



# **大学英语六级考试 阅读与简答题 2004年版**

**新东方教材决策委员会审定**

H31  
85  
H31

Conclude 总结

答案在反 (5道题前2题) 5.37  
或最后一段 (5道题后3题) 6.48

新东方学校大学英语考试培训教材

(2) 词汇

1. 句子关联 1.30  
2. 词义 2.18, 7.62, 37, 6.21, 31  
3. 构词法 4.37, 24, 7.26, 8.28

(4) 推断 1. 因果 2. 对比

大学英语六级考试

阅读与简答题分册

细节题

1. 精确定位, 同意表达

2. 主题句, 主旨句

速读选择

似是而非  
常识选项  
张冠李戴  
范围扩大或缩小

1.21

2.40

5.40

6.30

10.25

6页40

6页26

7页21

6页21, 23

11页38

12页26

2. 归纳性主旨

5.23

3.22

1页25

7.25

8.25

9.24

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内部资料 严禁翻印

trend, collision

(10.38, 40)

(11.25)

5. 选项规律词, 则该选项必为正确答案

18.39; 46.36; 48, 21, 24

6. 题干时间副词对比 4.32; 5.33; 19.21; 29.24

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## 第一部分 阅读理解全真题

### Unit 1

#### Part II Reading Comprehension

(35 minutes)

**Directions:** There are 4 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 centre.

#### Passage One

Questions 21 to 25 are based on the following passage:

What has the telephone done to us, or for us, in the hundred years of its existence? A few effects suggest themselves at once. It has saved lives by getting rapid word of illness, injury, or fire from remote places. By joining with the elevator to make possible the multi-story residence or office building, it has made possible — for better or worse — the modern city. By bringing about a great leap in the speed and ease with which information moves from place to place, it has greatly accelerated the rate of scientific and technological changes and growth in industry. Beyond doubt it has seriously weakened if not killed the ancient art of letter writing. It has made living alone possible for persons with normal social impulses; by so doing, it has played a role in one of the greatest social changes of this century, the breakup of the multi-generational household. It has made the war chillingly more efficient than formerly. Perhaps, though not provably (可证实), it has prevented wars that might have arisen out of international misunderstanding caused by written communication. Or perhaps — again not provably — by magnifying and extending irrational personal conflicts based on voice contact, it has caused wars. Certainly it has extended the scope of human conflicts, since it impartially disseminates (传播) the useful knowledge of scientists and the nonsense of the ignorant, the affection of the affectionate and the malice (恶意) of the malicious.

21. What is the main idea of this passage?

- A) The telephone has helped to save people from illness and fire.
- B) The telephone has helped to prevent wars and conflicts.
- C) The telephone has made the modern city neither better nor worse.

D) The telephone has had positive as well as negative effects on us.

22. According to the passage, it is the telephone that

A) has made letter writing an art

B) has prevented wars by avoiding written communication

C) has made the world different from what it was

D) has caused wars by magnifying and extending human conflicts

23. The telephone has intensified conflicts among people because

A) it increases the danger of war

B) it provides services to both the good and the malicious

C) it makes distant communication easier

D) it breaks up the multi-generational household

24. The author describes the telephone as impartial because it

A) saves lives of people in remote places

B) enables people to live alone if they want to

C) spreads both love and ill will

D) replaces much written communication

25. The writer's attitude towards the use of the telephone is

A) affectionate

C) approving

B) disapproving

D) neutral

## Passage Two

Questions 26 to 30 are based on the following passage:

To say that the child learns by imitation and that the way to teach is to set a good example oversimplifies. No child imitates every action he sees. Sometimes, the example the parent wants him to follow is ignored while he takes over contrary patterns from some other example. Therefore we must turn to a more subtle theory than "Monkey see, monkey do."

Look at it from the child's point of view. Here he is in a new situation, lacking a ready response. He is seeking a response which will gain certain ends. If he lacks a ready response for the situation, and cannot reason out what to do, he observes a model who seems able to get the right result. The child looks for an authority or expert who can show what to do.

There is a second element at work in this situation. The child may be able to attain his immediate goal only to find that his method brings criticism from people who observe him. When shouting across the house achieves his immediate end of delivering a message, he is told emphatically that such a racket (叫嚷) is unpleasant, that he should walk into the next room and say his say quietly. Thus, the desire to solve any objective situation is overlaid with the desire to solve it properly. One of the early things the child learns is that he gets more affection and approval when his parents like his response. Then other adults reward some actions and criticize others. If one is to maintain the support of others and his own self-respect,



he must adopt responses his social group approves.

