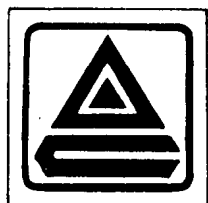


大学英语四·六级新题型

SKILL BUILDER · CET-BAND

4 & 6

陈明 岳齐琼 李耀莉 编著



- 阅读 Reading
- 简答 Question Answering
- 翻译 Translation
- 写作 Writing

成都科技大学出版社

大学英语四·六级新题型

SKILL BUILDER · CET-BAND 4 & 6

陈明 岳齐琼 李耀莉 编著

成都科技大学出版社

(川)新登字 015 号

责任编辑 李跃丽

封面设计 罗 光

内 容 简 介

本书共 17 单元。每单元包括阅读、简答、翻译和写作四个部份,且自成体系。内容广泛,题材多样,包括了英、美国家习俗、经济、历史、地理等社会科学和自然科学。

本书阅读与写作结合,阅读与问答结合,阅读与翻译结合,并且阅读还可为学生写作所借鉴。

本书可作大学英语教学补充教材,也可作为参加大学英语四、六级考试的学生自学用书,同时对于广大英语教师和各类英语学习者,也极有参考价值。

大学英语四·六级考试新题型

陈明 岳齐琼 李耀莉 编著

成都科技大学出版社出版发行

四川省郫县书刊印装厂印刷

开本:787×1092

1/16

印张:9.375

1997 年 10 月第 1 版

1998 年 4 月第 2 次印刷

印数:2001—5000

字数:200 千字

ISBN7-5616-3538-9/H·393

定价:11.00 元

前 言

国家教委近期公布的大学英语四、六级考试新题型教学大纲,旨在考查学生实际运用英语的综合能力。从对新题型的分析中我们可以看出,大学英语考试中主观题的比重正在逐渐增加。然而,目前针对新题型编写的教材却十分缺乏。

为了帮助学生尽快适应这一变化,我们根据国家教委新的教学大纲要求及时地编写了这本书,用以满足广大师生的需要。

全书共分 17 单元。本书的特点是:所选语言材料多数新近自国外获得。编写人员认真筛选、加工,精心编写,反复审定修正而成。语言规范,表达准确。练习形式与国家教委公布的新题型一致。

本书第一单元至第六单元由陈明编写;第七单元至第十一单元由李耀莉编写;第十二单元至第十七单元由岳齐琼编写。

在本书的蕴酿过程中,四川联合大学的翁小红老师为本书的编写提出了中肯的建议,谨在此致谢。

由于时间仓促,书中错误在所难免,恳请读者不吝赐教,以便再版时修订。

编者

1997 年 10 月

Contents

Unit 1 Economy

- I、Reading Comprehension (1)
- II、Short-Answer Questions (2)
- III、Translation (4)
- IV、Writing: Writing of Sentences(写句子) (6)

Unit 2 History

- I、Reading Comprehension (8)
- II、Short-Answer Questions (10)
- III、Translation (13)
- IV、Writing: Parallelism (平行) (15)

Unit 3 Historic Figures

- I、Reading Comprehension (17)
- II、Short-Answer Questions (18)
- III、Translation (20)
- IV、Writing: Unity (统一性) (23)

Unit 4 Literature

- I、Reading Comprehension (24)
- II、Short-Answer Questions (26)
- III、Translation (28)
- IV、Writing: Coherence(句子的衔接) (30)

Unit 5 Social Science

- I、Reading Comprehension (31)
- II、Short-Answer Questions (33)
- III、Translation (36)
- IV、Writing: Transition(过渡) (38)

Unit 6 Science

- I、Reading Comprehension (39)
- II、Short-Answer Questions (40)
- III、Translation (43)

