

# 大学英语阅读精选

# 120篇

大学英语四级考试命题研究组 组编



CET4

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新 华 出 版 社

# 大学英语阅读精选

# 120 篇

主 编 马德高 胡艳玲  
副主编 刘昱君 许勤超



B1285652

## CET4

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**图书在版编目(CIP)数据**

大学英语阅读精选 120 篇. 四级/马德高主编. —北京: 新华出版社, 2003.12

ISBN 7-5011-6510-6

I. 大... II. 马... III. 英语—阅读教学—高等学校—水平考试—自学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2003)第 118825 号

**大学英语阅读精选 120 篇(四级)**

马德高 胡艳玲 主编

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新华出版社出版发行  
(北京市石景山区京源路 8 号 邮编:100043)

新华书店经销

山东省高唐印刷有限责任公司印刷

\*

850×1168 毫米 32 开本 14.375 印张 300 千字

2004 年 2 月第 1 版 2004 年 2 月第 1 次印刷

ISBN 7-5011-6510-6/G·2365 定价:14.80 元

时代在变,四、六级考试也在变,但无论怎么变,阅读理解在考试中仍是重中之重。

而对于如何提高阅读成绩,考生通常追求的是大量快速地阅读。但往往在阅读了大量文章后发现阅读水平并没有得以真正提高。看起文章来似懂非懂,做起题来似会非会。问题出现在追求“量”的同时没有追求“质”;大量泛读的同时没有重视精读。因为知识面的扩大并不等于阅读“微技能”的真正提高;技能提高只能通过精读、吃透文章来得以实现。

基于此,我们精选了文章 120 篇。所选文章无论从体裁还是题材都接近真题,难度略高于或接近四级真题,旨在帮助考生切实提高阅读能力,感受实战气氛。相信本书会成为广大考生迎接四级考试的必备复习材料。

## 本书特色——

|| 词汇点津 ||——文章中的重点、难点词汇以及常用短语,本书在单元后均给出词性和释义,便于读者掌握。我们提倡通过阅读背单词、记单词,然后通过单词量的扩充从根本上提高阅读能力。

|| 难句突破 ||——由于四级阅读理解近年来有增加长难句数量的趋势,这对考生的阅读能力提出了更高的要求。为此本书挑选出文章中的长难句,对其句子结构、理解难点逐一分析,并将翻译技巧点拨贯穿其中,相信通过本部分的讲解,可以增强考生对难句的驾驭能力,从根本上提高阅读水平。

|| 答案精解 ||——本书中的所有参考答案皆是由有着多年考试辅导经验的数位老师反复推敲论证后确定的。解析精辟,抓住要点,触类旁通,注重总结命题规律,使考生轻松掌握应试之技巧,了解备考之方略。

|| 文章精点 || —— 阅读文章的关键是把握文章大意,理清文章脉络。为此我们在每篇文章的答案精解中给出了文章精点,“精点”乃点睛之笔,旨在帮助读者在自我测试之后对文章的篇章结构、逻辑层次有准确、透彻的把握、切身体会“庖丁解牛”之快感。这是扎实完善阅读能力、提高阅读效率的必经之路。

希望我们精心打造的这本《大学英语阅读精选 120 篇》(四级)能对您有所裨益,我们也相信只要方法得当,用完此书,您的阅读水平一定会有显著的提高。

由于时间有限,书中难免有疏漏之处,敬请广大读者来信批评指正!

选材广泛,贴近真题,荟萃精华

生词难句,各个击破,稳步提高

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# Reading Comprehension Unit 1

## Unit 1

### Passage 1

⌚ From: \_\_\_\_\_ To: \_\_\_\_\_

Why does the Foundation concentrate its support on applied rather than basic research? Basic research is the very heart of science, and its product is the capital of basic research—understanding for its own sake. “Understanding of the atom or the nerve cell, of the causes of earthquakes and droughts, or of man as a behaving creature and of the social forces that are created whenever two or more human beings come into contact with one another—the scope is staggering, but the commitment to truth is the same.” Moreover, the practical applications of basic research frequently cannot be anticipated. When Roentgen the physicist, discovered X-rays, he had no idea of their usefulness to medicine.

