

大学英语语言实践指南丛书

总主编 刘永兵 魏承杰

阅读与翻译实践

YUEDU YU FANYISHIJIAN

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前言

“大学英语语言实践指南丛书”根据国家教育委员会审定批准的《大学英语教学大纲》、《大学英语考试大纲》以及一九九五年全国大学英语考试广州会议、苏州会议精神编写而成。本丛书包括《听力实践》、《阅读与翻译实践》、《词语与结构实践》、《写作实践》、《大学英语精读(复旦)单元测试》(1~4册)、《最新大学英语四级考试模拟题集》，共六个分册。

本丛书六个分册根据各自的特点自成体系，又相互配合，通过大量的语言实践可使学生扎扎实实地打好语言基础，练好基本功，从而提高学生实际运用英语的能力。因此，这套丛书适用于各类高等院校的学生以及其他具有同等水平的英语学习者。

本丛书选用的语言材料大多选自国外最新出版的原文书刊，由作者悉心整理和精选后按“两纲”的规定和要求，并按大学英语四级统考试题改型的需要进行编写，以保证丛书的科学性、系统性、完整性与权威性。

《听力实践》包括15个单元，每单元精泛并举，既有对单句、对话和短文等方面的听力理解，又有听写与听写填空等新题型。因此，本书训练量足，针对性强，学生只要在教师的指导下认真训练，其听力能力必有较大突破。

本书音带由外籍专家灌制，音质清晰，语速标准。书后附有听力文字材料和答案，以便学生自测。使用本书及音带，既获提高听力之效，又得倍增信心之益。

《阅读与翻译实践》分阅读理解讲座“提高英语阅读能力的要素”和测试练习两部分。讲座部分系统地介绍了阅读方法以及基本阅读技巧，并配有内容丰富、针对性很强的范例。测试练习部分共40单元，每单元严格按照“两纲”的要求以及国家教委最新颁布的新题型编拟。阅读材料的体裁和题材丰富多样，语言规范。试题题型分布合理，具有典型性，有利于提高学生的阅读能力和应试能力。

每单元的画线句均经仔细斟酌，选定合理。全书200个画线句给学生提供大量的翻译实践，以考核学生对英语书面材料的确切理解能力。书后附有参考译文，译文行文过程中，尽量使其忠实原文，以便学生通过英汉对照对原文进行分析研究。在忠实原文的前提下，力求译文通顺流畅。学生通过翻译实践可提高英译汉水平与技能。

《词语与结构实践》分语法讲解和测试练习两部分。根据“两纲”对语法的要求，本书讲解部分将英语语法分为21个板块，简明扼要地进行了阐述，并配有若干针对性很强的练习用以强化。这一举措打破了系统学习英语语法的传统做法，突出了四级考试的针对性，又弥补了学生语法知识的空缺。

测试练习部分包括50个单元，共1500道题。此部分通过大量语言实践综合复习21个语法板块。本书所编试题均具有一定的典型性，覆盖面广。将试题与语法规则的讲解结合起来是本书的一大特色。我们深信，学生通过精讲多练必将深化与扩展语法知识，提高语言实践能力。

《大学英语精读(复旦)单元测试》(1~4册)是配合复旦大学《大学英语》精读教程，为满足使用该教程的广大师生的需要而精心编写的。

本书包括与精读教程(1~4册)同步的40套试题和5套综合试题。题型由对课文的阅读理解题、多项选择题、完型填空题和翻译题等形式组成。所有试题均由作者悉心编撰,力求依照大纲,紧扣教材,通过单元测试的形式使学生达到及时检验、巩固所学英语语言基础知识并不断提高运用英语语言基本技能的目的。

《最新大学英语四级考试模拟试题集》汇集了15套大学英语四级考试模拟试卷。所有试卷均按“两纲”的规定和要求并以国家教委最新颁布的《大学英语教学大纲通用词汇表》(1~4级)和新题型样题进行拟题。每套试卷的形式和题量与国家标准考试样题一致;试题难度、覆盖率、干扰项均与样题接近。学生若能按试题要求,认真答完每套试卷,不仅可以测出自己是否达到大学英语四级水平,同时也是一次语言技能的综合训练。