IV、Writing: Topic Sentence (主题句)	(44)
Unit 7 Geography & Medicine	
I、Reading Comprehension	(46)
II、Short-Answer Questions	(47)
III、Translation	(49)
IV、Writing: Chronological Development (以时间为序)	(51)
Unit 8 Physical Culture	
I、Reading Comprehension	(53)
II、Short-Answer Questions	(54)
III、Translation	(56)
IV、Writing: Spatial Development (以空间为序)	(58)
Unit 9 Culture	
I、Reading Comprehension	(60)
II、Short-Answer Questions	(61)
III、Translation	(64)
IV、Writing: Analytical Development by Examples (举例说明)	(67)
Unit 10 Architecture & Highway—Construction	
I、Reading Comprehension	(68)
II、Short-Answer Questions	(69)
III、Translation	(72)
IV、Writing: Comparison & Contrast (比较和对比)	(74)
Unit 11 Sightseeing	
I、Reading Comprehension	(76)
II、Short-Answer Questions	(78)
III、Translation	(81)
IV、Writing: Cause & Effect (因果)	(82)
Unit 12 Agriculture & Environment	
I、Reading Comprehension	(84)
II、Short-Answer Questions	(85)
III、Translation	(88)
IV、Writing: Definition (下定义)	(90)
Unit 13 Legal Problems	
I、Reading Comprehension	(92)

I、Short-Answer Questions	(93)
II、Translation	(95)
IV、Writing:Description (描写)	(97)
Unit 14 Women	
I、Reading Comprehension	(98)
II、Short-Answer Questions	(100)
III、Translation	(103)
IV、Writing:Narration (叙述)	(104)
Unit 15 Psychology & Education	
I、Reading Comprehension	(106)
II、Short-Answer Questions	(107)
III、Translation	(110)
IV、Writing:Exposition (说明)	(112)
Unit 16 Miscellanea (I)	
I、Reading Comprehension	(113)
II、Short-Answer Questions	(115)
III、Translation	(117)
IV、Writing:Argumentation (议论)	(119)
Unit 17 Miscellanea (II)	
I、Reading Comprehension	(121)
II、Short-Answer Questions	(122)
III、Translation	(125)
IV、Writing:Composition Model (Band 4—6)	(127)
四、六级统考作文范例	
And Reference Answers to Exercises	(129)

Unit 1 Economy

I ,Reading Comprehension

Money is the medium of exchange accepted by a society in payment for goods and services. The nation's money supply consists mainly of coins, bills, and checking and savings deposits.

The U. S. Federal Reserve Board is responsible for setting the nation's monetary policy—the regulation of the nation's supply of money and credit in order to keep the economy in balance. Through the nation's banking system, the Federal Reserve Board controls the availability of credit to consumers primarily in two ways—by determining the reserve ratio and by setting the discount rate.

Every lending institution—banks and savings and loan associations—must hold on to a certain amount of its deposits. This amount that cannot be lent out is called the reserve ratio. Most banks are members of the nation's Federal Reserve System (the Fed). By controlling the reserve ratio, the Fed determines the amount of money banks are able to lend.

Suppose, for example, Janet wants to borrow \$10,000 in deposits and the Fed has established the reserve ratio at 10 percent. That means that the bank must keep \$1,000 in reserve (10 percent of \$10,000). This leaves the bank \$9,000 to lend. The bank has enough money to cover Janet's loan and Aaron's loan. Janet now has \$5,000 more in purchasing power, so she can buy her car. Aaron now has \$3,000 more in purchasing power, so he can fix his roof.

But what if the economy is in a period of inflation? The Fed might raise the reserve ratio to 25 percent. Now the bank must keep on deposit \$2,500, leaving only \$7,500 to lend. The bank can no longer loan money to both Janet and Aaron. The bank must make a decision. No matter who gets the loan, the other person's purchasing power will not increase. Thus, consumers' demand has been lowered indirectly. When this process is implemented nationwide, the impact on the economy is significant, chiefly because less money is available to lend.

A second way in which the Fed influences the nation's economy is through the discount rate. The discount rate is the rate of interest the Fed charges member banks to borrow money.

Banks make money by charging a higher interest rate on loans than they pay to those who deposit money into checking and savings accounts. Suppose, for example,

small businesses in America as follows.

"Small businesses account for 99 percent of the 19 million nonfarm businesses in the United States today. "Sole proprietorships make up 13.2 million of these small businesses, while 1.8 million are partnerships and 4 million are corporations. Small businesses employ 55 percent of the private work force, make 44 percent of all sales in America, and produce 38 percent of the nation's gross national product. Since 1978 the number of small businesses has increased 56 percent.

