

大学英语过关考试题型专项训练

贯通阅读翻译简答

夏晓梅 / 主编

4级

大学英语教学与考试命题研究工作室组编

COLLEGE
ENGLISH

大连理工大学出版社

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大学英语教学与考试命题研究工作室编

主 编 夏晓梅 钱 进

编 委 史炼钢 王 伟

张 静 刘 靖

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前言

本书是根据《大学英语教学大纲》和《大学英语考试大纲》以及新题型的要求编写的。本书主要内容包括 20 套阅读理解模拟试题,每套题后安排了选择题、英译汉和简短回答三种题型。本书的显著特点是:

1. 选材广泛,内容丰富,材料新颖,涉及面广;
2. 文章多为大学生所熟悉和关心的题材,有很强的针对性和实用性;
3. 为了使考生能顺利通过大量的阅读实践和模拟练习,每篇文章均给出了详细的答案注释及参考答案,以便于学生自我检测,达到巩固提高自己的语言能力、顺利通过考试的目的。

希望此书能对广大考生的复习训练有所帮助,并且希望读者能熟悉阅读理解方面的各种题型,在考试中取得理想的成绩。

由于时间仓促,水平有限,我们竭诚希望广大师生在使用本书的过程中多多提出宝贵意见。

编者

1999 年 8 月

Contents

前言

第一章	阅读理解题的解题技巧	1
	一、阅读理解(Reading Comprehension)	1
	二、英译汉(Translation from English into Chinese) ...	2
	三、简短回答题(Short Answer Questions)	2
第二章	阅读理解、英译汉及简答题专项训练	4
	Model Test One	4
	参考答案及注释	13
	Model Test Two	17
	参考答案及注释	25
	Model Test Three	28
	参考答案及注释	37
	Model Test Four	40
	参考答案及注释	48
	Model Test Five	52
	参考答案及注释	60
	Model Test Six	63

参考答案及注释	71
Model Test Seven	74
参考答案及注释	82
Model Test Eight	86
参考答案及注释	94
Model Test Nine	98
参考答案及注释	106
Model Test Ten	110
参考答案及注释	118
Model Test Eleven	122
参考答案及注释	130
Model Test Twelve	134
参考答案及注释	143
Model Test Thirteen	146
参考答案及注释	154
Model Test Fourteen	158
参考答案及注释	166
Model Test Fifteen	170
参考答案及注释	178
Model Test Sixteen	182
参考答案及注释	190
Model Test Seventeen	194

参考答案及注释	202
Model Test Eighteen	205
参考答案及注释	213
Model Test Nineteen	217
参考答案及注释	225
Model Test Twenty	229
参考答案及注释	237

第一章 阅读理解题的解题技巧

一、阅读理解(Reading Comprehension)

共 20 题,考试时间为 35 分钟。要求考生阅读若干篇短文,总阅读量不超过 1,000 词。每篇短文后有若干个问题。考生应根据文章内容从每题四个选择项中选出一个最佳答案。

阅读理解部分主要测试考生下述能力:①掌握所读材料的主旨和大意;②了解说明主旨和大意的事实和细节;③既能理解字面的意思,又能根据所读材料进行一定的判断和推论;④既能理解个别句子的意义,又能理解上下文的逻辑关系。

阅读理解的目的是测验考生通过阅读获取信息的能力,既要求准确,也要求有一定的速度。

(一)阅读方法

根据解题需要,考生可采用不同的阅读方法。常用的阅读方法有细读、略读和查读。细读是为了领会文章的细节。细读不等于慢读,不是一个字一个字地读,应按意群一组一组地读。这样既可准确地理解文章,又有一定的速度。略读是有选择地读。略读是为了了解文章大意和中心思想。略读时只抓关键词,略过一些无关紧要的细节描述,抓住主要情节和文章大意。查读是迅速查找需要了解的信息,如查找事实细节、时间、数字和人物等。阅读的方法不同,速度也不同,可根据情况交叉使用。

(二)答题步骤

第一步先看考题,快读每个问题的题干,明确考题要求。

第二步略读短文,迅速了解文章内容及主旨大意,把握文章基调。

第三步根据提问查读或细读文章,抓住有关信息,边读边做题。一般来说,考题的先后次序与短文的叙述的情节先后是一致的,答题时应按考题顺序逐个做下去。遇到难题,最后对付。

