

READING  
COMPREHENSION  
PRACTICE  
FOR CET BAND 4

大学英语强化训练丛书



# 大学英语 四级考试 阅读理解 强化训练 新题型

丛力 主编

上海外语教育出版社

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# 大学英语四级考试 阅读理解强化训练

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## 前 言

阅读是语言运用中使用最频繁的一种活动,也是语言学习中最重要的一项技能。学习英语,只靠“课本英语”是学不好的。要提高英语水平,必须通过大量的课外阅读来积累语料,扩充词汇,并从中汲取知识,提高文化素养。由于阅读的重要性,大学英语教学以及各类英语水平考试总是将阅读理解作为一个重点。

本书依据大学英语教学大纲和考试大纲的要求编写。阅读材料共 100 篇,选自近年来出版的原版英美报刊杂志中的文章,并配以注释和测试题,希望在扩大学生的阅读量与帮助学生准备大学英语四级考试中的阅读部分之间找到一个结合点。供练习用的测试题型,除了考试中常用的多项选择题外,还采用了近年来四级考试中出现的新题型,即简答题和翻译题。简答题是在阅读文章后提问,题目可以是问句,也可以是未完成的句子形式。翻译题是在阅读文章中选取一句或二句,要求英译汉。全书分为四个部分:第一部分是综合阅读练习篇(Reading Practice),提供 61 篇文章并配以“多项选择”、“简短回答”、“英译汉”三种不同类型的练习;第二部分是模拟测试篇(Practice Reading Tests),提供 9 套试题,分别是“多项选择”题型 3 套,“多项选择+英译汉”题型 3 套,“多项选择+简短回答”题型 3 套;第三部分是综合阅读练习篇的注释与参考答案;最后部分是模拟测试篇的参考答案。

本书由丛力主编,参加编写工作的还有周星、蒋景阳、丁展平、刘亚波、马以容。由于编者水平有限,对书中的错误失当之处,恳请广大读者指正,以便再版时修订。

编 者

1998 年 6 月

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# Reading Practice

## Passage 1

For as long as biologists have studied cancer, they have held one dream. Their hope has been that, for all of the many different cancers that can eat away at a body there will turn out to be a single step that determines whether cells turn cancerous. By targeting at that step, physicians would be able to stop a cell from heading down the path toward cancer just as a switchman stops a train from going down the wrong track. It turns out that a gene (基因) called p53 may be that switch. If p53 gene is healthy and doing its job, it keeps the cell on the track of normality. But if the p53 is absent, damaged or tied up by other molecules, the cell goes down the track toward cancer. "p53 fulfills this long-held hope," says Dr. Bert Vogelstein of the Howard Hughes Medical Institute (HHMI). "Alterations of the p53 gene appear to be involved, directly or indirectly, in the majority of human cancers." All told, p53 has been implicated in more kinds of cancer than most people knew existed.

Not bad for a gene that first broke on the scene in a bad case of mistaken identity(特性). In 1979, David Lane of the University of Dundee in Scotland and Arnold Levine of Princeton University independently discovered p53, the protein that the p53 gene makes. In 1982 biologists isolated the p53 gene. But it seemed to cause, rather than suppress(抑制), cancer. Few researchers were interested in yet another one of those. It was not until 1989 that Levine and Vogelstein separately discovered p53's true colors: it was a tumor killer. With this realization, some 2,000 biologists have now dropped the date they brought to the dance — their previous research subject — and became interested in the pretty new arrival.

## Questions

1. According to the text, some cancers could be prevented if \_\_\_\_\_.
  - a. the damaged p53 gene could be replaced by another gene
  - b. alterations of the p53 gene could be prevented
  - c. the p53 gene worked as a switchman
  - d. physicians could use drugs to get rid of the p53 gene
2. When the p53 gene was first discovered and isolated, few researchers were interested in it because \_\_\_\_\_.
  - a. it was believed to cause cancer
  - b. it was unknown to them

- c. it was kept secret
  - d. it was no different from many other genes
3. Having realized that the p53 gene is actually a cancer killer, about 2,000 biologists \_\_\_\_\_.
    - a. are so interested in the p53 gene that they have stopped dancing at night
    - b. are so happy that they have even held a party to celebrate this discovery
    - c. have been so absorbed in their research that their formal girl friends have left them
    - d. have turned their interest from their previous research projects to the p53 gene
  4. When will a cell turn cancerous?
  5. Translate the underlined part of the text into Chinese.

