

- D) prevented from advancing
38. The author argues that a teacher's chief concern should be the development of the student's _____.
A) personal qualities and social skills
B) total personality
C) learning ability and communicative skills
D) intellectual ability
39. Which of the following is NOT MENTIONED in the third paragraph?
A) Group work gives pupils the opportunity to learn to work together with others.
B) Pupils also learn to develop their reasoning abilities.
C) Group work provides pupils with the opportunity to learn to be capable organizers.
D) Pupils also learn how to participate in teaching activities.
40. The author's purpose of writing this passage is to _____.
A) argue for teaching bright and not-so-bright pupils in the same class
B) recommend pair work and group work for classroom activities
C) offer advice on the proper use of the library
D) emphasize the importance of appropriate formal classroom teaching

Unit 2

Part II 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 centre.

Questions 21 to 25 are based on the following passage:

Nursing at Beth Israel Hospital produces the best patient care possible. If we are to solve the nursing shortage (不足), hospital administration and doctors everywhere would do well to follow Beth Israel's example.

At Beth Israel each patient is assigned to a primary nurse who visits at length with the patient and constructs a full-scale health account that covers everything from his medical history to his emotional state. Then she writes a care plan centered on the patient's illness but which also includes everything else that is necessary.

The primary nurse stays with the patient through his hospitalization, keeping track with his progress and seeking further advice from his doctor. If a patient at Beth Israel is not responding to treatment, it is not uncommon for his nurse to propose another approach to his

doctor. What the doctor at Beth Israel has in the primary nurse is a true colleague.

Nursing at Beth Israel also involves a decentralized (分散的) nursing administration; every floor, every unit is a self-contained organization. There are nurse-managers instead of head nurses; in addition to their medical duties they do all their own hiring and dismissing, employee advising, and they make salary recommendations. Each unit's nurses decide among themselves who will work what shifts and when.

Beth Israel's nurse-in-chief ranks as an equal with other vice presidents of the hospital. She also is a member of the Medical Executive Committee, which in most hospitals includes only doctors.

21. Which of the following best characterizes the main feature of the nursing system at Beth Israel Hospital?
- A) The doctor gets more active professional support from the primary nurse.
 - B) Each patient is taken care of by a primary nurse day and night.
 - C) The primary nurse writes care plans for every patient.
 - D) The primary nurse keeps records of the patient's health conditions every day.
22. It can be inferred from the passage that _____.
- A) compared with other hospitals nurses at Beth Israel Hospital are more patient
 - B) in most hospitals patient care is inadequate from the professional point of view
 - C) in most hospitals nurses get low salaries
 - D) compared with other hospitals nurses have to work longer hours at Beth Israel Hospital
23. A primary nurse can propose a different approach of treatment when _____.
- A) the present one is refused by the patient
 - B) the patient complains about the present one
 - C) the present one proves to be ineffective
 - D) the patient is found unwilling to cooperate
24. The main difference between a nurse-manager and a head nurse is that the former _____.
- A) is a member of the Medical Executive Committee of the hospital
 - B) has to arrange the work shifts of the unit's nurses
 - C) can make decisions concerning the medical treatment of a patient
 - D) has full responsibility in the administration of the unit's nurses
25. The author's attitude towards the nursing system at Beth Israel hospital is _____.
- A) negative
 - B) neutral
 - C) critical
 - D) positive

Questions 26 to 30 are based on the following passage:

For some time past it has been widely accepted that babies — and other creatures —

learn to do things because certain acts lead to "rewards"; and there is no reason to doubt that this is true. But it used also to be widely believed that effective rewards, at least in the early stages, had to be directly related to such basic physiological (生理的) "drives" as thirst or hunger. In other words, a baby would learn if he got food or drink or some sort of physical comfort, not otherwise.

It is now clear that this is not so. Babies will learn to behave in ways that produce results in the world with no reward except the successful outcome.

Papousek began his studies by using milk in the normal way to "reward" the babies and so teach them to carry out some simple movements, such as turning the head to one side or the other. Then he noticed that a baby who had had enough to drink would refuse the milk but would still go on making the learned response with clear signs of pleasure. So he began to study the children's responses in situations where no milk was provided. He quickly found that children as young as four months would learn to turn their heads to right or left if the movement "switched on" a display of lights — and indeed that they were capable of learning quite complex turns to bring about this result, for instance, two left or two right, or even to make as many as three turns to one side.

Papousek's light display was placed directly in front of the babies and he made the interesting observation that sometimes they would not turn back to watch the lights closely although they would "smile and bubble" when the display came on. Papousek concluded that it was not primarily the sight of the lights which pleased them, it was the success they were achieving in solving the problem, in mastering the skill, and that there exists a fundamental human urge to make sense of the world and bring it under intentional control.

