

大学英语 TEM-4

金典 英语

JINDIAN ENGLISH

TEST FOR ENGLISH MAJORS

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专业四级阅读

西北工业大学出版社

金典英语

专业四级阅读

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【内容简介】 本书分为两章。第一章详细介绍了英语专业四级阅读理解的出题范围和测试宗旨,以及试题类型分析和应试技巧。第二章为模拟题,共分为20个小单元。每单元4篇短文,共80篇阅读短文。短文题材广泛,囊括了社会、文化、教育、政治、经济、科普等多方面的知识;体裁多样,涵盖了记叙记、议论文、说明文等多种文体。针对细节题、主旨题、推理题、指代题等阅读理解的测试重点,每篇短文都设有5道多项选择题,并提供了答案及详细的讲评。为了引导学生正确把握文章的中心思想,每篇短文都附有短文大意,以供学生参考。

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Preface

前言

顺利通过英语专业基础阶段考试(TEM-4)是每一位英语专业学生和老师的共同愿望。然而,我们知道英语专业四级考试阅读理解部分,题量大、时间紧,通常是大多数考生的难点。为了帮助广大英语专业学生顺利通过专业四级考试并考出优异的成绩,我们特地编写了《金典英语·专业四级阅读》一书。

本书选材广泛,从社会科学知识、自然科学知识到世界各地的风土人情,内容丰富、题材多样。为了帮助学生正确把握短文的中心思想,避免理解偏差,每篇短文除附有对每一道理解题的讲解之外,还专门附有短文大意。此外,此书每一章对阅读理解题型的分析全面、透彻、切实;对阅读理解的应试技巧的讲解详细、实用,针对性强、操作简单,并能融解题技巧于每一篇短文的解题讲评之中,有举一反三,全面把握阅读做题技巧的作用,不失为一本英语专业四级考试应试指南之首选。

由于编者水平有限,再加上时间仓促,书中难免有不妥之处,请广大读者和同行不吝赐教,以便再版时更正。

编者

2003年6月



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第一章 英语专业四级阅读考试简介

一、英语专业四级阅读理解简介

阅读理解是语言学习中最重要技能之一,同时也是测试一个人语言能力的重要手段之一,所以,在许多综合语言考试中都设置了阅读理解(Reading Comprehension)测试,而且阅读理解部分的分值在整个考试中占相当大的比重。考生这部分的得分直接影响到整个考试的成败。因此,无论是什么形式的语言测试,对阅读理解部分大家都给予特别的重视。

英语专业四级的阅读理解分为两个小节:即阅读理解(section A)和快速阅读(section B)。根据国家教育部批准的《高等学校英语专业基础阶段英语教学大纲》中对基础阶段英语阅读教学内容和要求的规定,要求参加四级考试的考生在阅读理解方面能读懂英美国国家出版的中等难度的各种材料和文章(其中包括新闻、短文、电信、文教、科普、史地等文章),其难度相当于 *Reader's Digest* 的报刊、杂志文章,掌握阅读材料的主旨和大意;了解说明主旨和大意的事实和细节;既能理解字面的意思,也能根据阅读材料进行一定的判断和推论;既理解个别句子的意义,也理解上下文的逻辑关系;掌握作者的观点和写作意图。而快速阅读(Skimming and Scanning)则要求考生能在 5 分钟内速读 900 词左右的中等难度的文章,掌握阅读材料的主旨和大意并理解事实和细节。

英语专业四级阅读理解题型为多项选择题。Section A: 阅读理解(Reading Comprehension)共有 4~5 篇文章,每篇字数在 250~



300 之间,总的阅读量为 1 500 词,而所给时间为 25 分钟。每篇短文后有若干道多项选择题,共 15 题。快速阅读(Skimming and Scanning)一般有 5~6 篇。共设置选择题为 10 题。英语专业四级的阅读理解所选题材广泛,包括社会、文化、教育、政治、经济、科普等方面的知识或常识,几乎包含所有考生日常生活、学习中可能涉及或关心的领域,尽量贴近考生的实际生活经历,所选体裁多样,包括记叙文、议论文、说明文、新闻文体等;文章的语言难度中等,基本控制在教学大纲所规定的要求之内,短文内容新,有意义,具有一定可读性。