## Passage 2

From the dawn of the DNA era, critics have worried that genetic testing would create a “biological underclass”— a population of people whose genes brand them as poor risks for employment, insurance, even marriage.

No one would argue that genetic tests are worthless. Used properly, they can give people unprecedented (前所未有的) power over their lives. Prospective (未来的) parents who discover they're silent carriers of the gene for a disease, can make better-informed decisions about whether and how to have kids. Some genetic illnesses can be managed through medical treatment and lifestyle changes once they're identified. And while knowing that you're at special risk for cancer may be an emotional burden, it can also alert you to the need for intensive monitoring.

The catch is that no one can guarantee the privacy of genetic information. Outside of large group plans, insurance companies often scour people's medical records before extending coverage. And though employers face some restrictions, actually any company with a benefits program can get access to workers' health data. So can schools, adoption agencies and the military.

How often is genetic information used against people? No one knows, but there are signs that discrimination (歧视) is fairly common — even in the absence of sophisticated tests. In one recent study, researchers led by Georgetown University sociologist Virginia Lapham surveyed 332 families belonging to genetic-disease support groups; 22 percent of the respondents said they'd been refused health insurance, and 13 percent claimed their perceived risks had cost them jobs.

## Questions

1. Which of the following statements is true of genetic tests?
  - a. They may cause some people to have less opportunity for employment and insurance.
  - b. They give employers greater control over their employees.
  - c. They may give rise to racial discrimination.
  - d. They are believed to be worthless by many people.
2. From the text we know that the word “catch” (1.3, para.3) probably means \_\_\_\_\_.
  - a. something one catches

- b. an advantage
  - c. a hidden problem
  - d. the value of something
3. The author's attitude towards genetic testing is \_\_\_\_\_.
- a. negative
  - b. approving
  - c. objective
  - d. defensive
4. According to one recent study by Lapham, how has genetic information been used against genetic-disease support groups?
5. Translate the underlined part of the text into Chinese.

### Passage 3

According to a report on U.S. schools by the National Commission on Excellence in Education, only two of five 17-year-olds could review simple statements in written material ("Swedes are Europeans. John is a Swede.") and draw a logical inference ("Therefore, John is a European."). And only one in five could express a point of view and organize thoughts about it into a persuasive essay. Education professor John Goodlad of the University of Washington says that students in U.S. public schools spend less than one percent of class time in discussions requiring reasoning.

"We fill students full of data," says Richard Paul, director of the Center of Critical Thinking at Sonoma State University, California. "But the essence of education is to use information to address new situations and questions. We're neglecting that."

Consequently, Paul says, American kids can't apply reasonable thoughts to everyday situations. "A kid is much more likely to choose a bicycle by its color or by what model a friend has than to think out more relevant considerations like price, durability or performance." More ominously (不祥地), says Yale educational psychologist Robert J. Sternberg, some problems, including drug use, may occur because young people have not learned to measure actions against consequences.

Knowing how to think has never been more important to our children's future — and the future of the country. Recently, Prof. Richard Askey of the University of Wisconsin gave a math problem from a Japanese college-entrance exam to 350 freshman math students. The four-step problem required students to solve one step, then apply the answer to the next, and so forth. Most Japanese students solved the problem; none of the Americans did, and most couldn't get beyond the first step. They were skilled at computation, but couldn't apply their knowledge to new situations.