Applied research, undertaken to solve specific practical problems, has an immediate attractiveness because the results can be seen and enjoyed. For practical reasons, the sums spent on applied research in any country always far exceed those for basic research, and the proportions are more unequal in the less developed countries. “To leave aside the funds devoted to research by industry—which is naturally far more concerned with applied aspects because these increase profits quickly—the funds the U. S. Government sets apart for basic research currently amount to about 7 percent of its overall research and development fund.” “Unless adequate safeguards are provided, applied research invariably tends to drive out basic.” Then, as Dr. Waterman has pointed out, “Developments will inevitably be undertaken prematurely, career attraction will move toward applied science, and the opportunities for making major scientific discoveries will be lost”. Unfortunately, pressures to emphasize new developments, without corresponding emphasis upon pure science tend to degrade the quality of the nation’s technology in the long run, rather than to improve it.

(284 words)

1. Which of the following might be a reasonable title of this passage?
  - A) Foundation Funds
  - B) The Attractiveness of Applied Research
  - C) The Importance of Basic Research
  - D) Basic Research and Applied Research
2. Industry is primarily intended in applied research because it \_\_\_\_\_.
  - A) provides better understanding
  - B) offers immediate profit
  - C) drives out basic research
  - D) solves practical problems
3. Basic research is vital because \_\_\_\_\_.
  - A) it leads to results that can be appreciated
  - B) it is driven out by applied research
  - C) it provides the basis for scientific progress
  - D) it tends to degrade the nation's technology
4. The American government \_\_\_\_\_.
  - A) devotes more than 90% of its research funds to applied research
  - B) spends far more on applied research than on military problems
  - C) opposes the foundation's grants to basic research
  - D) does not bother the nature of the research done by the scientists
5. The passage suggested that less developed countries \_\_\_\_\_.
  - A) devote a large portion of their budget to basic research
  - B) realize that progress depends on basic research
  - C) encourage their career scientists to experiment
  - D) devote even less money to basic research

## Passage 2

⌚ From: \_\_\_\_\_ To: \_\_\_\_\_

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 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



## Reading Comprehension Unit 1

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(探测) 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 expedition, 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.

(336 words)

**6. The proposal to lay a telegraph cable from Europe to America made oceanographic studies take on \_\_\_\_.**

- A) an academic aspect
- B) a military aspect
- C) a business aspect
- D) an international aspect

**7. It was \_\_\_\_ that asked Maury for help in oceanographic studies.**

- A) the American Navy
- B) some early intercontinental travelers
- C) those who earned a living from the sea
- D) the company which proposed to lay an undersea cable

**8. The aim of the voyages Maury was responsible for in the 1840s was \_\_\_\_.**

- A) to make some sounding experiments in the oceans
- B) to collect samples of sea plants and animals

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- C) to estimate the length of cable that was needed  
D) to measure the depths of the two oceans
9. "Defied" in the 5th paragraph probably means "\_\_\_\_\_".  
A) doubted  
B) gave proof on  
C) challenged  
D) agreed to
10. 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

### Passage 3

🕒 From: \_\_\_\_\_ To: \_\_\_\_\_

『The cost of the First World War to the United States, exclusive of the loss of life and suffering involved and the subsequent payments to retired soldiers, runs into figures almost beyond human comprehension.』 Including nearly \$ 9 500 000 000 lent to foreign governments, the direct cost for the three years following the declaration of war was around \$ 35 500 000 000. This was three times the total expenditures of the federal government during the first 100 years of its existence, and over \$ 1 000 000 during the 25 months following the declaration of war. The first problem to be settled in financing the war was, "What proportion of the cost was to be borne by taxes, and proportion by loans?" In other words, what part of the cost was to be placed on the backs of subsequent generations? As it turns out, about one-third was raised by taxation, and the rest by loans. Beginning with the War Revenue Bill, Congress raised the income, inheritance and excise taxes and started taxes on excess profits and luxuries. Congress, however, stood firm on the principle of low tariffs(关税).