第四步解答难题。难题往往是一些推理判断题。问题所及不是某个词语、句子或段落,而是直接和间接文章线索,通过推理归纳做出正确选择。

(三)解题方法

解题方法有对应法、排除法、推测法和归纳法四种。

对应法是“对号入座”选择答案,即对考题的四个选择项能从短文

中找到其中一项相应的情节或词语来证明选择的正确。

排除法是逐个排除不正确的选择项,选择未排除项。

推测法是利用文章信号、情节线索、词义联系、上下文关系等进行推测,获取正确答案。

归纳法是利用诸多细节归纳段落中心思想,或综合各段落中心思想归纳短文主题或标题的方法。

考生解题时要根据文章的内容和考题的要求选用不同的解题方法。

二、英译汉(Translation from English into Chinese)

“英译汉”安排在“阅读理解”部分之后。每次考试共4至5题。从阅读理解部分的4篇文章中分别选择1至2个句子组成1题,每篇文章有1至2题。考试时间为15分钟。考试时,考生可以参阅阅读理解部分的有关文章,以便了解上下文。

“英译汉”主要考核考生对英语书面材料的确切理解能力。

做“英译汉”要遵循以下原则:(1)翻译既要忠实于原文又要符合汉语的习惯;(2)翻译不可太拘泥。拘泥、刻板的翻译因死守原文的语言形式而损害原文的思想内容。好的译文应该是形式与内容的统一;(3)能直译的尽量不意译;(4)翻译的过程应该是先理解后表达。总之,译文不仅要准确、通顺,还要注意关键词的采分点,同时要注意整个译文结构的表达。

三、简短回答题(Short Answer Questions)

“简短回答题”安排在“阅读理解”部分之后。每次考试为一篇文章,文章后有5个问题或不完整的句子。要求在阅读文章之后用简短的英语(可以是句子,也可以是单词或短语)回答所提的问题或补足不完整的句子。考试时间为15分钟。

“简短回答题”主要考核考生对英语书面材料的确切理解能力。

(一)“简答题”评分标准

①回答5个所提的问题或补足不完整的句子。每题2分,共计10分。

②本题虽为简答题,但回答不全面者扣分。

③有自相矛盾之处扣分。

④照抄原文者扣分,照抄一句扣半分,照抄两句或两句以上得零分。

⑤答非所问者扣分。

⑥答多者扣分。

⑦正确的回答里有语法错误扣分。

⑧回答多余部分如有语法错误的同样扣分。

(二)注意事项

①回答“简答题”时要简答,没有必要展开回答。这样做既节省时间,又避免出现拼写、语法等方面错误,但答案要正确、全面。

②最好使用最短表达方式。回答时能用单词,就不用短语;能用短语,就不用句子。

③答题时要注意上下文联系。

④字迹要工整,卷面保持干净。

第二章 阅读理解、英译汉及 简答题专项训练

Model Test One

Section A Reading Comprehension (35 minutes)

Directions: There are 4 reading 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:

When prices are low people will buy more, and when prices are high they will buy less. Every shopkeeper knows this. But at the same time, producers want higher prices for their goods when they make more goods. How can we find the best price for the goods? The Law of Supply and Demand is the economist's answer to this question.

According to this law, changes in the prices of goods cause changes in supply and demand. An increase in the price of the goods causes an increase in supply — the number of goods the producers make. Producers will make more goods when they can get higher prices for the goods. For example, the producer makes more shoes as the price of shoes goes up. At the same time, an increase in the price of the goods causes a decrease in demand — the number of goods the consumers buy. This is because people buy less when the price is high. Conversely (相反地), a decrease in the price causes an increase in demand (people buy more shoes) and a decrease in supply (producers make fewer shoes).

Business firms look at both supply and demand when they make decisions about prices and production. They look for the equilibrium (平衡) point where supply equals demand. The equilibrium point is point *e*, where the supply curve (曲线) (S) and the demand curve (D) intersect (相交). At this point, the number of shoes produced is 3,000 and the

price of the shoes is \$ 30. \$ 30 is the equilibrium price; at this price the consumers will buy all of the 3,000 shoes which the producers make. If the producers increase the price of the shoes, or if they produce more than 3,000 shoes, the consumers will not buy all of the shoes. The producers will have a surplus — more supply than demand — so they must decrease the price in order to sell all of the shoes. On the other hand, if they make fewer than 3,000 shoes, there will be shoe shortage — more demand than supply — and the price will go up.

According to the Law of Supply and Demand, the equilibrium price is the best price for the goods. The consumers and the producers will agree on this price because it is the only price that helps them both equally.