How did Americans come to neglect rational thought? The answer is complicated, but one explanation is depressingly obvious. Thinking is hard work, demanding rigor and discipline. But those virtues went out the window in the 1960s and 1970s when we let children "do their own thing". Television reinforced this by encouraging children to sit passively with their minds in idleness. In too many classrooms, too little was demanded. Asks Sonoma State's Paul: "If you do everything for a child and give everything



to a child, what need has he to think for himself?"

### Questions

1. Based on what the text says, it is reasonable to conclude that \_\_\_\_\_.
  - a. Japanese students are more intelligent than American students
  - b. thinking is an area where American children need help
  - c. most American children are poor at math
  - d. students in U.S. public schools do not receive enough information
2. According to Richard Paul, the most important aim of education is to teach children \_\_\_\_\_.
  - a. how to apply their knowledge to new situations and questions
  - b. the importance of freedom and let children do their own things
  - c. such virtues as hard work, rigor and discipline
  - d. how to use their skills to solve problems step by step
3. It seems that the author of the text \_\_\_\_\_ what Richard Paul says about American children.
  - a. is opposed to
  - b. is doubtful about
  - c. agrees with
  - d. knows little about
4. According to the author, what kind of negative influence did television have on children?
5. Translate the underlined part of the text into Chinese.

### Passage 4

In an age when almost all scientists are specialists working in large organizations, Lovelock, now 72, is an independent researcher and inventor, freely pursuing his curiosity across many fields. Credited with more than 40 patents (专利), he resembles a modern Ben Franklin, who would study the Gulf Stream one day and the next fly his kite to catch the secrets of lightning bolts. And from his small laboratory, Lovelock has proposed a theory that is changing the way scientists think about life on planet.

Researchers used to assume that Earth simply had the good luck to be at precisely the right distance from the sun so that water remained in a liquid state, at temperatures between boiling and freezing. But our sun has burned hotter as it ages; the best estimate is that it shines with 25 to 30 percent more light and heat than when life first appeared on Earth about 3.8 billion years ago. Earth's average temperature then is estimated to have been around 73 degrees Fahrenheit. Today it's cooler, about 59 degrees F. How could this be?

Lovelock wondered whether some powerful, self-regulating system was at work. He came up with a provocative (引起争论的) theory: our planet acts like a giant living organism, in which all living things interact to maintain stability. Individuals and species unknowingly play a part, much as the red blood cells in your body have a life of their own, but unwittingly (不知不觉地) work in concert to maintain life.

Nobel Prize-winning author William Golding, Lovelock's neighbor, suggested calling the theory Gaia after the ancient Greek Earth goddess. Lovelock embraced the name. Since he first put forward the theory in 1969, it has become the center of a major storm of scientific debate.

### Questions

1. Lovelock is different from most scientists today in that he \_\_\_\_\_.
  - a. has the freedom to pursue his interest
  - b. doesn't work for any organization
  - c. works in a small laboratory
  - d. never sells his patents to any organizations
2. Researchers used to think that \_\_\_\_\_.
  - a. Earth's average temperature would reach 73 degrees Fahrenheit today
  - b. life first appeared on Earth about 3.8 billion years ago
  - c. Earth was by chance at exactly the right distance from the sun
  - d. the sun would shine with more heat and light as it aged
3. The phrase "in concert" (1.5, para.3) most probably means \_\_\_\_\_.
  - a. with a lot of cooperation with one another
  - b. in a performance
  - c. with a lot of musicians performing together
  - d. in different ways
4. In what way does Lovelock resemble Ben Franklin?
5. Translate the underlined part of the text into Chinese.

### Passage 5

There is no predicting how far the ability to speak on your feet will take you. One of our graduates, Henry Blackstone, president of the Servo Corporation of America, says, "The ability to communicate effectively with others and win their cooperation is a quality we look for in men moving to the top."

Think of the satisfaction and pleasure that will be yours when you stand up and confidently share your thoughts and feelings with your audience. I have traveled around the world several times, but I know of few things that give greater delight than holding an audience by the power of the spoken word. You get a sense of strength, a feeling of power.