26. According to the author, babies learn to do things which _____.
A) are directly related to pleasure C) will bring them a feeling of success
B) will meet their physical needs D) will satisfy their curiosity
27. Papousek noticed in his studies that a baby _____.
A) would make learned responses when it saw the milk
B) would carry out learned movements when it had enough to drink
C) would continue the simple movements without being given milk
D) would turn its head to right or left when it had enough to drink
28. In Papousek's experiment babies make learned movements of the head in order to _____.
A) have the lights turned on C) please their parents
B) be rewarded with milk D) be praised
29. The babies would "smile and bubble" at the lights because _____.
A) the lights were directly related to some basic "drives"
B) the sight of the lights was interesting
C) they need not turn back to watch the lights

or D) they succeeded in "switching on" the lights

30. According to Papousek, the pleasure babies get in achieving something is a reflection of

- _____.
- A) a basic human desire to understand and control the world
 - B) the satisfaction of certain physiological needs
 - C) their strong desire to solve complex problems
 - D) a fundamental human urge to display their learned skills

Questions 31 to 35 are based on the following passage:

When a consumer finds that an item she or he bought is faulty or in some other way does not live up to the manufacturer's claim for it, the first step is to present the warranty (保单), or any other records which might help, at the store of purchase. In most cases, this action will produce results. However, if it does not, there are various means the consumer may use to gain satisfaction.

A simple and common method used by many consumers is to complain directly to the store manager. In general, the "higher up" the consumer takes his or her complaint, the faster he or she can expect it to be settled. In such a case, it is usually settled in the consumer's favour, assuming he or she has a just claim.

Consumers should complain in person whenever possible, but if they cannot get to the place of purchase, it is acceptable to phone or write the complaint in a letter.

Complaining is usually most effective when it is done politely but firmly, and especially when the consumer can demonstrate what is wrong with the item in question. If this cannot be done, the consumer will succeed best by presenting specific information as to what is wrong, rather than by making general statements. For example, "The left speaker does not work at all and the sound coming out of the right one is unclear" is better than "This stereo (立体声音响) does not work."

The store manager may advise the consumer to write to the manufacturer. If so, the consumer should do this, stating the complaint as politely and as firmly as possible. But if a polite complaint does not achieve the desired result, the consumer can go a step further. She or he can threaten to take the seller to court or report the seller to a private or public organization responsible for protecting consumers' rights.

31. When a consumer finds that his purchase has a fault in it, the first thing he should do is to _____.

- A) complain personally to the manager
- B) threaten to take the matter to court
- C) write a firm letter of complaint to the store of purchase
- D) show some written proof of the purchase to the store

32. If a consumer wants a quick settlement of his problem, it's better to complain to _____.
- A) a shop assistant C) the manufacturer
B) the store manager D) a public organization
33. The most effective complaint can be made by _____.
- A) showing the faulty item to the manufacturer
B) explaining exactly what is wrong with the item
C) saying firmly that the item is of poor quality
D) asking politely to change the item
34. The phrase "live up to" (Para. 1, Line 2) in the context means _____.
- A) meet the standard of C) fulfil the demands of
B) realize the purpose of D) keep the promise of
35. The passage tells us _____.
- A) how to settle a consumer's complaint about a faulty item
B) how to make an effective complaint about a faulty item
C) how to avoid buying a faulty item
D) how to deal with complaints from customers

Questions 36 to 40 are based on the following passage:

If women are mercilessly exploited (剥削) year after year, they have only themselves to blame. Because they tremble at the thought of being seen in public in clothes that are out of fashion, they are always taken advantage of by the designers and the big stores. Clothes which have been worn only a few times have to be put aside because of the change of fashion. When you come to think of it, only a woman is capable of standing in front of a wardrobe (衣柜) packed full of clothes and announcing sadly that she has nothing to wear.

Changing fashions are nothing more than the intentional creation of waste. Many women spend vast sums of money each year to replace clothes that have hardly been worn. Women who cannot afford to throw away clothing in this way, waste hours of their time altering the dresses they have. Skirts are lengthened or shortened; neck-lines are lowered or raised, and so on.

No one can claim that the fashion industry contributes anything really important to society. Fashion designers are rarely concerned with vital things like warmth, comfort and durability (耐用). They are only interested in outward appearance and they take advantage of the fact that women will put up with any amount of discomfort, as long as they look right. There can hardly be a man who hasn't at some time in his life smiled at the sight of a woman shaking in a thin dress on a winter day, or delicately picking her way through deep snow in high-heeled shoes.

When comparing men and women in the matter of fashion, the conclusions to be drawn

are obvious. Do the constantly changing fashions of women's clothes, one wonders, reflect basic qualities of inconstancy and instability? Men are too clever to let themselves be cheated by fashion designers. Do their unchanging styles of dress reflect basic qualities of stability and reliability? That is for you to decide.