In finding trial responses, the learner does not choose models at random. He imitates the person who seems a good person to be like, rather than a person whose social status he wishes to avoid. If the pupil wants to be a good violinist, he will observe and try to copy the techniques of capable players; while some other person may most influence his! approach to books.

Admiration of one quality often leads us to admire a person as a whole, and he becomes an identifying figure. We use some people as models over a wide range of situations, imitating much that they do. We learn that they are dependable and rewarding models because imitating them leads to success.

26. The statement that children learn by imitation is incomplete because

- A) they only imitate authorities and experts
- B) they are not willing to copy their parents
- C) the process of identification has been ignored
- D) the nature of their imitation as a form of behaviour has been neglected

27. For a child the first element in his learning by imitation is

- A) the need to find an authority
- B) the need to find a way to achieve the desired result
- C) the need for more affection from his parents
- D) the desire to meet the standards of his social group

28. Apart from achieving his desired results, a child should also learn to

- A) behave properly
- B) attain his goal as soon as possible
- C) show his affection for his parents
- D) talk quietly

29. Children tend to imitate their models

- A) who do not criticize them
- B) who bring them unexpected rewards
- C) whom they want to be like
- D) whose social status is high

30. "An identifying figure" (Line 2, Para. 5) refers to a person

- A) who serves as a model for others
- B) who is always successful
- C) who can be depended upon
- D) who has been rewarded for his success

### Passage Three

Questions 31 to 35 are based on the following passage:

When imaginative men turn their eyes towards space and wonder whether life exist in

any part of it, they may cheer themselves by remembering that life need not resemble closely the life that exists on Earth. Mars looks like the only planet where life like ours could exist, and even this is doubtful. But there may be other kinds of life based on other kinds of chemistry, and they may multiply on Venus or Jupiter. At least we cannot prove at present that they do not.

Even more interesting is the possibility that life on their planets may be in a more advanced stage of evolution. Present-day man is in a peculiar and probably temporary stage. His individual units retain a strong sense of personality. They are, in fact, still capable under favorable circumstances of leading individual lives. But man's societies are already sufficiently developed to have enormously more power and effectiveness than the individuals have.

It is not likely that this transitional situation will continue very long on the evolutionary time scale. Fifty thousand years from now man's societies may have become so close-knit that the individuals retain no sense of separate personality. Then little distinction will remain between the organic parts of the multiple organism and the inorganic parts (machines) that have been constructed by it. A million years further on man and his machines may have merged as closely as the muscles of the human body and the nerve cells that set them in motion.

The explorers of space should be prepared for some such situation. If they arrive on a foreign planet that has reached an advanced stage (and this is by no means impossible), they may find it being inhabited by a single large organism composed of many closely cooperating units.

The units may be "secondary" — machines created millions of years ago by a previous form of life and given the will and ability to survive and reproduce. They may be built entirely of metals and other durable materials. If this is the case, they may be much more tolerant of their environment, multiplying under conditions that would destroy immediately any organism made of carbon compounds and dependent on the familiar carbon cycle.

Such creatures might be *relics* (遺物) of a past age, many millions of years ago, when their planet was favorable to the origin of life, or they might be immigrants from a favored planet.

31. What does the word "cheer" (Line 2, Para. 1) imply?

- A) Imaginative men are sure of success in finding life on other planets.
- B) Imaginative men are delighted to find life on other planets.
- C) Imaginative men are happy to find a different kind of life existing on other planets.
- D) Imaginative men can be pleased with the idea that there might exist different forms of life on other planets.