The money that the government borrowed was obtained by means of four "Liberty Loans" and one "Victory Loan". 『Unlike their practice during former wars, the government made a direct appeal to the people, and by selling the bonds in denominations as low as \$ 50 received aid from millions who until then had never seen a government bond.』 Over 22 000 000 people sub-

## Reading Comprehension Unit 1

scribed to the "Fourth Liberty Loan". Never during the war did the government suffer from inadequate funds or credit. (267 words)

11. What is the main topic of the passage?
  - A) The patriotism of the United States military.
  - B) One hundred years of United States finance.
  - C) Investment opportunities for the middle class.
  - D) Paying for the First World War.
12. Which of the following is included in the \$ 35 500 000 000 mentioned in the passage?
  - A) Payments to retired soldiers.
  - B) Loans to foreign governments.
  - C) Interest payments on government bonds.
  - D) Salaries paid to members of Congress.
13. The word "its" (Line 7, Para. 1) refers to \_\_\_\_\_.
  - A) federal government
  - B) hour
  - C) declaration
  - D) war
14. Which of the following kinds of taxes was NOT raised to help pay for the war?
  - A) Luxury.
  - B) Income.
  - C) Tariff.
  - D) Inheritance.
15. Which of the following was the first matter to be settled in financing the war?
  - A) Approximately how much the war was going to cost.
  - B) How much the United States should lend to foreign governments.
  - C) How to convince taxpayers that the United States should be involved in a European war.
  - D) What part of the cost of the war should be paid by taxes and what part by borrowing.

### Passage 4

⌚ From: \_\_\_\_ To: \_\_\_\_

There is a popular belief among parents that schools are no longer inter-

ested 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 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." 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 feeling. 『The teacher was not wrong to draw attention to the errors, but if his priorities had centered on the child's ideas, an expression of his disappointment with the presentation would have given the pupil more motivation to seek improvement.』 (254 words)

16. 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
17. The expression "play safe"(Line 2, Para. 2) 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
18. 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

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D) students will learn to be independent of teachers

19. 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

20. 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

	参考答案	正确率		参考答案	正确率
Passage 1	DBCAD		Passage 3	DBACD	
Passage 2	CDDCA		Passage 4	BDABD	

## ★☆☆★ ★ 词汇点津

### Passage 1

foundation *n.* 基础, 建立, 基金

capital *n.* 资金

staggering *adj.* 惊人的, 令人难以置信的

commitment *n.* 委托事项, 许诺, 承担义务

anticipate *v.* 预期, 期望, 预订, 预见

exceed *vt.* 超越, 胜过

proportion *n.* 比例, 均衡, 面积, 部分

invariably *adv.* 不变地, 总地

prematurely *adv.* 过早地, 早熟地

degrade *v.* (使)降级, (使)堕落,

(使)退化

### Passage 2

oceanography *n.* 海洋地理学

aspect *n.* 方面

further *vt.* 促进

remote *adj.* 遥远的

intercontinental *adj.* 跨大陆的, 大陆间的

permanent *adj.* 永久的, 不变的

defy *vt.* 蔑视, 违抗, 反抗

under way 在进行中

expedition *n.* 考察

### Passage 3

exclusive of 除, 不计  
 subsequent *adj.* 后来的, 并发的  
 finance *vt.* 供给...经费, 负担经费  
     *n.* 财政, 金融  
 revenue *n.* 收入, 国家的收入, 税收  
 excise tax 消费税, 国产税  
 excess *adj.* 过度的, 额外的  
 loan *n.* (借出的)贷款, 借出  
 bond *n.* 公债, 债券  
 denomination *n.* 面额, 票额  
 subscribe *vi.* 认购