《写作实践》详细论述了大学英语四级考试中各种题型作文的写作要领与技巧,旨在提高学生的英语写作能力和应试能力。本书依照“两纲”的规定与要求,并结合历次大学英语作文考试的题型,对大学英语写作的文体分门别类地进行了较为详尽的介绍。作者根据多年的教学与测试经验拟定了70道作文题,并附上范文以供讲授、学习和模仿。

本丛书在编写过程中得到了有关各方的大力支持,在此谨向他们致以衷心的感谢。

鉴于编者水平有限,疏漏之处在所难免,诚请广大读者批评指正。

《大学英语语言实践指南丛书》编写组

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提高英语阅读能力的要素

阅读在我们的学习和工作中占有十分重要的地位。国外研究表明：我们所学的知识，获得的信息，70%以上经由阅读这一途径。阅读的重要性同样体现在大学英语教学和考试中。国家教委颁布的《大学英语教学大纲》明确规定要“培养学生具有较强的阅读能力”；《大学英语四级考试大纲》还规定：“阅读理解部分的目的是测试学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”。大学英语考试中，阅读理解部分共20题，考试时间35分钟；要求考生阅读若干篇短文，总阅读量不超过1000词；每篇短文后有若干问题，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。众所周知，阅读理解部分占总分的40%，因此，阅读理解做得好坏成了决定考生能否通过考试的关键。那么，怎样才能提高英语阅读能力呢？

一、提高英语四级阅读能力的前提

要想达到上述“两纲”的要求，在四级考试中获得较好的阅读成绩，考生必须首先学好基础课，打牢语言基本功。这些基本功归纳起来就是：①扎实的英语语法知识；②较大的词汇量；③较丰富的文化背景知识。另外，还要有较强的记忆力和分析力。具备了上述前提条件，考生在阅读材料难度方面的障碍就可以基本上克服了。如果再掌握相应的阅读步骤和解题技巧并在实践中灵活运用，就一定能够进一步提高阅读理解能力，在四级考试中收到良好的效果。

二、阅读的基本步骤与解题技巧

根据测试学原理，我们认为阅读是一个理解思维的过程，是一项根据有限资料主动解决问题，获取信息的活动。阅读理解能力就是把文字符号直接转变为意思的能力，而这一能力的强弱与阅读步骤和阅读技巧有着直接的关系。根据国内外专家学者对如何提高阅读理解能力的研究成果并结合我们长期在指导四级考生过程中所积累的经验，现归纳如下几个有效的阅读步骤及解题技巧：

（一）阅读理解的步骤

1. 浏览：对于250词左右的短文，要求在三四分钟内看完，做到了解文章的大意和主题思想，并对文章的结构有个总体概念。在浏览时，精力必须高度集中，不必去记忆细节；遇到个别生词和难句，均应略过，以求对全文总体意思的了解；可留心文章中反复出现的词语，特别是主题句（多出现在文章各段的段首或段尾）。这有助于了解文章的主题思想。

2. 研读题干：仔细研读每个问题的题干，明确理解题干的要求。此时，可以回答有关概括文章主旨的题。对于有关某些细节等的题，应进行下一个步骤后再答。

3. 查阅：目的是要寻找题干涉及的某些特定的信息。在查阅时，可根据浏览时的记忆找到与答案相关的词句，也可以自上而下，一目数行地去搜寻。在回答有关who, when, where等文章细节问题时，用这种办法常常会收到立竿见影的效果。但在回答why, how等所问的细节问题时，则要在查找到文中与答题内容相关的范围后，仔细研读，才能得出准确的答案。

4. 集中答题：此时可以看问题下面的选择项，摒弃那些牵强、可笑、与文章内容无关，甚至是错误的答案。经过这样筛选，就会留下一两个可能是正确的答案了。

5. 查阅+研读：对于经过上述四个步骤后仍有拿不准的答案，可望在这个步骤中解决。找到文章中的相关范围后，即在此范围内逐句研读，对关键词句要仔细琢磨推敲，以获得准确的理解和掌握。在研读时，对于影响理解的生词，可根据上下文或背景知识等来推测其义。对于难句、长句，可用语法分析来达到准确的理解。

经过这五个步骤后，可以将最后的选择画在答题纸上。需要明确的是，确定答案必须以文中所提供或阐明的事实为依据，而不是根据一己之见或偏见。做出判断也必须根据已提供的事实。另外，对上述步骤，在