32. Humans on Earth today are characterized by

- A) their existence as free and separate beings
- B) their capability of living under favorable conditions
- C) their great power and effectiveness



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- D) their strong desire for living in a close-knit society
33. According to this passage, some people believe that eventually ~~AC~~.
- A) human societies will be much more cooperative
  - B) man will live in a highly organized world
  - C) machines will replace man
  - D) living beings will disappear from Earth
34. Even most imaginative people have to admit that ~~B~~.
- A) human societies are as advanced as those on some other planets
  - B) planets other than Earth are not suitable for life like ours to stay
  - C) it is difficult to distinguish between organic parts and inorganic parts of the human body
  - D) organism are more creative than machines
35. It seems that the writer ~~A~~.
- A) is interested in the imaginary life forms
  - B) is eager to find a different form of life
  - C) is certain of the existence of a new life form
  - D) is critical of the imaginative people
- 0

#### Passage Four

Questions 36 to 40 are based on the following passage:

The American baby boom after the war made unconvincing U.S. advice to poor countries that they restrain their births. However, there has hardly been a year since 1957 in which birth rates have not fallen in the United States and other rich countries, and in 1976 the fall was especially sharp. Both East Germany and West Germany have fewer births than they have deaths, and the United States is only temporarily able to avoid this condition because the children of the baby boom are now an exceptionally large group of married couples.

It is true that Americans do not typically plan their births to set an example for developing nations. We are more affected by women's liberation: once women see interesting and well-paid jobs and careers available, they are less willing to provide free labor for child raising. From costing nothing, children suddenly come to seem impossibly expensive. And to the high cost of children are added the uncertainties introduced by divorce; couples are increasingly unwilling to subject children to the terrible experience of *marital* (婚姻的) breakdown and themselves to the difficulty of raising a child alone.

These circumstances — women working outside the home and the instability of marriage — tend to spread with industrial society and they will affect more and more countries during the remainder of this century. Along with them goes social mobility, ambition to rise in the urban world, a main factor in bringing down the births in Europe in the nineteenth century.

Food shortage will happen again when the reserves resulting from the good harvests of

1976 and 1977 have been consumed. Urbanization is likely to continue, with the cities of the developing nations struggling under the weight of twice their present populations by the year 2000. The presently rich countries are approaching a stable population largely because of the changed place of women, and they incidentally are setting an example of restraint to the rest of the world. Industrial society will spread to the poor countries, and *aspirations* (渴望) will exceed resources. All this will lead to a population in the twenty-first century that is smaller than was feared a few years ago. For those anxious to see world population brought under control the news is encouraging.

36. During the years from 1957 to 1976, the birth rate of the United States B.  
A) increased C) experienced both falls and rises  
B) was reduced D) remained stable
37. What influences the birth rate most in the United States is B.  
A) highly paid jobs C) expenses of child raising  
B) women's desire for independence D) high divorce rate
38. The sentence "From costing nothing, children suddenly come to seem impossibly expensive." (Line 4, Para. 2) implies that A.  
A) food and clothing for babies are becoming incredibly expensive  
B) prices are going up dramatically all the time  
C) to raise children women have to give up interesting and well-paid jobs  
D) social development has made child-raising inexpensive
39. A chief factor in bringing down the births in Europe in the 19th century is B.  
A) birth control C) the instability of marriage  
B) the desire to seek fortune in cities D) the changed place of women
40. The population in the 21st century, according to the writer, AD.  
A) will be smaller than a few years ago  
B) will not be as small as people expect  
C) will prove to be a threat to the world  
D) will not constitute as serious a problem as expected

## Unit 2

### Part II 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 centre.

Questions 21 to 24 are based on the following passage:

Automation refers to the introduction of electronic control and automatic operation of productive machinery. It reduces the human factors, mental and physical, in production, and is designed to make possible the manufacture of more goods with fewer workers. The development of automation in American industry has been called the "Second Industrial Revolution."

Labour's concern over automation arises from uncertainty about the effects on employment, and fears of major changes in jobs. In the main, labour has taken the view that resistance to technical change is unfruitful. Eventually, the result of automation may well be an increase in employment, since it is expected that vast industries will grow up around manufacturing, maintaining, and repairing automation equipment. The interest of labour lies in bringing about the transition with a minimum of inconvenience and distress to the workers involved. Also, union spokesmen emphasize that the benefit of the increased production and lower costs made possible by automation should be shared by workers in the form of higher wages, more leisure, and improved living standards.

To protect the interests of their members in the era of automation, unions have adopted a number of new policies. One of these is the promotion of supplementary unemployment benefit plans. It is emphasized that since the employer involved in such a plan has a direct financial interest in preventing unemployment, he will have a strong drive for planning new installations so as to cause the least possible problems in jobs and job assignments. Some unions are working for dismissal pay agreements, requiring that permanently dismissed workers be paid a sum of money based on length of service. Another approach is the idea of the "improvement factor", which calls for wage increases based on increases in productivity. It is possible, however, that labour will rely mainly on reduction in working hours in order to gain a full share in the fruits of automation.