Begin now to picture yourself before an audience you might be called upon to address. See yourself stepping forward with confidence, feel the attentive absorption of the audience as you drive home point after point, feel the warmth of the applause (喝彩) as you leave the platform, and hear the words of appreciation with which individual members of the audience greet you when the meeting is over. Believe me, there is a magic in it and a never-to-be-forgotten thrill.

Learning to speak effectively to groups brings other benefits than merely the ability to make formal public speeches. As a matter of fact, if you never give a formal public speech in your life, the benefits to

be derived from this training are many and various. For one thing, public speaking training is the royal road to self-confidence. Once you realize that you can stand up and talk intelligently to a group of people, it is logical to assume that you can talk to individuals with greater confidence and assurance. This type of training also affects the personality in ways that are not immediately apparent.

### Questions

1. The author believes that public speaking training brings all of the following benefits except \_\_\_\_\_.
  - a. the ability to make formal public speeches.
  - b. self-confidence
  - c. intelligence
  - d. improvement in one's personality
2. By "drive home point after point" (1.2 - 1.3, para.3), the author means \_\_\_\_\_.
  - a. get home in a car after giving one lecture after another
  - b. try to make the audience understand or accept your ideas
  - c. get the audience to talk about their opinions
  - d. accept the audience's opinions
3. The author writes this text to \_\_\_\_\_.
  - a. offer advice on how to build up self-confidence
  - b. persuade people to have training in public speaking
  - c. share his thoughts and feelings about life with the readers
  - d. show the effects of public speaking training on one's personality
4. According to Blackstone, what kind of person is more likely to get a promotion in his company?
5. Translate the underlined part of the text into Chinese.

### Passage 6

At present computers have to "learn" to recognize a particular voice by comparing voice prints. These are electronic patterns of the sound of a human voice. These patterns are as individual as fingerprints. In future it will be possible for computers to respond to any voice, and answer simple questions. Directory enquiries, for example, could be answered by a computer.

A telephone call that costs more the faster you talk is another possibility. Bills for these telephone calls will not include a charge for the silences between words. Charges will be based on the amount of information transferred. In addition, costs will be the same whether you are sending the information next door, to the next country, or the next continent. This system will be totally computer-managed. Such a system could cope quickly with sudden increases in demand by switching resources in millionths of a second. This means the system is always running at its ultimate efficiency.

How will this new technology using telephone and computers affect our everyday lives? According to manufacturers producing Interactive Home Systems, the answer is quite a lot. They envisage (设想) a future in which domestic appliances in the home will tell an engineer of any problem, even before the

owner is aware of it. All your domestic appliances would be linked to a computer which displayed information on your television screen. Before you left home, the computer would be programmed to switch lights on and off and draw the curtains while you were away. This, say the manufacturers, would improve security as it gives the impression that the house is inhabited (有人居住的). When you arrived home after an absence of hours or days you could discover whether there were any problems with your domestic appliances. You could find out who had called at the house while you were away. If, by any chance, you had forgotten to switch on or off an appliance before leaving for your holiday, you could ring up your home computer while on your journey and program it to put the matter right. Where the telephone will take us after that is anybody's guess.

### Questions

1. According to the text, at present computers \_\_\_\_\_.
  - a. can print the electronic patterns of the sound of a human voice
  - b. cannot recognize human voices because they have different electronic patterns
  - c. can respond to any voice but cannot answer questions
  - d. can recognize a voice by comparing the electronic patterns of different voices
2. We can learn from the text that in future when you make a telephone call \_\_\_\_\_.
  - a. the further the place you call, the more you will have to pay
  - b. the faster you speak, the more you will have to pay
  - c. the more slowly you talk, the more you will have to pay
  - d. the more people you speak to, the more you will have to pay
3. Manufacturers producing Interactive Home Systems believe that this new technology will \_\_\_\_\_.
  - a. make it possible for people to repair their own domestic appliances
  - b. make all the domestic appliances completely computer-managed
  - c. greatly change our everyday lives
  - d. take us to a place which no one knows
4. In future, how will it be possible for the telephone system to be always running efficiently?
5. Translate the underlined part of the text into Chinese.