二、阅读理解的应试技巧

1. 通读和细读结合

有些学生不管在平时还是在考试时,一拿到文章后,马上就开始仔细阅读文章中的每个句子。这样,往往一段读下来,还不知该文章的主题是什么,既浪费时间,理解效果也不好。较可取的方法是先通读全文,然后再细读每个句子,如果在考试中时间不允许,那么至少也应该读一段前几个句子,然后再逐句细读,其目的就是为了了解全文或某一段的大致内容,既有利于读者在上下文条件下选择合适的词义,分析词和词,句与句之间的关系,也有利于考生根据文章内容涉及的领域、人物、地理等背景情况,结合自己对文章所涉及的知识领域和背景知识的了解,更好地理解原文,提高阅读效率。

2. 带着问题预读原文

在仔细阅读短文之前,以下的步骤能帮助应试者更有效地组织思路,更好地理解原文:仔细阅读文章中斜体字、黑体字等内容,快速浏览图表、数字,了解主题内容和写作目的,阅读文章的第一段和以后各段的第一句和最后一句。因为短文的作者往往将他们要表达的中心大意放在段落的第一句或最后一句。另外,通读时还应带着疑问进行,这将有助于应试者在细读时正确回答问题。

(1) 我是否熟知作者所涉及的话题。

(2) 文章的写作风格、体裁是什么样的?

(3) 对这篇文章,我是否能以较快的阅读速度来达到较高的理解程度。

(4) 作者的意图是什么?

(5) 文章的语言难度如何?

(6) 作者通过这篇文章想告诉我们什么?

3. 正确处理理解与速度的关系

阅读的目的是要正确地理解原文,在正确掌握了原文意义的基础上,提高阅读速度才有意义,否则会影响考试成绩。因此,在考试时应合理安排时间,通读完全文或是读一下该短文的重点句,搞清楚是否是自己熟悉的题材或者话题,依此来决定自己是否能以较快的阅读速度来达到较高的理解程度。

4. 记住理解题目再读原文

记住选项的理解题目再细读原文,即就是我们常说的带着问题到文章中寻找答案。英语专业四级考试的阅读理解要求考生在 30 分钟内共读完 10~12 篇短文,并在理解这些短文的基础上解答 25 道理解题。所以,应试者必须提高解题速度。根据我们的经验,带着问题到原文中寻找答案,既省时,正确率又高。

三、阅读理解试题类型

1. 细节题(Specific Questions)

细节题是根据短文提供的信息和事实进行提问,选择的依据必须是短文本身提供的信息。

What does the passage say about ...

What is the author's opinion of ...

When did scientists discover that ...

When did Chicago's first railroad service begin?



Where did Jane spend most of her childhood?

Where in the passage does the author mention ...

Which of the following is most clearly an example of ...

Which of the following is NOT referred to by the author
as ...

How far has research on echolocation progressed?

How many different types of birds are referred to in the
passage?

According to the passage, which of the following statements is
NOT true?

According to the passage, how do students in class often react
to ...

According to the passage, what is being damaged?

According to the passage, when does the koala look for food?

According to the passage, who has the greatest degree of
control in ...

According to the passage, where were large deposits of iron
ore uncovered?

According to the passage, why is Carol unhappy in ...

According to the passage, at what age does a child probably
begin to ...

According to the passage, district courts are also known as ...

The Mandan tribes could best be classified as ...

The color of honey in its final stage depends on ...

The use of the word "ominous" shows that the author believes



...

The experiment described in the passage was most likely carried out by ...

2. 主旨题(Topic Questions)

主旨题用来测试考生对整篇短文的理解能力,可以问短文的标题、主要内容、主题、作者的态度、目的、短文的基调等。

What does the passage mainly discuss?

What is the best title for the passage?

What is the main subject of the passage?

What is the main idea expressed in the passage?

Which of the following is the best title for the passage?

Which of the following is the most appropriate title for the passage?

With what topic is the passage primarily concerned?

With which of the following topics is the passage primarily concerned?

3. 推理题(Inference Questions)

推理题的答案往往在短文的字面上不会出现。因此,推理题有一定的难度。

What is probably the main reason that ...

What does the passage imply about ...

Which of the following can be inferred from the passage about ...

Which of the following can most probably be inferred from the passage?



Why does the author mention Colonel Clark's expedition?

Why was G. Washington's choice for the site of the capital not very surprising?

It can be inferred from the passage that ...

It can be assumed that the paragraph preceding the passage most probably discussed ...

The passage is probably taken from a book about ...

The passage suggests that the early shops for making tools were ...

The paragraph preceding this one most probably discussed ...

The paragraph following the passage most probably discusses ...

The author of this passage is most probably a ...

The author's attitude toward ... can best be described as somewhat ...

For whom is the author probably writing this passage?

For what purpose was the instrument originally designed?

4. 指代题(Reference Questions)

指代题用来测试考生在短文中理解词义和词组意义的能力。

In line 3, what does "it" refer to?