1. Why does an increase in price cause an increase in supply?
 - A) Consumers buy more goods when prices are high.
 - ☒ B) Producers make more goods when prices are high.
 - C) Producers want to sell all of their goods.
 - ☒ D) Consumers will not buy all of the goods.
2. Why does a decrease in prices cause an increase in demand?
 - A) Consumers buy fewer goods when prices are low.
 - B) Producers make fewer goods when prices are low.
 - C) Producers make more goods when prices are high.
 - ☒ D) Consumers buy more goods when prices are low.
3. What do business firms look at when they make decisions about prices and production?
 - A) The supply curve.
 - B) The demand curve.
 - ☒ C) The equilibrium point.
 - ☒ D) All of the above.
4. Why will consumers and producers agree on the equilibrium price?
 - ☒ A) It will help them both equally.
 - ☒ B) It is the only price for the goods.
 - C) It is the lowest price.
 - ☒ D) All of the goods will be sold.
5. When will producers have a surplus of goods?
 - A) When supply equals demand.
 - ☒ B) When there is more supply than demand.
 - C) When there is more demand than supply.
 - ☒ D) When they sell all of their goods.

Questions 6 to 10 are based on the following passage:

I must warn you that you may find parts of this article rather difficult to understand. Wait! The sentence you have just read is quite untrue. But that isn't why you were irritated by it. It was, of course, also insulting and few people enjoy being insulted. By reading this article you are making the claim that you are the sort of person who will understand it; my opening sentence questioned your claim, and that is what made it insulting. In other words, an insult occurs whenever one person denies some aspect of identity which another is claiming, clearly or otherwise.

When describing the course of a disease, pathologists (病理学家) often talk of the body organizing its defences in response to a biological insult. But in everyday life we use the term only when the rules which govern social encounters are broken violated in the manner described. For social interaction to work it is essential that the participants respect the 'face' of all involved. 'Face' refers to the public image which a person chooses to present in a particular situation. Its importance is obvious when two people are talking to each other, but it cannot be ignored by the writer who wishes to keep his readers.

If I wish to insult you, I must not merely threaten your face, but do so deliberately (故意地). Without hostile intent, I am guilty of social mistake but nothing worse. Some people are famous for dropping bricks, but they are considered socially unskilled or childlike rather than insulting; this can be seen from the fact that their remarks elicit (引出) laughter, admittedly strained, rather than anger.

What happens when face is lost? It is usually possible to avoid or overlook the insult ('I didn't hear that' / 'she's only a child'). If it is not overlooked, the next move is conventionally a challenge in which the victim draws attention to the violation (侵害) ('What do you mean, I've got the manners of a pig?'). This is an invitation to the offender to restore order by making a response which indicates that the conventions have not after all been violated. He may apologize ('I don't know what came over me') or make compensation ('I'm always throwing my food all over the place'). Alternatively, he can attempt to change the meaning of his remark ('I was only joking' / 'I can't stand people who eat delicately'). Any of these ploys (嬉戏) can repair the damage, so long as the wounded party accepts the explanation and the

offender confirms his sorrow by a display of suitable gratitude.

6. The author suggests that an insult is an attack on another person's

- A) image of himself B) good character
C) standard of intelligence D) ability to understand himself

7. According to the passage, it is important for 'face' to be respected

- A) so that people can talk freely to each other
B) to allow the adoption of new roles
C) to maintain an acceptable pattern of behavior
D) so that people can understand one another better

8. People who are "famous for dropping bricks" _____.

- A) are unintentionally rude
B) cannot control their behavior
C) are trying to be funny
D) do not care what others think of them

9. 'Face' can only be restored when _____.

- A) the victim learns to laugh at himself
B) the offender also receives an insult
C) the victim accepts the truth of the insult
D) the offender appears thankful for forgiveness

10. What is the author's intention in the opening sentence of this passage?

- A) To prepare the reader for difficulties.
B) To make the article appear very impressive.
C) To discourage uneducated readers.
D) To demonstrate the nature of an insult.

Questions 11 to 15 are based on the following passage:

What is your favorite color? Do you like yellow, orange, red? If you do, you must be an optimist, a leader, an active person who enjoys life, people, and excitement. Do you prefer grays and blues? Then you are probably quiet, shy, and you'd rather follow than lead. You tend to be a pessimist. At least, this is what psychologists tell us, and they should know, because they have been studying seriously the meaning of color preference, as well as the effect that colors have on human beings. They tell us, among other facts, that we don't choose our favorite color as we grow up— we are born with our preference. If you

happen to love brown, you did so as soon as you opened your eyes, or at least as soon as you could see clearly.

Colors do influence our moods. There is no doubt about it. A yellow room makes most people feel more cheerful and more relaxed than a dark green one; and a red dress brings warmth and cheer to the saddest winter day. On the other hand, black is depressing. A black bridge over the Thames River, near London, used to be the scene of more suicides than any other bridge in the area—until it was repainted green. The number of suicide attempts immediately fell sharply; perhaps it would have fallen even more if the bridge had been done in pink or baby blue.