### Passage 4

priority *n.* 优先  
 complexity *n.* 复杂(性), 复杂的事物  
 focal *adj.* 焦点的, 在焦点上的  
 technical *adj.* 技术的  
 sensitive *adj.* 感觉敏锐的; 判断力强的  
 illegible *adj.* 难以辨认的  
 omit *vt.* 省略; 疏忽; 忽略不计  
 motivation *n.* 动力

## ★ ★ ★ ★ 难句突破

### Passage 1

1. Understanding of the atom or the nerve cell, of the causes of earthquakes and droughts, or of man as a behaving creature and of the social forces that are created whenever two or more human beings come into contact with one another—the scope is staggering, but the commitment to truth is the same.

|| 框架分析 || 该句主干为... the scope is staggering... 其中 understanding of... , of... , or of... and of... 做 scope 的同位语, 详细说明 scope 包含的内容; 四个并列的 of 引导介词短语修饰 understanding; 在第四个 of 介词短语中含有定语从句 that are created 修饰 forces, 定语从句中又含有 whenever 引导的让步状语从句。

|| 难点直击 || 本句翻译重点是分析出 understanding of 是 the scope 的同位语, 将其译成独立分句; 译文应注意汉语语序。同时注意正确领会下列词汇短语在文中意义: come into contact with 与...接触, 碰到。commitment 译为“承担的义务”。

|| 参考译文 || 虽然(基础科学研究)的范围令人难以置信, 但是寻求真相的目的是相同的——这包括对原子、神经细胞的研究, 对地震、旱灾成因的研究, 将人作为行为动物的研究, 以及对两个或更多的人相互接触时所

## Reading Comprehension Unit 1

产生的社会影响力的研究。

2. To leave aside the funds devoted to research by industry—which is naturally far more concerned with applied aspects because these increase profits quickly—the funds the U. S. Government sets apart for basic research currently amount to about 7 percent of its overall research and development fund.

|| 框架分析 || 本句主干为 the funds... amount to about 7 percent of...。其中 the U. S. government sets apart for basic research currently 为省略关系代词的定语从句, 修饰 the funds; 动词不定式 To leave aside the funds... 做让步状语, 其中过去分词短语 devoted to 做定语修饰 the funds 而 which 引导的定语从句修饰 research, because 在定语从句中引导原因状语。

|| 难点直击 || 本句翻译的重点是: 找出句子的主语; 正确理解两个定语从句。其中第二个定语从句 the U. S. government sets apart... 译为“的”字结构; 第二个定语从句 which is naturally... 根据上下文的逻辑意义译为原因状语; 正确理解不定式 to leave aside 引导的让步状语; 正确理解重点短语和词汇在文中的意义: leave aside: 搁置, 文中译为“不谈, 不考虑”; be concerned with: 牵涉到, 与... 有关; set apart: 留出, 拨出; devoted to: 拨给, 投入; amount to: 达到; 代词 these 指代 applied aspects, 翻译时最好还原。

|| 参考译文 || 许多工业资金投放的研究方向当然在很大程度上与应用领域有关, 因为这些研究能很快增加其利润。且不谈这些资金, 美国政府划拨给基础科学研究的资金目前占其全部研究和发展基金的 7%。

3. Unless adequate safeguards are provided, applied research invariably tends to drive out basic.

|| 框架分析 || 该句主干为... applied research... tends to..., unless 引导条件状语。

|| 难点直击 || 本句翻译重点在 unless 从句。unless = if... not, 一般译为: 除非...; 如果没有..., 如果不能... 等。短语 drive out: 驱逐, 赶出, 文中译为“排挤”。

|| 参考译文 || 如果没有强有力的保障措施, 应用科学的研究总会排挤基础科学研究。

## Passage 2

For most people the sea was remote, and with the exception of early intercontinental travellers or others who earned a living from sea, there was little reason to ask many questions about it let alone to ask what lay beneath the surface.

