

冲刺大学英语四级

(下册：阅读理解与翻译)

主编：刘明东 张治英



*Reading Comprehension
& Translation*

English

远方出版社

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(下册：阅读理解与翻译)

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前 言

当今世界,英语被广泛使用,已成为一种国际性语言。英语的普及体现在国际政治、经济商贸、信息交流等各个领域。目前在因特网的信息中,90%以上是英语。改革开放以来,中国经济出现了腾飞,与外部世界的联系日益密切。中国已经加入了WTO,我们应该顺应经济全球化的趋势,以更加积极的态度主动参与国际竞争。这一局面对我国大学生的英语水平提出了更高的要求,也同样将极大地加强和加快大学英语教学的进一步发展。

为了帮助考生顺利通过全国大学英语四级统考,我们根据教育部最新颁布的《大学英语教学大纲》和《大学英语四级考试大纲》,经精心选材、合理加工编写了这本《冲刺大学英语四级》。

本书分上、下两册,《上册:词汇结构与完形填空》分四编,第一编选编了1500道大学英语四级词汇结构模拟试题,分50个单元,每单元30道题,供考生自测使用;第二编剖析大学英语四级语法测试题型和词汇测试题型,并针对考生的弱点和难处,精心设计了大学英语四级语法知识综合测试练习和词汇测试练习;第三编选编了40篇短文的大学英语四级完形填空模拟试题,供考生自测使用;第四编剖析大学英语四级完形填空测试题型。

《下册:阅读理解与翻译》分两编,第一编选编了大量模拟试题供读者进行大学英语四级统考前的冲刺训练;第二编阐述大学英语阅读与翻译的要求,探讨大学英语阅读的常用方法及解题技巧,英译汉的标准、过程和常用技巧。

本书是编者近10年来教授大学英语的经验提炼和总结,实践证明具有较强的实用和指导价值。本书可作为大学本科生和欲参加四级考试的考生的辅导教材,也可作为大学英语教师的参考书。

在本书的编写过程中,我们参考了大量的国内外有关资料,在此向有关作者致以深深的谢意。书中不妥之处,敬请读者批评、指正。

编 者

2002年7月

目 录

第一编 大学英语四级阅读冲刺训练

Unit One	(1)
Unit Two	(4)
Unit Three	(8)
Unit Four	(11)
Unit Five	(15)
Unit Six	(19)
Unit Seven	(24)
Unit Eight	(29)
Unit Nine	(33)
Unit Ten	(38)
Unit Eleven	(42)
Unit Twelve	(47)
Unit Thirteen	(52)
Unit Fourteen	(57)
Unit Fifteen	(61)
Unit Sixteen	(66)
Unit Seventeen	(71)
Unit Eighteen	(76)
Unit Nineteen	(81)
Unit Twenty	(85)
Unit Twenty-one	(90)
Unit Twenty-two	(94)
Unit Twenty-three	(99)
Unit Twenty-four	(104)
Unit Twenty-five	(109)
Unit Twenty-six	(113)
Unit Twenty-seven	(118)
Unit Twenty-eight	(123)
Unit Twenty-nine	(129)
Unit Thirty	(134)

第二编 英语阅读与翻译方法及技巧

第一章 阅读与翻译的要求.....	(140)
一、阅读的要求.....	(140)
二、翻译的要求.....	(141)
第二章 阅读的常用方法及解题技巧.....	(141)
一、略读.....	(141)
二、查阅.....	(145)
三、研读.....	(150)
四、主题思想题解题技巧.....	(150)
五、事实、细节题解题技巧.....	(154)
六、词义题解题技巧.....	(161)
七、推论题解题技巧.....	(168)
八、语气态度题解题技巧.....	(172)
九、简短回答题解题技巧.....	(175)
第三章 英译汉.....	(177)
一、翻译的标准.....	(177)
二、翻译的过程.....	(177)
三、翻译的方法.....	(178)
四、英译汉的常用基本技巧.....	(178)

第一编

大学英语四级阅读冲刺训练

Unit One

Passage One

Would-be language teachers everywhere have one thing in common; they all want some recognition of their professional status and skills, and a job. The former requirement is obviously important on a personal level, but it is vital if you are to have any chance of finding work.

Ten years ago, the situation was very different. In virtually every developing country, and in many developed countries as well, being a native English speaker was enough to get you employed as an English teacher.

Now employers will only look at teachers who have the knowledge, the skills and attitudes to teach English effectively. The result of this has been to raise non-native English teachers to the same status as their native counterparts(相对应的人)—something they have always deserved but seldom enjoyed. Non-natives are now happy—linguistic discrimination(语言上的歧视) is a thing of the past.

An ongoing research project, funded by the University of Cambridge, asked a sample of teachers, educators and employers in more than 40 countries whether they regard the native/non-native speakers distinction as being at all important. “NO” was the answer. As long as candidates could teach and had the required level of English, it didn't matter who they were and where they came from. Thus, a new form of discrimination—this time justified because it singled out the unqualified—liberated the linguistically oppressed(受压迫的). But the Cambridge project did more than just that; it confirmed that the needs of native and non-native teachers are extremely similar.

Questions: (注意: 答题尽量简短, 超过 10 个单词要扣分。)

1. The selection of English teachers used to be mainly based on _____
2. What did non-native English teachers deserve but seldom enjoy?