21. Though labour worries about the effects of automation, it never doubts that
- A) automation will eventually prevent unemployment
  - B) automation will help workers acquire new skills
  - C) automation will eventually benefit the workers no less than the employers.
  - D) automation is a trend which cannot be stopped
22. The idea of the "improvement factor" (Para. 3, Line 8) implies roughly
- A) wages should be paid on the basis of length of service
  - B) the benefit of the increased production and lower costs should be shared by workers
  - C) supplementary unemployment benefit plans should be promoted
  - D) the transition to automation should be brought about with the minimum of inconvenience and distress to workers

23. In order to get the full benefits of automation, labour will depend mostly on \_\_\_\_\_.  
A) additional payment to the permanently dismissed workers  
B) the increase of wages in proportion to the increase in productivity  
C) shorter working hours and more leisure time  
D) strong drive for planning new installations
24. Which of the following can best sum up the passage?  
A) Advantages and disadvantages of automation.  
B) Labour and the effects of automation.  
C) Unemployment benefit plans and automation.  
D) Social benefits of automation.

Questions 25 to 30 are based on the following passage:

The case for college has been accepted without question for more than a generation. All high school graduates ought to go, says conventional wisdom and statistical evidence, because college will help them earn more money, become "better" people, and learn to be more responsible citizens than those who don't go.

But college has never been able to work its magic for everyone. And now that close to half our high school graduates are attending, those who don't fit the pattern are becoming more numerous, and more obvious. College graduates are selling shoes and driving taxis; college students interfere with each other's experiments and write false letters of recommendation in the intense competition for admission to graduate school. Others find no stimulation in their studies, and drop out — often encouraged by college administrators.

Some observers say the fault is with the young people themselves — they are spoiled and they are expecting too much. But that's a condemnation of the students as a whole, and doesn't explain all campus unhappiness. Others blame the state of the world, and they are partly right. We've been told that young people have to go to college because our economy can't absorb an army of untrained eighteen-year-olds. But disappointed graduates are learning that it can no longer absorb an army of trained twenty-two-year-olds, either.

Some adventuresome educators and campus watchers have openly begun to suggest that college may not be the best, the proper, the only place for every young person after the completion of high school. We may have been looking at all those surveys and statistics upside down, it seems, and through the rosy glow of our own remembered college experiences. Perhaps college doesn't make people intelligent, ambitious, happy, liberal, or quick to learn things — maybe it's just the other way around, and intelligent, ambitious, happy, liberal, quick-learning people are merely the ones who have been attracted to college in the first place. And perhaps all those successful college graduates would have been successful whether they had gone to college or not. This is *heresy* (异端邪说) to those of us who have been brought up to believe that if a little schooling is good, more has to be much better. But contrary evidence is beginning to mount up.

25. According to the author, ~~A~~ B.
- A) people used to question the value of college education
  - B) people used to have full confidence in higher education
  - C) all high school graduates went to college
  - D) very few high school graduates chose to go to college
26. In the 2nd paragraph, "those who don't fit the pattern" refers to ~~A~~ C.
- A) high school graduates who aren't suitable for college education
  - B) college graduates who are selling shoes and driving taxis
  - C) college students who aren't any better for their higher education
  - D) high school graduates who failed to be admitted to college
27. The drop-out rate of college students seems to go up because ~~A~~ C.
- A) young people are disappointed with the conventional way of teaching at college
  - B) many young people are required to join the army
  - C) young people have little motivation in pursuing a higher education *pursuer 追求者*
  - D) young people don't like the intense competition for admission to graduate school
28. According to the passage the problems of college education partly arise from the fact that ~~C~~ A.
- A) society cannot provide enough jobs for properly trained college graduates
  - B) high school graduates do not fit the pattern of college education
  - C) too many students have to earn their own living
  - D) college administrators encourage students to drop out
29. In this passage the author argues that A.
- A) more and more evidence shows college education may not be the best thing for high school graduates
  - B) college education is not enough if one wants to be successful
  - C) college education benefits only the intelligent, ambitious, and quick-learning people
  - D) intelligent people may learn quicker if they don't go to college
30. The "surveys and statistics" mentioned in the last paragraph might have shown that ~~B~~ A.
- A) college-educated people are more successful than non-college-educated people
  - B) college education was not the first choice for intelligent people
  - C) the less schooling one has the better it is for him
  - D) most people have sweet memories of college life