阅读不同体裁和题材的材料时，要根据问题的要求，灵活运用，这样才能做到事半功倍。

(二) 题干的主要类型及解题技巧

根据对大量试题的分析和研究，我们还归纳出如下四种常见的题干类型：1. 确定中心思想；2. 明确细节；3. 根据启示做出推断；4. 确定词语释义。

这些类型的常见题干及解题技巧如下：

1. “确定中心思想”题的常见题干：

- (1) This passage is mainly about _____.
- (2) The major point discussed in the passage is _____.
- (3) The author's purpose of writing this passage is _____.
- (4) The best title for this passage would be _____.
- (5) The passage tells us _____.
- (6) The title that best expresses the main idea of the passage is _____.
- (7) The main idea of this selection may be best expressed as _____.

这类题主要是测试考生的总结、概括和归纳事物的能力。在确定文章的中心思想时，通常用浏览的方法，将全文从头到尾通读一遍，要特别注意文章各段的开头或结尾，因为主题句（常常表达中心思想）通常位于段首或段尾。在浏览时，不要被个别词句难住而停下，要从上下文的连贯意思上来理解全文，看看全文谈论的是什么主题，作者是从哪个方面来进行阐述的，有关这个主题我们了解了些什么。这样，就可以比较有把握地概括出中心思想了。

实例：

Read the following short passage and choose the best answer to each question.

The most amazing thing about education in the United States is the number of avenues of reentry it offers. The doors are never closed. People of any age and in any location pick up again where they left off. A large part of those who receive college degrees had interrupted their studies for a time and returned to take them up once more. Many ways are open for continuing education outside the regular school system. Members of the armed forces may enroll correspondence courses to complete high school or college work. Every department in the federal government provides opportunities for employees to take courses. There are 35,000 private schools which offer courses for adults in trades and other interests. These pathways for beginning again are open to everyone and millions of Americans follow them every year.

Question: The best title for the passage would be _____.

- A) College Education System
- B) College Education in the Army
- C) Continued College Study in the Army
- D) Opportunities to Continue Study

通过第一句，即主题句，及以后对该主题句的发展，就可以确定最佳答案应是D)。A)和B)有悖于文章主题，而C)又较片面。

2. “确定某些细节”题的常见题干：

- (1) The author states that _____.
- (2) The writer mentions all of the items listed below EXCEPT _____.
- (3) Which of the following is NOT true according to the passage?
- (4) The main difference between '...' and '...' is _____.

这类问题的答案肯定在文章里，请用查阅的方法解题。文中必定有某个词、词组或某句话能证实某选择

而是正确的。注意，选择答案时，不要在没有找到相应的根据前匆忙做结论。

仍以上篇文章为例：

Question: Which of the following statements is true?

- A) Most people like to interrupt their studies and return to school later.
- B) The U. S. government provides many kinds of education for its people.
- C) The officers and employees hardly have any opportunity to study.
- D) Only white-collar workers can pick up correspondence courses.

本题要求确定哪种说法属实。可以看出，A)，C) 和 D) 都不是文中所提及的细节或与事实不相符，而 B) 则是对文中所提到的各个细节的概括，这些细节都是进一步说明主题句的。因此，B) 肯定是正确的答案。

3. “根据启示做出推断”题的常见题干：

- (1) The author probably feels that _____.
- (2) The passage is intended to state that _____.
- (3) It can be inferred from the passage that _____.
- (4) The passage implies that _____.
- (5) The paragraph preceding this passage probably states that _____.

这类题的难度较大，因为文中并无有关的、意思明确的词语或句子可以帮助找出某个选择项是正确的。所以答这类题主要是靠个人的判断和理解能力。另外，在阅读时，只要能抓住作者的指导思想，还是能够根据它的启发做出正确推断的。

再以上篇文章为例：

Question: It can be inferred from the passage that _____.

- A) soldiers may enter any colleges in the United States
- B) soldiers may study in the department of the federal government
- C) soldiers may continue their studies in the army college
- D) soldiers may take courses of academic study while they are working in the army

根据第五行“Members of the armed forces may enroll correspondence courses to complete high school or college work.”这句话可以推测出正确答案只能是 D)。A) 说的是士兵可以上任何大学，而文中并无此意，但却提到“武装力量成员可以参加函授课程以完成中学或大学学业”。B) 和 C) 与文章内容的意思相去甚远。

4. “确定词语释义”题的常见题干：

- (1) The word ‘...’ in Line..., ...paragraph means _____.
- (2) ‘...’ as used in this passage means _____.
- (3) By ‘...’, the author means _____.