The word "spotted" (line 6) means ...

What does the author define in lines 1-2?

As used in line 14, the word "cousins" refers to ...

In the passage, the author refers to a young bird as all of the following EXCEPT a ...



To which of the following is the phrase “in its own right” in line 8 closest in meaning?



第二章 英语专业四级阅读练习

Unit 1

Passage 1

The importance and focus of the interview in the work of the print and broadcast journalist is reflected in several books that have been written on the topic. Most of these books, as well as several chapters, mainly in, but not limited to, journalism and broadcasting handbooks and reporting texts, stress the “how to” material is based on personal experiences and general impressions. As we know, in journalism as in other fields, much can be learned from the systematic study of professional practice. Such study brings together evidence from which broad generalized principles can be developed.

There is, as has been suggested, a growing body of research literature in journalism and broadcasting, but very little significant attention has been devoted to the study of the interview itself. On the other hand, many general texts as well as numerous research articles on interviewing in fields other than journalism have been written. Many of these books and articles present the theoretical and empirical (经验的) aspects of the interview as well as the training of the interviewers. Unhappily, this plentiful general literature on interviewing pays little attention to the journalistic interview.



The fact that the general literature on interviewing does not deal with the journalistic interview seems to be surprising for two reasons. First, it seems likely that most people in modern Western societies are more familiar, at least in a positive manner, with journalistic interviewing than with any other form of interviewing. Most of us are probably somewhat familiar with the clinical interview, such as that conducted by physicians and psychologists. In these situations the professional person or interviewer is interested in getting information necessary for the diagnosis (诊断) and treatment of the person seeking help. Another familiar situation is the job interview. However, very few of us have actually been interviewed personally by the mass media, particularly by television. And yet, we have a vivid acquaintance with the journalistic interview by virtue of our roles as readers, listeners, and viewers. Even so, true understanding of the journalistic interview, especially television interviews, requires thoughtful analysis and even study, as this book indicates.

1. The main idea of the first paragraph is that _____.
 - A. generalized principles for journalistic interviews are the chief concern for writers on journalism
 - B. importance should be attached to the systematic study of journalistic interviewing
 - C. concepts and contextual implications are of secondary importance to journalistic interviewing
 - D. personal experiences and general impressions should be excluded from journalistic interviews
2. Much research has been done on interviews in general _____.
 - A. so the training of journalistic interviewers has likewise been strengthened



- B. though the study of the interviewing techniques hasn't received much attention
- C. but journalistic interviewing as a specific field has unfortunately been neglected
- D. and there has also been a dramatic growth in the study of journalistic interviewing
3. Westerners are familiar with the journalistic interview, _____.
 A. but most of them wish to stay away from it
 B. and many of them hope to be interviewed some day
 C. and many of them would like to acquire a true understanding of it
 D. but most of them may not have been interviewed in person
4. Who is the interviewee in a clinical interview?
 A. The patient.
 B. The physician.
 C. The journalist.
 D. The psychologist.
- 10 5. The passage is most likely a part of _____.
 A. a news article
 B. a journalistic
 C. a research report
 D. a preface

Passage 2

Conventional wisdom about conflict seems pretty much cut and dried. Too little conflict breeds apathy (冷漠) and stagnation (呆滞). Too much conflict leads to divisiveness (分裂) and hostility. Moderate levels of conflict, however, can spark creativity and



motivate people in a healthy and competitive way.

Recent research by Professor Charles R. Schwenk, however, suggests that the optimal level of conflict may be more complex to determine than these simple generalizations. He studied perceptions of conflict among a sample of executives. Some of the executives worked for profit-seeking organizations and other for not-for-profit organizations.

Somewhat surprisingly, Schwenk found that opinions about conflict varied systematically as a function of the type of organization. Specifically, managers in not-for-profit organizations strongly believed that conflict was beneficial to their organizations and that it promoted higher quality decision-making than might be achieved in the absence of conflict.

Managers of for-profit organizations saw a different picture. They believed that conflict generally was damaging and usually led to proper quality decision making in their organizations. Schwenk interpreted these results in terms of the criteria for effective decision-making suggested by the executives. In the profit-seeking organizations, decision-making effectiveness was most often assessed in financial terms. The executives believed that consensus rather than conflict enhanced financial indicators.

In the not-for-profit organizations, decision-making effectiveness was defined from the perspective of satisfying constituents. Given the complexities and ambiguities associated with satisfying many diverse constituents executives perceived that conflict led to more considered and acceptable decisions.

6. In the eyes of the author, conventional opinion on conflict is

A. wrong

B. oversimplified