Questions 31 to 35 are based on the following passage:

Ours has become a society of employees. A hundred years or so ago only one out of every five Americans at work was employed, i.e., worked for somebody else. Today only one out

of five is not employed but working for himself. And when fifty years ago "being employed" meant working as a factory labourer or as a farmhand, the employee of today is increasingly a middle-class person with a substantial formal education, holding a professional or management job requiring intellectual and technical skills. Indeed, two things have characterized American society during these last fifty years: middle-class and upper-class employees have been the fastest-growing groups in our working population — growing so fast that the industrial worker, that oldest child of the Industrial Revolution, has been losing in numerical importance despite the expansion of industrial production.

Yet you will find little if anything written on what it is to be an employee. You can find a great deal of very dubious advice on how to get a job or how to get a promotion. You can also find a good deal of work in a chosen field, whether it be the mechanist's trade or *book-keeping* (簿记). Every one of these trades requires different skills, sets different standards, and requires a different preparation. Yet they all have employeeship in common. And increasingly, especially in the large business or in government, employeeship is more important to success than the special professional knowledge or skill. Certainly more people fail because they do not know the requirements of being an employee than because they do not adequately possess the skills of their trade; the higher you climb the ladder, the more you get into administrative or executive work, the greater the emphasis on ability to work within the organization rather than on technical abilities or professional knowledge.

31. It is implied that fifty years ago D.
- A) eighty per cent of American working people were employed in factories
  - B) twenty per cent of American intellectuals were employees
  - C) the percentage of intellectuals in the total work force was almost the same as that of industrial workers
  - D) the percentage of intellectuals working as employees was not so large as that of industrial workers
32. According to the passage, with the development of modern industry, A.
- A) factory labourers will overtake intellectual employees in number
  - B) there are as many middle-class employees as factory labourers
  - C) employers have attached great importance to factory labourers
  - D) the proportion of factory labourers in the total employee population has decreased
33. The word "dubious" (Para. 2, Line 2) most probably means C.
- A) valuable
  - B) useful
  - C) doubtful
  - D) helpful
34. According to the writer, professional knowledge or skill is B.
- A) less important than awareness of being a good employee
  - B) as important as the ability to deal with public relations
  - C) more important than employer-employee relations



- D) as important as the ability to co-operate with others in the organization
35. From the passage it can be seen that employeeship helps one \_\_\_\_\_.  
A) to be more successful in his career      C) to solve technical problems  
B) to be more specialized in his field      D) to develop his professional skill

Questions 36 to 40 are based on the following passage:

We all know that the normal human daily cycle of activity is of some 7-8 hours' sleep alternating with some 16-17 hours' wakefulness and that, broadly speaking, the sleep normally coincides with the hours of darkness. Our present concern is with how easily and to what extent this cycle can be modified.

The question is no mere academic one. The ease, for example, with which people can change from working in the day to working at night is a question of growing importance in industry where automation calls for round-the-clock working of machines. It normally takes from five days to one week for a person to adapt to a reversed routine of sleep and wakefulness, sleeping during the day and working at night. Unfortunately, it is often the case in industry that shifts are changed every week; a person may work from 12 midnight to 8 a.m. one week, 8 a.m. to 4 p.m. the next, and 4 p.m. to 12 midnight the third and so on. This means that no sooner has he got used to one routine than he has to change to another, so that much of his time is spent neither working nor sleeping very efficiently.

The only real solution appears to be to hand over the night shift to a number of permanent night workers. An interesting study of the domestic life and health of night-shift workers was carried out by Brown in 1957. She found a high incidence (发生率) of disturbed sleep and other disorders among those on alternating day and night shifts, but no abnormal occurrence of these phenomena among those on permanent night work.