这类题旨在考查考生的识别能力，而不是词汇量。词语的意义在一般情况下都能从上下文中确定出来。词义的确定主要有以下几种情况：

①有时，要确定释义的词是常用词，但在特定的内容中有特定的意义。

例如：He threw the pot in an hour. The wheel turned busily and the shape grew quickly under his forming fingers.

通过第二句的提示，使人联想到手工制作陶器的情景，从而可以猜出“threw”有“使陶坯成形”或“把黏土制成圆形陶坯”之意。

②有时，词义比较明显，根据一般常识就可以猜出来。

例如：A typical hurricane brings 6-to-12-inch downpours resulting in sudden floods.

既然“downpour”能够引发洪水暴发，所以它肯定是“大雨”之意。

③有时，这个词是个生词，但却可以根据它前后的一些词来确定出它的词义。

例如：Robert was proud of the neat rows of marigolds in his flower beds.

从“flower beds”可以猜出“marigolds”是一种花。

④有时，在同句或邻句中有些词、短语或句子说明或阐述该词语的意思。

例如：He laughed and shrugged. “I’ve no choice,” he said, “I must bow to the ineluctable.”

Question: The word ‘ineluctable’ is closest to _____.

A) evil B) unavoidable C) unknown D) terror

如果一个人别无选择 (have no choice)，就别无他法了，只能是屈从，而这就是不可避免的，因此正确答案是 B)。

再如：That was before we entered the permissive period in education in which we decided it was all right not to push our children to achieve their best in school. The schools and the educators make it easy on us. They taught that it was all right to be parents who take a let-alone policy. We stopped making our children do homework. We gave them calculators, turned on the televisions, left the teaching to the teachers and went on vacation.

Question: By ‘permissive period in education’ the author means a time _____.

- A) when everything can be taught at school
- B) when children are allowed to do what they wish to.
- C) when every child can be educated
- D) when children are permitted to receive education

从文中所列举的父母 (we) 在 permissive period in education 里可以做的那些事情，可以确定作者所谓“permissive period in education”指的正是答案 B)。

⑤有时，句中有其他一些词与该词的意思相反。

例如：In the past, the world seemed to run in an orderly way. Now, however, everything seems to be in a state of turmoil.

从 however 这个词可以看出，句子里有个对比。以前 (in the past) 和现在 (now) 的情况显然是相反的。以前的既然是 orderly (有秩序的)，那么现在就与其相反，因此，“turmoil”的词义就可以确定为“混乱” (out of order 或 disorderly)。

⑥有时，这个词的意思可以从指代它的代词方面确定出来。

例如：He said that he liked a room without gewgaws and tin-plate souvenirs. He complained that these things tried to appear valuable but nevertheless were worthless.

从文中可以看出，“these (things)”指的正是“gewgaws”和“tin-plate souvenirs”，而这些东西都是表面上珍贵、实质上无价值的。所以，“gewgaws”应是“华而不实的东西”。

如果考生掌握了基本的阅读技巧，再加上大量的阅读实践，就一定会迅速提高英语阅读水平，达到《大学英语教学大纲》规定的要求，在未来的考试中就可轻车熟路，应考裕如，取得最佳成绩。

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Unit One

Directions: In this unit there are 4 reading passages and 5 underlined parts chosen from these 4 passages. Each passage is followed by 5 questions or unfinished statements. You should first choose the most accurate answer for each multiple-choice question and then translate the underlined parts into Chinese.

Passage 1

Among the most popular books being written today are those which are usually classified as science fiction. Hundreds of titles are published every year and are read by all kinds of people. Furthermore, some of the most successful films of recent years have been based on science fiction stories.

It is often thought that science fiction is a fairly new development in literature, but it can be found in books written hundreds of years ago. These books were often concerned with the presentation of some form of ideal society, a theme which is still often found in modern stories.

Most of the classics of science fiction, however, have been written within the last one hundred years. Books by writers such as Jules Verne and H. G. Wells, to mention just two well-known authors, have been translated into many languages. Modern science fiction writers don't write about men from Mars or space adventure stories. They are more interested in predicting the results of technical developments on society and the human mind or in imagining future world which reflects the world we live in now. Because of this their writing has obvious political undertones (含义).

