

英语系列

# 应试

## 高分诀窍

BAND — 新编大学英语  
四级考试

阅读·翻译·简答

READING COMPREHENSION



主编 何 慧

根据教育部最新考纲要求编写

中央民族大学出版社

# 应试高分诀窍 ——新编大学英语四级考试

阅读、翻译、简答

中央民族大学出版社

## 图书在版编目 (CIP) 数据

新编大学英语四级考试阅读、翻译、简答/何慧主编. -  
中央民族大学出版社, 2000. 12

(应试高分诀窍)

ISBN 7-81056-495-1

I. 新… II. 何… III. 英语 - 高等学校 - 水平考试 -  
试题 IV. H310.42 - 44

中国版本图书馆 CIP 数据核字(2000)第 78192 号

责任编辑 葛小冲

封面设计 温白萍

应试高分诀窍—新编大学英语四级考试阅读、翻译、简答

出版者 中央民族大学出版社

北京市海淀区中关村南大街, 邮编: 100081

电话: 68472815 68932751 传真: 68932447

印刷者 北京科普印刷厂

发行者 新华书店

开本 850×1168 毫米 1/32 开 印张 125

字数 252 千字

版次 2000 年 12 月第 1 版 2000 年 12 月第 1 次印刷

书号 ISBN 7-81056-495-1/H·51

印数 0001 - 5000 册

定价 11.00 元

版权所有·翻印必究 (本社图书如有质量问题, 负责调换)

## 前 言

自从大学英语教学和考试大纲调整以来,与之相对应的各类辅导书籍层出不穷,在体现各自特色的同时,往往很难突破旧材料、旧观念、旧思路的限制,即题型变化较大而内容陈旧。针对这种状况,本书编者在广泛征求广大学生及英语教学专家意见的基础上,依故纳新,经过学生的讨论酝酿,推出此书。

本书六级分册包括阅读、翻译及简短回答,四级分册包括阅读、翻译、简短回答及完形填空。题型设计与教学大纲考试说明一致,在此基础上力求突出如下特点:一、题目难度与真题一致,实战性强;二、选材新颖,时代感强;三、答案解析详尽。

本书编写过程中得到了长年服务于大学外语教学第一线的教师们的大力支持,在此谨表感谢。限于作者水平,本书难免有不足之处,望读者朋友批评指正。

编 者

## 目 录

Test One .....	( 1 )
参考答案及注释 .....	( 12 )
Test Two .....	( 16 )
参考答案及注释 .....	( 28 )
Test Three .....	( 34 )
参考答案及注释 .....	( 45 )
Test Four .....	( 49 )
参考答案及注释 .....	( 60 )
Test Five .....	( 66 )
参考答案及注释 .....	( 77 )
Test Six .....	( 81 )
参考答案及注释 .....	( 93 )
Test Seven .....	( 98 )
参考答案及注释 .....	( 110 )
Test Eight .....	( 114 )
参考答案及注释 .....	( 125 )
Test Nine .....	( 133 )
参考答案及注释 .....	( 143 )
Test Ten .....	( 147 )
参考答案及注释 .....	( 157 )
Test Eleven .....	( 163 )
参考答案及注释 .....	( 176 )
Test Twelve .....	( 180 )

参考答案及注释	(189)
Test Thirteen	(193)
参考答案及注释	(204)
Test Fourteen	(208)
参考答案及注释	(218)
Test Fifteen	(225)
参考答案及注释	(236)
Test Sixteen	(240)
参考答案及注释	(251)
Test Seventeen	(255)
参考答案及注释	(266)
Test Eighteen	(270)
参考答案及注释	(280)
Test Nineteen	(285)
参考答案及注释	(295)
Test Twenty	(299)
参考答案及注释	(311)

## Test One

### Section A Reading Comprehension

**Directions:** *There are four 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 center.*

Questions 1 to 5 are based on the following passage:

A contract is an agreement which is enforceable by law. It can be long or short, formal or informal, simple or complicated, and verbal or written. Without a contract or an agreement to bind the contracting parties, any international business or transaction would be impossible. Long ago, people exchanged promises in making bargains and binding the conduct of others. This exchange of promises came to be known as "agreement" and became more and more important in the fields of business. A promise or agreement is reached as a result of the process of offer and acceptance. When an agreement is reached, a contract is formed. Once a contract is officially signed by the concerned parties, it creates legal obligations in the sense of law.