This latter system then appears to be the best long-term policy, but meanwhile something may be done to relieve the strains of alternate day and night work by selecting those people who can adapt most quickly to the changes of routine. One way of knowing when a person has adapted is by measuring his body temperature. People engaged in normal daytime work will have a high temperature during the hours of wakefulness and a low one at night; when they change to night work the pattern will only gradually go back to match the new routine and the speed with which it does so parallels, broadly speaking, the adaptation of the body as a whole, particularly in terms of performance. Therefore, by taking body temperature at intervals of two hours throughout the period of wakefulness it can be seen how quickly a person can adapt to a reversed routine, and this could be used as a basis for selection. So far, however, such a form of selection does not seem to have been applied in practice.

36. Why is the question of "how easily people can get used to working at night" no mere academic one?  
A) Because few people like to reverse the cycle of sleep and wakefulness.

- B) Because sleep normally coincides with the hours of darkness.  
 C) Because people are required to work at night in some fields of industry.  
 D) Because shift work in industry requires people to change their sleeping habits.
37. The main problem of the round-the-clock working system lies in B.  
 A) the inconveniences brought about to the workers by the introduction of automation  
 B) the disturbance of the daily cycle of workers who have to change shifts too frequently  
 C) the fact that people working at night are often less effective  
 D) the fact that it is difficult to find a number of good night workers
38. The best solution for implementing the 24-hour working system seems to be C.  
 A) to change shifts at longer intervals  
 B) to have longer shifts  
 C) to employ people who work on night shifts only  
 D) to create better living conditions for night workers
39. It is possible to find out if a person has adapted to the changes of routine by measuring his body temperature because D.  
 A) body temperature changes when the cycle of sleep and wakefulness alternates  
 B) body temperature changes when he changes to night shift or back  
 C) the temperature reverses when the routines is changed  
 D) people have higher temperatures when they are working efficiently
40. Which of the following statements is NOT TRUE? B  
 A) Body temperature may serve as an indication of a worker's performance.  
 B) The selection of a number of permanent night shift workers has proved to be the best solution to problems of the round-the-clock working system.  
 C) Taking body temperature at regular intervals can show how a person adapts to the changes of routine.  
 D) Disturbed sleep occurs less frequently among those on permanent night or day shifts.

## Unit 3

### Part II 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 centre.

**Questions 21 to 25 are based on the following passage:**

It is natural for young people to be critical of their parents at times and to blame them

hen-pecked, 气管

for most of the misunderstandings between them. They have always complained, more or less justly, that their parents are out of touch with modern ways; that they are possessive and dominant; that they do not trust their children to deal with crises; that they talk too much about certain problems — and that they have no sense of humour, at least in parent-child relationships.

I think it is true that parents often overestimate their teenage children and also forget how they themselves felt when young.

Young people often irritate their parents with their choices in clothes and hairstyles, in entertainers and music. This is not their motive. They feel cut off from the adult world into which they have not yet been accepted. So they create a culture and society of their own. Then, if it turns out that their music or entertainers or vocabulary or clothes or hairstyles irritate their parents, this gives them additional enjoyment. They feel they are superior, at least in a small way, and that they are leaders in style and taste.

Sometimes you are resistant, and proud because you do not want your parents to approve of what you do. If they did approve, it looks as if you are betraying your own age group. But in that case, you are assuming that you are the underdog: you can't win but at least you can keep your honour. This is a passive way of looking at things. It is natural enough after long years of childhood, when you were completely under your parents' control. But it ignores the fact that you are now beginning to be responsible for yourself.

If you plan to control your life, co-operation can be part of that plan. You can charm others, especially your parents, into doing things the way you want. You can impress others with your sense of responsibility and initiative, so that they will give you the authority to do what you want to do.

- TMD
21. The author is primarily addressing \_\_\_\_\_
- A) parents of teenagers
- B) newspaper readers
- C) teenagers
- D) those who give advice to teenagers
22. The first paragraph is mainly about \_\_\_\_\_
- A) the teenagers' criticism of their parents
- B) misunderstandings between teenagers and their parents
- C) the dominance of the parents over their children
- D) the teenagers' ability to deal with crises
23. Teenagers tend to have strange clothes and hairstyles because they \_\_\_\_\_
- A) want to irritate their parents
- B) have a strong desire to be leaders in style and taste
- C) have no other way to enjoy themselves better
- D) want to show their existence by creating a culture of their own
24. Teenagers do not want their parents to approve of whatever they do because they \_\_\_\_\_
- A