In an age where science fact frequently overtakes (赶上) science fiction, the writers may find it difficult to keep ahead of scientific advances. Those who see the future clearly can teach us how to master new technology and live in a rapidly changing world.

1. Every year _____.
 - A) many science fiction books are published
 - B) many science fiction books are written
 - C) a hundred science fiction books are published
 - ☒ D) many books are classified as science fiction
2. You can find science fiction _____.
 - A) only in modern literature
 - B) only in books written for children
 - C) in books written today and hundreds of years ago
 - D) as a new development in literature
3. Most of the classics of science fiction have been written within _____.
 - A) the last few hundred years
 - B) the last one hundred years
 - C) the last two hundred years
 - D) the last three hundred years
4. Modern science fiction writers are interested in _____.
 - A) writing about men from Mars
 - B) writing about everything but politics
 - C) imagining future world with the results of technical developments
 - D) writing space adventure stories

5. Science fiction writers may provide a valuable lesson on how to deal with the problems of _____.
 A) conflict caused by different political theories
 B) adopting new technology and adapting quickly to its effect on society
 C) conflict caused by different religious beliefs
 D) space adventure

Passage 2

Another common type of reasoning is the search for causes and results. We want to know whether cigarettes really do cause lung cancer, what causes malnutrition (营养不良), the decay of cities, or the decay of teeth. We are equally interested in effects: what is the effect of sulphur or lead in the atmosphere, of oil spills and raw sewage in rivers and the sea, of staying up late on the night before an examination?

Causal reasoning may go from cause to effect or from effect to cause. Either way, we reason from what we know to what we want to find out. Sometimes we reason from an effect to a cause and then on to another effect. Thus, if we reason that because the lights have gone out, the refrigerator won't work, we first relate the effect (lights out) to the cause (power off) and then relate that cause to another effect (refrigerator not working). This kind of reasoning is called, for short, effect to effect. It is quite common to reason through an extensive chain of causal relations. When the lights go out we might reason in the following causal chain: lights out — power off — refrigerator not working — temperature will rise — milk will sour. In other words, we diagnose (断定) a succession of effects from the power failure, each becoming the cause of the next.

Causes are classified as necessary, sufficient, or contributory (充分必要). A necessary cause is one which must be present for the effect to occur, as combustion is necessary to drive a gasoline engine. A sufficient cause is one which can produce an effect unaided, though there may be more than one sufficient cause; a dead battery is enough to keep a car from starting, but faulty spark plugs or an empty gas tank will have the same effect. A contributory cause is one which helps to produce an effect but cannot do so by itself, as running through a red light may help cause an accident, though other factors—pedestrians or other cars in the intersection—must also be present.

In establishing or refuting a causal relation it is usually necessary to show the process by which the alleged cause produces the effect. Such an explanation is called a causal process.

6. What the author discussed in the previous section is most probably about _____.
 A) relationships between causes and results B) classification of reasoning
 C) some other common types of reasoning D) some special type of reasoning
7. According to the passage, to do the 'effect to effect' reasoning is to reason _____.
 A) from cause to effect
 B) from effect to cause
 C) from effect to effect and on to cause
 D) from effect to cause and on to another effect
8. A necessary cause is _____.
 A) one without which it is impossible for the effect to occur
 B) one of the causes that can produce the effect
 C) one that is enough to make the effect occur
 D) none of them
9. Your refrigerator is not working and you have found that the electric power has been cut off. The power failure is a _____.
 A) necessary cause B) sufficient cause C) contributory cause D) none of them

10. This passage mainly discusses _____.

A) causal reasoning B) various types of reasoning C) classification of causes D) the causal process

Passage 3

Thomas Jefferson was inaugurated (就职) on March 4, 1801. He was the first president to take the oath (宣誓) of office in the nation's permanent capital, Washington, D. C. Although Washington was a new city, it was already familiar to President Jefferson. In fact, Jefferson had helped plan the capital's streets and public buildings. Besides being a city planner and architect, the new president was a writer, a scientist, and the inventor of several gadgets (小发明) and tools.

After his inauguration, Jefferson moved into the presidential palace. The Palace was more than a home; it contained offices for the president and some of his staff and advisers. It also included dining and reception rooms, where the president could entertain congressmen. However, President Jefferson did not give many formal parties. This was partly because there was no First Lady; Jefferson's wife had died in 1782. But it was also because Jefferson liked to live in a simple fashion. Once, he showed up for an important meeting wearing old clothes and down-at-the-heels slippers! Neither Washington nor Adams would ever have dressed so casually.