"Most Americans—nearly 67 percent—get their first employment experience through small firms." Small businesses lead the way in the creation of new jobs in the American economy. Between 1981 and 1986, small businesses with fewer than 500 employees created 62 percent of the 8.9 million new jobs in the country. Between September 1987 and 1988 alone, 2.3 million new jobs were generated in small-business-dominated industries.

"Among the fastest-growing small businesses today are eating and drinking establishments, trucking firms, doctors' offices, computer and data services, and amusements and recreation services."

Small businesses are clearly the future of America's economy. The role they play is too important to be ignored. Anyone who starts a small business today is guaranteed financial success.

Questions:

1. What does the passage mainly talk about?
2. What percentage do the small businesses account for?
3. According to the passage, the most important economic function of small business refers to _____.
4. What does the fourth paragraph discuss?
5. The tone of the passage is _____.

* * * * *

Trade is a way of life for the British. Britain ranks about seventy-fifth in size among the nations of the world. It ranks tenth in population but third in world trade. As one of the leading trading nations, it provides one-sixth of all the world's exports of manufactured goods.

However, the nation has few natural resources. There are supplies of coal and low-grade iron ore, but almost all other industrial raw materials must be bought overseas.

Just over one-half of the food needed for the population can be grown on the limited amount of land.

Food and raw materials rank high on the import list of Britain. To pay for these imports, Britain must make and sell goods to the world's markets. Britain has worked long and hard to recover from the industrial damages of World War I and to regain its place in the world's markets.

Today there is hardly a country which does not have some form of trade with Britain. British cars travel the world's highways. Britain leads the world in the export of trucks and buses. Motorcycles are also a major export.

The shipyards of the United Kingdom have long been known for their work. Today they are turning out ships of all types and sizes.

Machinery of all types reaches the markets around the world in British ships. Radar sets, huge electrical generators, chemicals, and cloth of all types are also important export items. British-made leather goods, such as shoes and pocketbooks, are also sent to the world's markets.

More than 48 million acres of land in the United Kingdom are used for farming. Barley, wheat, oats and potatoes are the main crops of British farmers, who number only 3 percent of the working population. Their farms are among the best in Europe. They provide half of the nation's wheat and flour needs. They also provide three-quarters of the meat and cheese and nearly all of the milk and eggs that Britain needs.

Fishing is of special importance to Scotland since the great fishing banks of the North Sea are close at hand. Cod, haddock, and sole are caught in the deep waters. Herring, shellfish, and mackerel are caught in the shallow coastal waters. Canning and exporting fish to European markets is a large industry in Scotland.

Questions:

6. According to the author, Great Britain has few _____.
7. How much of its total food is Britain able to grow?
8. Britain has worked long and hard to recover from the damages of _____.
9. Britain leads the world in the export of _____.
10. How many British workers are farmers?

III. Translation

Read the following passage and translate the underlined sentences.

As its name implies, the World Bank was formed to provide sound long-term loans for reconstruction and development. The International Monetary Fund (IMF) is concerned, as we shall see shortly, with short-term credit and the co-operative management of foreign exchange rates.

The World Bank is easy to understand. The lending nations subscribe toward its capital stock in proportion to their economic importance. The Bank can use its capital to make international loans to people or countries whose projects seem economically sound but who cannot get private loans at reasonably low interest rates.

The World Bank's true importance arises from something greater than the loans that it can make out of its own capital. More important is the fact that it can float bonds and use the proceeds to make loans. The bonds are safe because they are backed by the credit of all the nations. Also, the Bank can insure loans in return for a small premium, private parties can then put up the money, knowing the Bank's credit is squarely behind the loan.

As a result of such long-term credits, we have seen goods and services flowing out of the advanced nations aimed at international development. If sound, these loans will be repaid in full. If some go sour, the loss will be paid out of the Bank's interest or premium earnings. If still more go sour, the loss will be spread over all the member nations.

Has the Bank been a financial success? Decidedly. Especially after Robert McNamara (formerly of Ford Motor and the Pentagon) became its head in the late 1960s, the Bank has stepped up the scale of its activities sharply. An increasing proportion of its financing now goes through the International Development Agency, set up by the Bank to make "soft loans" to nations for education, roads, hospitals, etc.; and through its International Finance Corporation, established to make loans to foreign development banks for financing private investment projects.