Light and bright colors make people not only happier but more active. It is an established fact that factory workers work better, harder, and have fewer accidents when their machines are painted orange rather than black or dark gray.

We often associate a particular color with a piece of music, a book, a play, a person, a number, or a letter. Doesn't 3 look red, and 4 yellow? At the beginning of this century a French poet wrote that for him the letter A was always black; E was white, I red, O blue, and U green. For someone else, U might be deep purple or lemon yellow. A tragic story makes you think of black, red, and gold, while love stories vary from red to pink—or maybe light blue? And why did the black American composers of sad jazz music call their songs “blues”?

Remember, then, that if you feel low you can always brighten your day—or your life—with a new shirt or a few cans of paint. Remember also that you will know your friends and your enemies better when you find out what colors they like and dislike. And don't forget that anyone can guess a lot about your personality when you choose a pair of socks or a cushion.

11. The word “optimist” (Line 2, Para. 1) probably means _____.

- A) a person who believes that everything will end up well
- B) a person who believes that everything will end up badly
- C) a scientist who studies the human mind
- D) a person who likes yellow, orange and red

12. We can infer from the passage that _____.

- A) we begin to love color after we know what the meaning of a color is
- B) we love a color as soon as we open our eyes every day

- ☒ C) once we love a color we love it forever
☐ D) we don't choose our favorite color but are taught to love it
13. A bridge painted which of the following colors might cause fewest suicides?
 A) Black. B) ~~Green~~. ☒ C) Pink. D) Blue.
14. Why is the French poet mentioned in Paragraph 4?
☐ A) Because he was famous.
☒ B) Because poets like to associate colors with letters.
☒ C) Because A, E, I, O, U have colors but other letters don't.
☐ D) Because the author is giving an example to show that people often relate a color with a letter or something else.
15. The author implies in the last paragraph that _____.
☐ A) you can become taller with a new shirt or a few cans of paint
☒ B) others can know about your character by the colors you like and dislike
☐ C) people can guess a lot about your personality by the size of socks or cushions you choose
☒ D) whether a person is your friend or enemy can be judged by the colors he likes and dislikes

Questions 16 to 20 are based on the following passage:

Whether the eyes are "the windows of the soul" is debatable; that they are intensely important in interpersonal communication is a fact. During the first two months of a baby's life, the stimulus that produces a smile is a pair of eyes. The eyes need not be real; a mask with two dots will produce a smile. Significantly, a real human face with eyes covered will not motivate a smile, nor will the sight of only one eye when the face is presented in profile. This attraction to eyes as opposed to the nose or mouth continues as the baby matures. In one study, when American four-year-olds were asked to draw people, 75 percent of them drew people with mouths, but 99 percent of them drew people with eyes. In Japan, however, where babies are carried on their mother's back, infants do not acquire as much attachment to eyes as they do in other cultures. As a result, Japanese adults make little use of the face either to encode (把……编码) or decode (理解) meaning. In fact, Argyle reveals that the "Proper place to focus one's gaze during a conversation in Japan is on the neck of one's conversation partner."

The role of eye contact in a conversational exchange between two

Americans is well defined; speakers make contact with the eyes of their listener for about one second, then glance away as they talk; in a few moments they re-establish eye contact with the listener or reassure themselves that their audience is still attentive, then shift their gaze away once more. Listeners, meanwhile, keep their eyes on the face of the speaker, allowing themselves to glance away only briefly. It is important that they be looking at the speaker at the precise moment when the speaker re-establishes eye contact; if they are not looking, the speaker assumes that they are disinterested and either will pause until eye contact is resumed or will terminate the conversation. Just how critical this eye maneuvering is to the maintenance of conversational flow becomes evident when two speakers are wearing dark glasses: there may be a sort of traffic jam of words caused by interruption, false starts, and unpredictable pauses.

16. The author is convinced that the eyes are _____.
A) something the value of which is largely a matter of long debate
B) something through which one can see a person's inner world
C) of considerable significance in making conversations interesting
D) of extreme importance in expressing feelings and exchanging ideas
17. Babies will not be stimulated to smile by a person _____.
A) whose face is seen from the side
B) whose face is covered with a mask
C) whose front view is full perceived
D) whose face is free of any covering
18. According to the passage, the Japanese fix their gaze on their conversation partner's neck because _____.
A) they don't like to keep their eyes on the face of the speaker
B) they need not communicate through eye contact
C) they didn't have much opportunity to communicate through eye contact in babyhood
D) they don't think it polite to have eye contact
19. According to the passage, a conversation between two Americans may break down due to _____.
A) improperly-timed ceasing of the eye contact
B) eye contact of more than one second
C) one temporarily glancing away from the other
D) constant adjustment of eye contact