Jefferson was different from the first two presidents in other ways, too. He disagreed with them about how the country should be run, and about what part a president should play in running it.

11. Which of the following statements about Washington D. C. can be correctly inferred from the passage?
 - A) The presidential Palace was not located there.
 - B) It contained many old buildings in 1801.
 - C) It was not the first capital of the United States.
 - D) Thomas Jefferson was a newcomer there in 1801.
12. According to the passage, Thomas Jefferson was all of the following EXCEPT _____.
 - A) a scientist
 - B) a writer
 - C) an architect
 - D) a carpenter
13. According to the passage, the Presidential Palace was built to be _____.
 - A) a hotel for visiting kings
 - B) an office building and home
 - C) a museum for colonial American tools and gadgets
 - D) a meeting place for newspaper reporters
14. It can be inferred that one reason Thomas Jefferson did not entertain very often in Washington was because _____.
 - A) he did not enjoy elaborate parties
 - B) he and his wife did not have appropriate clothes
 - C) the food in the area was not good
 - D) he could not understand foreign languages
15. It can be inferred from the passage that George Washington and John Adams both _____.
 - A) lived for a long time in Washington D. C
 - B) were rather formal gentlemen
 - C) traveled to many foreign countries
 - D) encouraged Jefferson to run for the presidency

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- A) lived for a long time in Washington D. C
- B) were rather formal gentlemen
- C) traveled to many foreign countries
- D) encouraged Jefferson to run for the presidency

Passage 4

Every artist knows in his heart that he is saying something to the public. Not only does he want to say

it well, but he wants it to be something which has not been said before. He hopes the public will listen and understand—he wants to teach them, and he wants them to learn from him.

What visual artist, like painters, want to teach is easy to make out but difficult to explain, because painters translate their experience into shapes and colors, not words. They seem to feel that a certain selection of shapes and colors, out of the countless billions possible, is exceptionally interesting for them and worth showing to us. Without their work we should never have noticed these particular shapes and colors, or have felt the delight which they brought to the artist.

Most artists take their shapes and colors from the world of nature and from human bodies in motion and at rest; their choices indicate that these aspects of the world are worth looking at, that they contain beautiful sights. Contemporary artists might say that they merely choose subjects that provide an interesting pattern, that there is nothing more in it. Yet even they do not choose entirely without reference to the character of their subjects.

If one painter chooses to paint a decaying leg and another a lake in moonlight, each of them is directing our attention to a certain aspect of the world. Each painter is telling us something, showing us something, emphasizing something—all of which means that, consciously or unconsciously, he is trying to teach us.

16. An artist hopes that the public will _____.
 - A) understand him and learn from him
 - B) notice only shapes and colors in his work
 - C) teach him something
 - D) believe what he says in his work
17. It is hard to explain what a painter is saying, because _____.
 - A) most painters do not express themselves well
 - B) a painter uses unusual words and phrases
 - C) a painter uses shapes and colors instead of words
 - D) many painters do not say anything
18. The writer says that contemporary artists might say their choice of subject _____.
 - A) carries a message to the public
 - B) only provides interesting patterns
 - C) has no pattern or form
 - D) teaches the public important truths
19. The writer says that contemporary art contains _____.
 - A) nothing but meaningless patterns
 - B) uninteresting aspects of the world
 - C) subjects chosen partly for their meaning
 - D) completely meaningless subjects
20. It is implied but not stated _____.
 - A) that a painting is more easily understood than a symphony
 - B) that art is merely the arranging of shape and color
 - C) that every artist tries to say something to the public
 - D) that one must look beyond shape and color to find what the artist is saying

Unit Two

Passage 1

A long, imaginary prose story about people is usually called a novel.

It can be about any kind of man, woman, or child. It can be about kings, or Chicago newsboys, or convicts, or housewives. The Frenchman, Victor Hugo, wrote his novel *Les Miserables* about a poor man who stole a loaf of bread to keep from starving. The American, Ernest Hemingway, wrote *A Farewell to Arms* about a young American with the Italian Army in World War I.