### Passage 7

Popular interest in language, especially the English language, is surely a late-twentieth-century phenomenon. After all, we *use* language. Why stop and discuss it? That's for academics, not for the general public. The BBC TV series *The Story of English* and its accompanying book has made the English language a talking point. Robert McCrum describes the English language as a breaking story, because the power, diversity and versatility (多面性) of the English language emerged during the seven years it took to prepare the series. But why make a series of TV programmes about it? Robert McCrum, a tall, restless intellectual, a successful novelist and now director of the British publishing firm Faber and Faber, offers three reasons.

First, it is now estimated that two billion people know some English and have a use for it: that is two-fifths of the population of this planet. English has become a world language. There have been global languages before (Latin, Greek and French) but none has achieved the range of usage that English has today. English vocabulary contains as many words as the next three most important European languages put together. Only Chinese has a larger vocabulary, but Chinese does not yet have the global spread of English.

The second reason is that although hundreds of books have been written about English, the development of English around the world has not been explored. Most books ignore the huge colonial expansion of English in the nineteenth century and the spread of American English in the twentieth. *The Story of English* takes a global perspective in which New Zealand English is as significant as British English.

For Robert McCrum the third reason is the simplest one. Anything you use, you should know something about. Since the English language is in daily use, surely we should all know something about how it works.

### Questions

1. It can be inferred from the text that the BBC TV series *The Story of English* is about \_\_\_\_\_.
  - a. the development of the English language
  - b. the differences between British English and English in colonial countries
  - c. the importance of English as a world language
  - d. the well-known English stories
2. According to Robert McCrum, we should all know something about the English language because \_\_\_\_\_.
  - a. hundreds of books have been written about English
  - b. we use it in our daily life
  - c. English is easy to learn
  - d. its spelling is unique
3. The author's purpose in writing this passage is to \_\_\_\_\_.
  - a. emphasize the importance of the English language
  - b. advise people to know something about the English language
  - c. introduce the BBC TV series *The Story of English*
  - d. inform readers of the recent work of Robert McCrum
4. What does the author imply by saying "After all, we use language"?
5. Translate the underlined part of the text into Chinese.

### Passage 8

In recent months new evidence has indicated that "passive" smoking is much more harmful than anyone imagined. In 1990, after an analysis of 24 research projects in eight different countries, scientists at the Environmental Protection Agency declared secondhand cigarette smoke a "Group A carcinogen"—a

substance that definitely causes cancer in humans. The EPA draft report stated that as a result of environmental tobacco smoke (ETS), thousands of nonsmokers die of lung cancer each year and thousands more — many of them children — suffer from a host of ailments (病痛) most of us would never associate with smoking. Recent research has linked ETS with heart disease and cancer.

It's no small problem. In the United States about 50 million smokers light up 1 billion cigarettes each day inside offices, stores, factories, schools, homes and hospitals, forcing more than 100 million "involuntary smokers" to breathe in their smoke.

According to a recent study presented at Harvard by physicist James Repace, a nonsmoker is more likely to get cancer from environmental tobacco smoke than from all the hazardous outdoor air pollutants.

Careful measurements have turned up surprising amounts of poisonous and cancer-causing chemicals from ETS everywhere smokers puff (喷出) away — from restaurants, bars to department stores and conference rooms. For years, the tobacco industry has argued that those chemicals don't get into the bodies of nonsmokers in large enough quantities to affect their health. But recently, scientific evidence has refuted (驳斥) that claim. After years of denying that ETS is a hazard, manufacturers are now urging smokers to politely ask those around them: "Do you mind if I smoke?"

Based on the latest studies, a more appropriate question might be: "Do you mind if I give you cancer?"