A contract is the only document between the parties to which they may refer for clarification of mutual responsibilities. It should not be viewed as merely a document that initiates transaction and then filed and

forgotten by the contracting parties. It must be drafted with an awareness of the background of the law in which the transaction takes place. It is proper to obtain legal advice as to the best set of contractual terms appropriate to the product and type of business.

Though most of the contracts have many provisions in common, each is different from the others owing to the nature of the goods. Whether we are dealing with a long or pre-printed form of the contract, there are certain key provisions that every contract should contain to avoid ambiguity and possible future conflicts. Whether to include other specific provisions depends on the type of goods, shipping and insurance complexities, and degree of trust and mutual confidence existing between buyer and seller.

1. A contract cannot create legal obligations in the sense of law unless \_\_\_\_\_.
  - A) it is agreed on by concerned parties
  - B) the contracting parties accept it
  - C) it is enforced by law
  - D) the contracting parties signed it officially
2. According to the passage the main purpose of making a contract is to \_\_\_\_\_.
  - A) legalize a promise between related parties
  - B) bind the conduct of contracting parties
  - C) initiate a transaction
  - D) make bargains
3. Which of the following statements about the contract is true?
  - A) It must be an agreement in the written form.
  - B) It is a way of minimizing conflicts in international business or transaction.



- C) Its main function in commerce is to begin a transaction.  
D) It should contain as many details as possible.
4. In drafting a contract of international transaction, one need not take into consideration \_\_\_\_\_.
- A) the nature of the goods  
B) the product and type of business  
C) the laws of a specific country where the business is to be done  
D) the physical health of contracting parties
5. As to the contents of a contract, which of the following is NOT true?
- A) It differs from one another due to the difference existing in the nature of goods.  
B) It should be presented in language that is clear and precise.  
C) Apart from the key provisions that must be included, whether to include and other special provisions depends on a lot of factors.  
D) When there is a high degree of mutual trust and confidence between the buyer and the seller, the inclusion of the key provisions is not required.

**Questions 6 to 10 are based on the following passage:**

After inventing dynamite, Swedish - born Alfred Nobel became a very rich man. However, he foresaw its universally destructive powers too late. Nobel preferred not to be remembered as the inventor of dynamite, so in 1895, just two weeks before his death, he created a fund to be used for awarding prizes to people who had made worthwhile contributions to mankind. Originally there were five awards: literature, physics, chemistry, medicine, and peace. Economics was added in 1968, just sixty - seven years after the first awards ceremony.

Nobel's original legacy of nine million dollars was invested, and the

interest on this sum is used for the awards which vary from \$ 30,000 to \$ 125,000.

Every year on December 10, the anniversary of Nobel's death, the awards (gold medal, illuminated diploma, and money) are presented to the winners. Sometimes politics plays an important role in the judges' decisions. Americans have won numerous science awards, but relatively few literature prizes.

No awards were presented from 1940 to 1942 at the beginning of World War II. Some people have won two prizes, but this is rare; others have shared their prizes.

6. When did the first award ceremony take place?  
A) In 1895.    B) In 1968.    C) In 1960.    D) In 1901.
7. The purpose of the Nobel Prize was \_\_\_\_\_.  
A) to award the inventor of dynamite  
B) to honor the judges  
C) to recognize those who had made worthwhile contributions to mankind  
D) to resolve political conflicts
8. In what area have Americans received the most awards?  
A) Science.    B) Literature.    C) Chemistry.    D) Peace.
9. How many fields are the prizes given?  
A) 5            B) 6            C) 9            D) 7
10. According to the passage, which of the following statements is NOT true?  
A) Awards are different in terms of money.  
B) Politics may play an important function in choosing the winners.  
C) Each year ceremonies are held on December 10 to commemorate Nobel's invention.

D) Only a few individuals have won two awards.