A novel can tell the story of any kind of action, over any period of time. The modern Irish writer, James Joyce, covers less than twenty-four hours in *Ulysses*. Yet Joyce takes a thousand pages to tell all that happens from the time one man gets up in morning until he goes to bed early the next morning. A German writer, Herman Hesse, uses only one hundred and fifty pages in his novel *Demian* to cover a boy's life from the age of ten until he becomes a young man.

A novel does not merely tell the things that people do. It also tells why they do them. The *Red Badge of Courage*, by the American, Stephen Crane, tells about a young soldier in the War between the States who runs away the first time he is in battle. The book shows why he acted as he did. It describes his mental suffering until he overcomes his fears.

Character, action, motive—this, then, is the stuff of which novels are made. And herein (此中, 于此) lies the reason for the novel's continuing popularity, despite changes in style and technique. People buy novels because they enjoy reading about other people. Alone among the literary forms, the novel satisfies the human craving (渴望) to know and understand our fellow creatures.

1. The best title for this passage is _____.
A) A Young Soldier B) The Nature of the Novel
C) The History of the Novel D) Five Novels
2. According to the passage, a novel must be about _____.
A) kings B) people
C) what happens in a single day D) soldiers in battle
3. According to the passage, a novel should _____.
A) satisfy our desire to understand what motivates other people
B) experiment with new techniques
C) be between one hundred and fifty and a thousand pages in length
D) describe actions which are familiar to the reader
4. The amount of time a novel must cover is _____.
A) twenty-four hours B) three years
C) a lifetime D) not fixed
5. A novel about a boy's life is _____.
A) *Les Miserables* B) *A Farewell to Arms*
C) *Ulysses* D) *Demian*

Passage 2

Dr. Harvey Gates, the noted scientist, might never have discovered the Kamron lizard (变色龙) in Blovia, if it had not been for a childhood accident. When he was young he was determined to become a baseball player, but when he broke his arm in practice at the age of fourteen and was forced to stay off the playing field for

a while, he took notice of the natural world around him and liked what he saw.

After the plaster had been taken off his arm, he caught a squirrel (松鼠) and raised it as a pet. Soon he was bringing home snakes and other creatures from the woods near his school.

In 1962, he entered Blakeford College and majored in biology. By 1966 he had received his Bachelor (学士) of Science degree and two years later at Drysdale University, he received his Doctor of Science degree.

It was while he was doing field research for his doctoral dissertation (论文) in South America in 1967 that he discovered and named the Kamron Lizard. This cold-blooded animal was distinguished from others of its kind by the fact that it had only four toes on its front feet. In other aspects, it was similar to others of the same family. It could change its color and go for long periods without food.

Dr. Gates received his appointment as a professor at the University of Huntsford in 1970.

6. Before breaking his arm, Dr. Gates _____.
A) had little interest in biology B) began to lose interest in biology
C) enjoyed both baseball and biology D) had a growing interest in biology
7. Dr. Gates received _____.
A) his first degree in 1962 B) his second degree in 1966
C) his highest degree in 1968 D) his doctor's degree in 1970
8. Dr. Gates discovered the Kamron lizard _____.
A) just after he received his doctor's degree
B) while he was preparing his doctoral dissertation
C) at the time he was studying at Blakeford College
D) after he graduated from Drysdale University
9. Which of the following is NOT true about the Kamron lizard?
A) It possesses four toes on its front feet.
B) It can live a long while without eating.
C) It may go for weeks without drinking.
D) It is capable of altering its color.
10. The main idea of the passage is that _____.
A) Dr. Gates was determined to become a baseball player
B) an accident changed the life of Dr. Gates
C) Dr. Gates liked biology better
D) Dr. Gates was a diligent student during his studies at university

Passage 3

There are various ways in which individual economic units can interact with one another. Three basic ways may be described as the market system, the administered system, and the traditional system.

In a market system individual economic units are free to interact among each other in the marketplace. It is possible to buy commodities from other economic units or sell commodities to them. In a market, transactions may take place via barter (易货) or money exchange. In a barter economy, real goods such as automobiles, shorts, and pizzas are traded against each other. Obviously, finding somebody who wants to trade my old car in exchange for a sailboat may not always be an easy task. Hence the introduction of money as a medium of exchange eases transactions considerably. In the modern market economy, goods and services are bought or sold for money.

An alternative to the market system is administrative control by some agency over all transactions. This agency will issue edicts (法令) or commands as to how much of each goods and service should be produced,