### Questions

1. We can learn from the text that it is only recently that \_\_\_\_\_.
  - a. scientists have discovered the real harm of environmental tobacco smoke
  - b. thousands of nonsmokers have died of cancer as a result of ETS
  - c. nonsmokers' health has been seriously affected by ETS
  - d. ETS has begun to cause heart disease and cancer in nonsmokers
2. James Repace claims that \_\_\_\_\_.
  - a. nonsmokers are more likely to get cancer from ETS than smokers
  - b. ETS does more harm to nonsmokers than all the hazardous outdoor air pollutants
  - c. ETS does more harm to nonsmokers than smokers
  - d. the hazardous outdoor air pollutants are more likely to cause cancer in smokers
3. The major point discussed in the text is \_\_\_\_\_.
  - a. the dangers of environmental tobacco smoke
  - b. the relationship between smoking and cancer
  - c. the change in the attitude of cigarette manufacturers towards ETS
  - d. the problem of cigarette smoking in the United States
4. Why does the author say that a more appropriate question for smokers to ask those around them might be: "Do you mind if I give you cancer?"?
5. Translate the underlined part of the text into Chinese.

## Passage 9

Last year a surgeon in Glasgow, Scotland — Mr. Gordon Waddell — won an award for a study of the psychology of back pain. Mr. Waddell's aim was to find out what went on in the sufferer's mind, rather than his or her body.

"The thing that has always intrigued (引起……兴趣) me is why people react so very differently to backache. If you look at different people with different problems, you see one patient who has a serious disease in their back and, despite being very severely crippled (残废) physically, is nevertheless getting on with their life very well. But then you see someone who really doesn't seem to have anything seriously wrong, who has the simple backache that we all get, who nevertheless seems to be in pain and is seriously crippled."

It's a fact that many millions of hours of work are lost every year because people who have backache feel too ill to go to work.

We hear a lot nowadays about "diseases of the twentieth century": stressed-related diseases such as heart attacks, strokes. Is backache another twentieth-century disease? Or have human beings always had backache from ploughing the fields to grow crops, or, even longer ago, from struggling back to their cave with a heavy animal they have just killed for the family dinner?

"Backache seems to have affected the human race as far back as we can get any records at all, but back 'disability' is new. It's only within the last one or maybe at most, two generations that there has been this tremendous epidemic (流行) of backache and the tremendous increase in the length of time that people are off work with backache."

So backache itself is not new, but backache as a "disability" — bad enough to prevent people from going to work — is another "disease of the twentieth century". Furthermore, it seems to Mr. Waddell that it is a Western problem.

"When I recently visited one of the countries in the Middle East, the fascinating thing there is that nobody gets crippled or goes to bed or stays off work because of simple backache."

Why is it that we in the West seem to make backache into such a severe complaint? What is different about us?

"I think part of it is our lifestyle. Part of it is the kind of expectations we have: both our expectations of life and our expectations of medicine. And part of it is the way that we in particular, we doctors, deal with backache. The commonest treatment that Western medicine uses for backache is to tell people to rest because it hurts, and if it's really bad, go to bed and rest more completely."

### Questions

1. What made Mr. Waddell interested in the psychology of back pain is \_\_\_\_\_.
  - a. why backache sufferers often feel too ill to go to work
  - b. why people in the West get severely crippled because of simple backache
  - c. why people who have backache react so differently to the problem
  - d. why people in the West are more likely to be affected by "diseases of the twentieth century"

2. Based on what the text says, it is reasonable to conclude that \_\_\_\_\_.  
a. it is not necessary for people who have the simple backache to take time off work  
b. backache is a serious disease which prevents many people in the world from going to work  
c. the best way to treat backache in patients is for them to rest completely  
d. backache sufferers will become crippled if they fail to receive immediate medical treatment
3. It can be inferred from the text that the way Western doctors treat backache \_\_\_\_\_.  
a. causes serious social problems  
b. helps to prevent backache sufferers from becoming crippled  
c. results in to the increase in the length of time that people are off work with backache  
d. leads to millions of lost working hours each year
4. Why does the author say that backache itself is not a new disease?
5. Translate the underlined part of the text into Chinese.