**Questions 11 to 15 are based on the following passage:**

If you smoke and you still don't believe that there's a definite link between smoking and bronchial (支气管的) troubles, heart disease and lung cancer, then you are certainly deceiving yourself. No one will accuse you of hypocrisy (虚伪). Let us just say that you are suffering from a bad case of wishful thinking. This needn't make you too uncomfortable because you are in good company. Whenever the subject of smoking and health is raised, the governments of most countries hear no evil, see no evil and smell no evil. Admittedly, a few governments have taken timid measures. In Britain, for instance, cigarette advertising has been banned on television. The conscience of the nation is appeased (安抚), while the population continues to puff its way to smoky, cancerous death.

You don't have to look very far to find out why the official reactions to medical findings have been so lukewarm (拥护或反对都不热心的). The answer is simply money. Tobacco is a wonderful commodity to tax. It's almost like a tax on our daily bread. In tax revenues (税收) alone, the government of Britain collects enough from smokers to pay for its entire educational facilities. So while the authorities point out ever so discreetly that smoking may, conceivably (可以想象的), be harmful, it doesn't do to shout too loudly about it.

This is surely the most short-sighted policy you could imagine. While money is eagerly collected in vast sums with one hand, it is paid out in increasingly vaster sums with the other. Enormous amounts are spent on cancer research and on efforts to cure people suffering from the disease. Countless valuable lives are lost. In the long run, there is no doubt that everybody would be much better off if smoking were banned

altogether.

Of course, we are not ready for such drastic action. But if the governments of the world were honestly concerned about the welfare of their peoples, you'd think they'd conduct aggressive anti-smoking campaigns. Far from it! The tobacco industry is allowed to spend staggering sums on advertising. Its advertising is as dishonest as it is. We are never shown pictures of real smokers coughing up their lungs early in the morning. That would never do. The advertisements always depict virile, clean-shaven young men. They suggest it is manly to smoke, even positively healthy! Smoking is associated with the great open-air life, with beautiful girls, true love and togetherness. What utter nonsense!

11. What do you think is the author's intention to write the article?
  - A) To urge governments to conduct serious campaigns against smoking.
  - B) To emphasize the harm smoking does to man.
  - C) To show why governments are reluctant to fight against smoking.
  - D) To urge smokers to give up smoking.
12. We can infer from the passage that the author's attitude towards those who are still suspicious of the negative effects of smoking is \_\_\_\_\_.
  - A) sympathetic
  - B) friendly
  - C) lukewarm
  - D) sarcastic
13. What's the indication of the advertisements by the tobacco industry?
  - A) It is unhealthy to smoke.
  - B) Smoking belongs to the upper class alone.
  - C) It is manly to smoke, even positively healthy.
  - D) Cigarettes do not cost as much as you have imagined.
14. All of the following statements are correct EXCEPT \_\_\_\_\_.

- A) governments collect a great amount of money from the tobacco industry
- B) most governments hold ambiguous attitudes toward new findings about the harm of smoking
- C) some governments have taken radical measures against smoking
- D) advertisements by tobacco industry are quite dishonest
15. The author would probably describe the British government's policy concerning smoking as \_\_\_\_\_.
- A) short-sighted                      B) satisfactory
- C) effective                            D) popular

**Questions 16 to 20 are based on the following passage:**

Movements of the head and facial expressions may communicate different messages in different cultures. For instance, an educated Englishman may lift the chin slightly when conversing, as a poised(沉着的, 自信的), polite gesture. But to an American it may connote arrogance or snobbery(势利). "Turning up his nose" has become a meaningful American idiom.

Chinese may think that nodding the head up and down for affirming something, and shaking it from side to side for negation, are the "natural" thing to do. But other cultures employ other gestures to say "yes" or "no." A Malayan tribe says "yes" by thrusting the head forward, whereas Ethiopians say "yes" by throwing the head back, and "no" by jerking the head to the right. Some Arabs and Italians indicate the negative by lifting the chin, whereas this means "yes" to the Maori in New Zealand. The Arab communicates a minimal negative by merely raising the eyebrows, whereas that means "yes" in some Borneo tribes, who would lower them to indicate negation. In different parts of India and

Ceylon, affirmation may be communicated by throwing the head backward and slightly turning the neck, by bending the head low and to the right, or by turning the head rapidly in a circular motion. Some inhabitants of northern Japan communicate negation by passing the right hand back and forth in front of the chest, and indicate affirmation by bringing both hands up to the chest, and then waving them downwards with palms up.