|| 框架分析 || 该句由 and 连接的两个并列句组成,其主干结构为... the sea was remote, and... there was little reason to ask...。其中定语从句 who earned a living from sea 修饰 others; let alone to ask... 做让步状语。

|| 难点直击 || 该句翻译的难点是:正确分析句子结构,找出句子的主干部分;定语从句应译为“的”字结构;短语 with the exception of 相当于 except for,意为“除了”;let alone“更不用说,更不用提”;掌握常见句型 there was little reason 的译法为“没有理由或道理…”。

|| 参考译文 || 除了早期跨越大陆的旅行家和以大海为生的人之外,对大多数人来说,大海是遥远的,根本用不着去问有关大海的问题,更用不着去问大海之下有什么。

## Passage 3

1. The cost of the First World War to the United States, exclusive of the loss of life and suffering involved and the subsequent payments to retired soldiers, runs into figures almost beyond human comprehension.

|| 框架分析 || 句子主干为 The cost... runs into figures... beyond... comprehension。

|| 难点直击 || “exclusive of”这一介词词组后带有三个介词宾语:the loss of life and suffering involved and the subsequent payments to retired soldiers。

|| 参考译文 || 除去人员伤亡和苦难以及随后支付给退役士兵的费用,一战给美国造成的损失数目大得几乎令人无法想像。

2. Unlike their practice during former wars, the government made a direct appeal to the people, and by selling the bonds in denominations as low as \$ 50 received aid from millions who until then had never seen a government bond.

|| 框架分析 || 句子主干为 the government... made... appeal... and... received aid...,句中有两个并列谓语动词“made”和“received”,“who”引



## Reading Comprehension Unit 1

导的定语从句先行词为“millions”。

‖ 难点直击 ‖ 理解介词短语作状语所修饰的成分“Unlike their practice during former wars”修饰的是整个句子,“by selling the bonds in denominations as low as \$ 50”修饰的是谓语“received aid”。

‖ 参考译文 ‖ 和以前战争中的做法不一样的是,这次政府直接向人民呼吁,通过出售面值低至 50 美元的公债向成千上万的在此之前从未见过政府公债的人寻求帮助。

### Passage 4

1. There are, however, vastly different ideas about how to teach it, or how much priority it must be given over general language development and writing ability.

‖ 框架分析 ‖ 这是一个 there be 句型。介词 about 后接有两个宾语 how to teach it 以及 how much priority... it must be given over... ability 作 priority 的定语从句。

‖ 难点直击 ‖ 根据上文可知此处两个 it 均指 spelling。理解本句的关键之一是还在于对后面的结构 how much priority it must be given over... 的理解,即“How much priority teachers must give spelling over language development and writing ability”。

‖ 参考译文 ‖ 但是就如何教授(拼写)以及(拼写)在综合语言能力发展和写作能力中应在多大程度上具有优先地位的问题,学校意见存在很大分歧。

2. The teacher was not wrong to draw attention to the errors, but if his priorities had centered on the child's ideas, an expression of his disappointment with the presentation would have given the pupil more motivation to seek improvement.

‖ 框架分析 ‖ 此句中 but 连接了两个并列分句,前一个分句是一个简单句,后一分句是一个带有 if 的条件从句的主从复合句,这是一个虚拟语气的分句,条件句中用了 had centered on..., 主句中用了 would have given...。

‖ 难点直击 ‖ 应理解前后两个分句之间的关系,尤其是后一分句虚拟语气的用法,表明了作者对于老师这一做法的不赞同。

‖ 参考译文 ‖ 老师让学生注意这些(拼写)错误没有什么错,但是如果他优先关注孩子的观点,对其作文表示不满意,这可能就给了孩子更多的动