36. Designers and big stores always make money _____.
A) by mercilessly exploiting women workers in the clothing industry
B) because they are capable of predicting new fashions
C) by constantly changing the fashions in women's clothing
D) because they attach great importance to quality in women's clothing
37. To the writer, the fact that women alter their old-fashioned dresses is seen as _____.
A) a waste of money
B) a waste of time
C) an expression of taste
D) an expression of creativity
38. The writer would be less critical if fashion designers placed more stress on the _____ of clothing.
A) cost
B) appearance
C) comfort
D) suitability
39. According to the passage, which of the following statements is TRUE?
A) New fashions in clothing are created for the commercial exploitation of women.
B) The constant changes in women's clothing reflect their strength of character.
C) The fashion industry makes an important contribution to society.
D) Fashion designs should not be encouraged since they are only welcomed by women.
40. By saying "the conclusions to be drawn are obvious" (Para. 4, Line 1-2), the writer means that _____.
A) women's inconstancy in their choice of clothing is often laughed at
B) women are better able to put up with discomfort
C) men are also exploited greatly by fashion designers
D) men are more reasonable in the matter of fashion

Unit 3

Part II 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 centre.

Questions 21 to 25 are based on the following passage:

There is a popular belief among parents that schools are no longer interested in spelling. No school I have taught in has ever ignored spelling or considered it unimportant as a basic skill. There are, however, vastly different ideas about how to teach it, or how much priority (优先) it must be given over general language development and writing ability. The problem is, how to encourage a child to express himself freely and confidently in writing without holding him back with the complexities of spelling?

If spelling becomes the only focal point of his teacher's interest, clearly a bright child will be likely to "play safe". He will tend to write only words within his spelling range, choosing to avoid adventurous language. That's why teachers often encourage the early use of dictionaries and pay attention to content rather than technical ability.

I was once shocked to read on the bottom of a sensitive piece of writing about a personal experience: "This work is terrible! There are far too many spelling errors and your writing is illegible (难以辨认的)." It may have been a sharp criticism of the pupil's technical abilities in writing, but it was also a sad reflection on the teacher who had omitted to read the essay, which contained some beautiful expressions of the child's deep feelings. The teacher was not wrong to draw attention to the errors, but if his priorities had centred on the child's ideas, an expression of his disappointment with the presentation would have given the pupil more motivation (动力) to seek improvement.

21. Teachers are different in their opinions about _____.
A) the difficulties in teaching spelling
B) the role of spelling in general language development
C) the complexities of the basic writing skills
D) the necessity of teaching spelling
22. The expression "play safe" probably means _____.
A) to write carefully
B) to do as teachers say
C) to use dictionaries frequently
D) to avoid using words one is not sure of
23. Teachers encourage the use of dictionaries so that _____.
A) students will be able to express their ideas more freely
B) teachers will have less trouble in correcting mistakes
C) students will have more confidence in writing
D) students will learn to be independent of teachers
24. The writer seems to think that the teacher's judgement on that sensitive piece of writing is _____.
A) reasonable
B) unfair
C) foolish
D) careless

25. The major point discussed in the passage is _____.
- A) the importance of developing writing skills
 - B) the complexities of spelling
 - C) the correct way of marking compositions
 - D) the relationship between spelling and the content of a composition

Questions 26 to 30 are based on the following passage:

A breakthrough (突破) in the provision of energy from the sun for the European Economic Community (EEC) could be brought forward by up to two decades, if a modest increase could be provided in the EEC's research effort in this field, according to the senior EEC scientists engaged in experiments in solar energy at EEC's scientific laboratories at Ispra near Milan.

The senior West German scientist in charge of the Community's solar energy programme, Mr. Joachim Gretz, told journalists that at present levels of research spending it was most unlikely that solar energy would provide as much as three per cent of the Community's energy requirements even after the year 2,000. But he said that with a modest increase in the present sums, devoted by the EEC to this work it was possible that the breakthrough could be achieved by the end of the next decade.

Mr. Gretz calculates that if solar energy only provided three per cent of the EEC's needs, this could still produce a saving of about a billion pounds in the present bill for imported energy each year. And he believes that with the possibility of utilizing more advanced technology in this field it might be possible to satisfy a much bigger share of the Community's future energy needs.

At present the EEC spends about \$ 2.6 millions a year on solar research at Ispra, one of the EEC's official joint research centres, and another \$ 3 millions a year in indirect research with universities and other independent bodies.

26. The phrase "be brought forward" in Line 2 most probably means _____.
- A) be expected
 - B) be completed
 - C) be advanced
 - D) be introduced
27. Some scientists believe that a breakthrough in the use of solar energy depends on _____.
- A) sufficient funding
 - B) further experiments
 - C) advanced technology
 - D) well-equipped laboratories
28. According to Mr. Gretz, the present sum of money will enable the scientists to provide _____.
- A) a little more than 3% of the EEC's needs after the year 2000
 - B) 3% of the EEC's needs before the year 2000