Many times an American in some tropical land will erroneously interpret an expressionless face and a slight frown as meaning the person is uninterested or even somewhat hostile. But the individual probably is shy and is unconsciously frowning because of years in a hot sun. Americans are thus taken by surprise when this face suddenly bursts forth with a huge smile once the shyness is broken.

The Japanese smile and laugh does not necessarily mean happiness or friendship. As a carefully cultivated act of social duty and etiquette(礼节), it is employed in a large number of circumstances and may among other things, suggest shyness, embarrassment, discomfort, wonder, or surprise. In some areas of Asia and Africa laughing or smiling suggests weakness. Hence, teachers never smile in the classroom lest it impair discipline.

16. Lifting the chin slightly \_\_\_\_\_.

- A) communicates the same message in different cultures
- B) is regarded as a poised, polite gesture by English on any occasion
- C) may suggest something bad for Americans
- D) Both (B) and (C)

17. It can be inferred from the passage that "Turning up his nose" probably means \_\_\_\_\_.

- A) looking upward
- B) looking down on
- C) becoming irritated
- D) feeling dissatisfied

18. For which of the following nations, are nodding the head up and down for affirming something, and shaking it from side to side for negation the natural thing to do?  
A) Chinese.    B) Malayan.    C) Japanese.    D) Indian.
19. Japanese smile and laugh \_\_\_\_\_ .  
A) means happiness or friendship all the time  
B) may suggest uneasiness  
C) suggests weakness  
D) is seldom employed
20. In this passage, \_\_\_\_\_ ways of expressing affirmation are mentioned.  
A) 2                      B) 4                      C) 5                      D) 6

### Section B Translation

**Directions:** *In this part, there are five items which you should translate into Chinese, each item consisting of one or two sentences. These sentences are all taken from the reading passages you have just read. You are allowed 15 minutes to do the translation. You should refer back to the passages so as to identify their meaning in the context.*

#### 21. Passage 1

A contract is the only document between the parties to which they may refer for clarification of mutual responsibilities. It should not be viewed as merely a document that initiates transaction and then filed and forgotten by the contracting parties.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

22. Passage 1

Whether to include other specific provisions depends on the type of goods, shipping and insurance complexities, and degree of trust and mutual confidence existing between buyer and seller.

---

---

---

23. Passage 2

Sometimes politics plays an important role in the judges' decisions. Americans have won numerous science awards, but relatively few literature prizes.

---

---

---

24. Passage 3

But if the governments of the world were honestly concerned about the welfare of their peoples, you'd think they'd conduct aggressive anti-smoking campaigns

---

---

---

25. Passage 4

Many times an American in some tropical land will erroneously interpret an expressionless face and a slight frown as meaning the person is uninterested or even somewhat hostile.

---

---

---



### Section C Short Answer Questions

**Directions:** *In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words.*

The Roman boy of the earliest period was educated by his father. After 300 B. C., he was generally educated by a Greek slave. When the Roman state came into ascendancy and conquered the European provinces, Greeks was gradually breaking up, and in 146 B. C. she became a conquered state. Learned Greeks came to Rome, in many instances as slaves of rich families. These learned Greeks were able to read; they knew the ancient literature on their race, and some equipment in scientific knowledge. The Roman aristocracy was made up chiefly of warriors. There was, at the outset, no Roman literature to compare with the perfection of the writings of Homer and the other Greeks. The Greek slave was, therefore, a great asset in the Roman home. He took the boy in hand and gave him a type of knowledge which the father did not possess. From time, groups of families united in employing some especially competent Greek to instruct their boys.

Apparently, from the records, the boys in the Roman state were not especially eager to take on the training which the learned Greeks were prepared to offer them. Like the boys of all generations—but it seems in an unusual degree—the Roman boys were unruly and disorderly. Furthermore, from the conditions that have been described, it will be seen that the course of study Shiite could be offered by the Greek was hardly suited to the taste and the future activities of most of the Roman boys. We have here one of the first examples of an imported education.