The IMF, like the World Bank, grew out of the 1944 Bretton Woods conferences. It hoped to secure the advantages of the gold standard without its disadvantages. Exchange rates were in the beginning envisaged to be relatively stable. But there were to be orderly ways to unpeg parities that represented clear undervaluation or overvaluation. International cooperation was to replace the previous automatic mechanism. Also, countries were to be spared the need to make adjustments by painfully deflating themselves into drastic unemployment. And the IMF still hopes to lessen the need for import controls. How do IMF operations work? Here's one case.

From 1945 until 1971 when the Bretton Woods system broke down forever, the IMF nurtured the illusion that it could keep exchange rates pegged most of the time. Only under the extreme pressure of fundamental disequilibria persisting in a country's balance of payments would the IMF expect that country to depreciate its exchange rate.

The IMF and its leading members put up a gallant but hopeless fight to make stable exchange rates work.

As will be seen, after 1971 the Bretton Woods system of pegged exchange rates broke down permanently and was replaced by a system of "managed floating-exchange rates."

1. The International Monetary Fund is concerned, as we shall see shortly, with short-term credit and the cooperative management of foreign exchange rates.
2. The Bank can use its capital to make international loans to people or countries whose projects seem economically sound but who cannot get private loans at reasonably low interest rates.
3. An increasing proportion of its financing now goes through the International Development Agency, set up by the Bank to make "soft loans" to nations for education, roads, hospitals, etc.; and through its International Finance Corporation, established to make loans to foreign development banks for financing private investment projects.
4. Only under the extreme pressure of fundamental disequilibria persisting in a country's balance of payments would the IMF expect that country to depreciate its exchange rate.
5. As will be seen, after 1971 the Bretton Woods system of pegged exchange rates broke down permanently and was replaced by a system of "managed floating-exchange rates."

IV. Writing: Writing of Sentences(写句子)

(I) Basic Patterns of English Sentences(英语基本句型)

a) 主语 + 联系动词 + 表语

eg: Tom is in the Library.

It was getting dark.

b) 主语 + 谓语 (vi)

eg: The baby cried.

My fingers prick.

c) 主语 + 谓语 (vt) + 宾语

eg: Father bought a computer.

He forgot to take his dictionary along.

He knew he would come.

d) 主语 + 谓语 + 复合宾语

The doctor gave the old man some pills.

They found her working at the lathe.

We consider it to be of importance.

He proved himself worthy of confidence.

(I) Expansion of Sentences (句子扩张)

eg: A teacher needs patience.

1. A successful teacher, no matter whether she/he is young or old, needs great patience and love.
2. A successful teacher needs great patience and love, especially when she/he deals with the less able children.

Exercises: Try to expand the following sentences.

1. A man loves his hometown.
2. Blind love is dangerous.
3. The birds are singing.
4. The news spread.

Unit 2 History

I . Reading Comprehension

On the morning of December 7, 1941, most of the fighting men at Pearl Harbor were just waking or getting up in a leisurely manner. They thought they would follow the ordinary routine of an ordinary Sunday morning.

Inside Pearl Harbor lay the great obstacle to Japan's dreams of conquest: the United States Pacific Fleet. A few ships were elsewhere, but eight of the nine great battleships were on hand. They were the backbone of the Fleet's strength.

Army, Navy, and Marine planes were stationed on various airstrips all over Oahu Island. There were more than 200 Army planes, although a number of them were out of commission awaiting repairs. The Marines had fifty planes, mostly scoutbombers, and about 150 Navy planes were on hand. Again, with only a few exceptions, almost every one of them was on the ground.

A few seconds before 7 : 55 AM, the first Japanese plane diving out of the sky, roared over Ford Island, which sits in the middle of the harbor, and dropped its bomb on a seaplane ramp.

A minute or two later, the signal tower at Pearl Harbor issued an alarm. "Enemy air raid," the tower said. And then it added, "Not drill."

The Japanese aviators knew exactly what they were doing. Their attack plan was timed to a split second. The seven American battleships, moored in a tidy row to concrete pillars off the south shore of Ford Island, were their number-one target.