### Passage 10

By the age of three, most children are talking. By the time they're five, they are completely fluent, and they haven't the slightest idea how they've done it! But will their mother-tongue be the only language they ever speak? Apparently as many as two-thirds of the world's population grow up expecting to have to communicate in a language other than their own. But English people, as everyone knows, rely on their mother-tongue and raising their voices to see them through. To be fair, you're much more likely to have the drive to learn another language if very few people speak yours. But even supposing that the motive to learn makes for better learners, some individuals still seem to speak foreign languages better than others. Why is this? Is it simply because they're just more talented? Peter Skehan, from London University is working on what's called language aptitude (能力). He breaks it down into three parts.

"Part of language aptitude is concerned with an analytic ability: a capacity to analyse verbal (语言的) materials, to see patterns in them; to be able to generalize from the verbal material that one has been exposed to and to see how other things could be said in the language on the basis of limited information that you've been given so far. A second part of aptitude would be an auditory (听觉的) ability. Everyone has the capacity to make all the discriminations that are necessary in language learning. An auditory ability goes a little further than that, in that it implies a capacity to analyse sound in such a way that the sound can be remembered and retained. And a third component that is generally thought to exist is that of a good memory."

Children seem to have a natural aptitude for language learning. Is it true that the younger you are, the better you are at picking up languages? Several experiments have been carried out recently using the same numbers of young children and adults. Each person is given the same amount of exposure to a foreign language and has the same reasons for needing to learn. William Littlewood, who trains language teachers, comments on the results.

"When all those factors are controlled, the different studies have suggested that, in fact, adults are more efficient at learning a language than children although little children very often finish up with better



pronunciation.”

### Questions

1. We can infer from the text that \_\_\_\_\_.
  - a. most English people have a low aptitude for language learning
  - b. English people learn languages better than people in other countries
  - c. most English people do not have the drive to learn a foreign language
  - d. two-thirds of the English population have to communicate in a foreign language
2. The author seems to suggest that \_\_\_\_\_.
  - a. the motive to learn is not an important factor in language learning
  - b. some people are better language learners because they have a higher language aptitude
  - c. some people speak foreign languages better than others because they are more talented
  - d. you will learn a foreign language well if very few people speak your mother-tongue
3. Several experiments have shown that \_\_\_\_\_.
  - a. children have a greater aptitude for language learning than adults
  - b. the younger you are, the better you are at learning languages
  - c. under the same circumstances, adults are better language learners than children
  - d. children always have better pronunciation than adults when learning a foreign language
4. According to Skehan, what are the three components of language aptitude?
5. Translate the underlined part of the text into Chinese.

### Passage 11

Hounslow Manor School is a comprehensive school on the outskirts (郊外) of west London. Two poets, Kit Wright and Gerard Benson, visited the school three times as part of the scheme “Poets in Schools”. On the first visit they broke the ice by reading some of their own poems and discussing them with the students whose ages ranged from eleven to fifteen. This soon broke down the feeling that poetry is boring because the students enjoyed listening to the poets very much. Because the students were actually talking to “real writers”, people who had published books, the poets were no longer remote, mysterious figures. Writing their own poems became a real possibility for the students. The writers gave some ideas to start the students off on poems of their own.

Poetry is not always fully appreciated as a resource in English teaching, including English as a foreign language teaching. Teachers, like students, tend to shy away from poetry because they too think it is “boring” or “difficult”. But poetry is the most careful, the most precise, use of language. Aspects of language, such as structures, found in good poems, are often more memorable than those in textbooks. Their purpose is to communicate rather than illustrate.

The “Poets in Schools” scheme is organized in Britain by the Poetry Society and sponsored by W. H. Smith, a chain of booksellers and stationers (文具商). Smiths pay the poets’ fees, so the scheme is completely free for the schools. The scheme is so popular that there is a five-year waiting-list and schools