The Japanese planes swarmed in from every side. The torpedo bombers skimmed low, launching their missiles from just fifty feet off the calm surface of the water. High-level and dive bombers were right behind the torpedo bombers, hitting the American ships' topsides, and raking their decks with machine-gun fire. The Japanese fighter planes concentrated on the airfields, blazing away at the parked planes on the ground, and firing on the crewmen and pilots.

Half an hour after the first bomb was dropped, all seven American battleships were seriously damaged. The Arizona was a flaming torch. The Oklahoma, hit by three torpedoes in rapid-fire succession, and then another pair as she rolled over on her side, was almost upside down and 415 of her officers and men were killed or missing. The West Virginia was sunk. The California was going down. The Japanese had succeeded in their main mission: the Pacific Fleet's Battle Force was all but wrecked.

The United States air forces had taken an equally bad beating. Forty-five of the forty-seven Marine planes, and most of the Navy patrol bombers and Army fighter planes had been reduced to junk. Despite everything, a few of the pilots managed to take off, but not until the worst of the Japanese attack had ended. With a few exceptions, American air strength on this island was as helpless as the Fleet it was supposed to be protecting.

The initial Japanese attack had been so successful that the 9 : 00 AM follow-up air strike—designed to mop up whatever the first wave might have missed—had comparatively little to do.

By 9 : 45 AM the battle was over.

No war has ever started at such a victory for one side at the very beginning of the hostilities.

Eighteen American warships—including seven of the eight battleships—were sunk or badly damaged. Three cruisers were crippled. Three destroyers were frightful wrecks.

Out of about 400 American airplanes, 188 had been destroyed and another 159 damaged.

The American casualties were appalling.

In fact, the Navy lost almost three times as many men in this one attack as it lost by enemy action in the Spanish-American War and the First World War combined.

All this had been accomplished at the trivial cost to the Japanese of twenty-nine planes, fifty five airmen and six submarines.

The next day, Monday, December 8th, the United States declared war on Japan.

At 12:30 PM President Franklin D. Roosevelt began to ask for a declaration of war: "Yesterday, December 7, 1941—a date that will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan."

And President Roosevelt proceeded to check off a list of the places that had been attacked without warning:

"Yesterday the Japanese also launched an attack against Malaya."

"Last night Japanese forces attacked Hong Kong."

"Last night Japanese forces attacked Guam."

"Last night Japanese forces attacked the Philippine Islands."

"Last night the Japanese attacked Wake Island."

"This morning the Japanese attacked Midway Island"

"I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, a state of war has existed between the United States and the Japanese Empire."

At 4 : 10 that same afternoon, the President signed the declaration. The United States was at war with Japan.

1. The best title for this passage is
 - A. Preparation for the Japanese Attack
 - B. Without Warning
 - C. Americans' Losses
 - D. Japanese Bombers
2. The author develops the text
 - A. by comparing American troops to Japanese troops
 - B. by describing the quietness at Pearl Harbor
 - C. according to the sequence of time
 - D. according to the way the Japanese began to attack
3. How long did the attack last?
 - A. two hours
 - B. one hour and a half
 - C. one hour and fifty minutes
 - D. Less than 110 minutes
4. How was the fate on the side of the United States?
 - A. Eighteen American warships including seven of the 8 battleships, were sunk or badly damaged.
 - B. Three cruisers were crippled.
 - C. Three destroyers were frightful wrecks.
 - D. all of the above
5. The United States declared war on Japan because of.
 - A. Japanese success
 - B. the attack of Japan on Americans at Pearl Harbour
 - C. Japanese airplanes flying in the sky
 - D. the cost to the Japanese of twenty-nine planes.

I . Short-Answer Questions

You can thrill to the sight of the world's ski champions sailing through the air or racing down mountain slopes—

You can marvel at the skill and grace of expert ice skaters, swimmers, jumpers, gymnasts—

You can watch the top athletes compete against the top athletes—

All this you can do every four years, thanks to TV. Thus, you can have a front-row seat at the modern Olympic Games.

You are especially lucky if you can view the opening ceremonies on color TV. Bright flags wave, bands play, the crowd roars its approval of the parade of athletes. Nation by nation, the colorful groups march by. Your heart beats fast with pride as you view the fine group headed by your own country's banner.