3. What kind of people can now find a job as an English teacher?

4. What is the result of the "new form of discrimination"(Line 5, Para. 4)?

5. The phrase "the linguistically oppressed"(Line 6, Para. 4) refers to those who were _____

Passage Two

AIDS(Acquired Immune Deficiency Syndrome) is a fatal disease that destroys the immune system. More than four out of five AIDS(艾滋病) cases in the United States so far have been homosexual men or bisexual men or drug users. Not all those who are infected with the AIDS virus(病毒), now numbering one and a half million Americans, will develop the disease, but scientists assume that carriers of the virus can spread it to others through sexual intercourse or exchange of blood or other bodily fluids.

Concern about the spread of the disease has brought demands for testing to detect evidence of infection. But proposals for testing have been met with a storm of questions and counterproposals from health officials, advocates of civil rights, and gay right activists. Should testing of people at special risk be voluntary or mandatory(强制性的)? How wide should testing be? What uses will be made of the results? If the secret is disclosed, is there a danger that people discovered to be carriers will lose their jobs, housing, and access to public places? At a meeting in February 1987, participants in a federally sponsored conference on the control of AIDS agreed that testing should be voluntary and accompanied by safeguards to protect the privacy of those who are tested. The consensus, however, was ruined by disagreements about definition of terms. One participant pointed out that "mandatory", "routine", "standard", "required" and "confidential" were being used in different ways.

As AIDS claims more victims — by 1991 health officials estimate that more than 50,000 Americans will die of AIDS each year — public anxiety will mount and the demand for mandatory testing and control may grow. State Laws written in the 1920s and 1930s to limit the spread of sexually transmitted diseases may not be adequate to protect against AIDS. But it remains unclear whether new laws requiring mandatory testing would produce sufficient health benefits to justify possible violations of civil rights.

Questions:

1. What is the passage mainly about?

2. According to the scientists, what kind of people would most probably be infected with the AIDS virus?

3. AIDS testing is demanded because of _____

4. The participants in a conference on the control of AIDS agreed that the testing should be voluntary but they did not agree on _____

5. According to the last paragraph, what remains unsolved about the new laws in 1990s?

Passage Three

The first jazz musicians played in New Orleans during the early 1900's. After 1917, many of the New Orleans musicians moved to the south side of Chicago, where they continued to play their style of jazz. Soon Chicago was the new center for jazz.

Several outstanding musicians merged as leading jazz artists in Chicago. Daniel Louis "Satchmo" Armstrong, born in New Orleans in 1890, was one. Another leading musician was Joseph "King" Oliver, who is also credited with having discovered Armstrong when they were both in New Orleans. While in Chicago, Oliver asked Armstrong, who was in New Orleans, to join his band.

In 1923 King Oliver's Creole Jazz Band made the first important set of recordings by a Black band in the history of jazz. The Red Hot Peppers band led by Jelly Roll Morton and the Hot Five and Hot Seven bands under Louis Armstrong also made recordings of special note.

Although Chicago's South Side was the main jazz center, some musicians in New York were also demanding attention in jazz circles. In 1923 Fletcher Henderson already had a ten-piece band that played jazz. During the early 1930's, the number of players grew to sixteen. Henderson's band was considered a leader in what some people have called the Big Band Era.

By the 1930's, big dance bands were the rage. Large numbers of people went to ballrooms to dance to jazz music played by big bands.

One of the most popular and long a very famous jazz band was the Duke Ellington band. Edward "Duke" Ellington was born in Washington, D. C. , in 1899 and died in New York City in 1974. He studied the piano as a young boy and later began writing original musical compositions.

The first of Ellington's European tour came in 1933. He soon received international fame for his talent as a band leader, composer, and arranger. Ten years later, Ellington began giving annual concerts at Carnegie Hall in New York City. People began to listen to jazz in the same way that they had always listened to classical music.

Questions:

1. What is the main purpose of the passage?

2. For what reason did Louis Armstrong go to Chicago?

3. Which Black band was the first to make a significant set of jazz recordings?

4. Which bandleader was nicknamed? What's it?

5. What conclusion can you draw from the passage?

Passage Four

It takes more than good looks to be an air stewardess. Brains will help but they are not the main thing. Neither is it sparkling personality, nor the skills of a good nurse alone. Rather it is a combination of these assets that makes the ideal air girl. And above all she must be willing to serve. This adds up to a pretty tall order, hence so few are chosen from the many who answer the call.

One newspaper advertisement inserted by Japan Air Lines recently attracted five hundred applicants. Only twenty were selected.

Before the war, cabin service was a job for men. Indeed, Asian girls did not come on the scene until the latter part of the 1940s.

Stewardesses have to possess some basic requirements. Applicants must not be younger than twenty nor older than twenty-eight. They must have a good secondary school education. They ought to be attractive, in good health, speak English and at least two other languages and they must be single.

If the girls do their job well it is because of proper training. They learn to prepare and serve meals, and how to take care of children. They must know how to work out the price of a packet of cigarettes in three currencies; know how to pour coffee for four and not spill a drop. They must also know something about the theory of flying and the parts of an aircraft in detail.

Says Stewardess Priscilla Mok, "I fly with PAL. I love my job, of course, for I love travelling. I play mahjong, golf, and tennis; I swim, ride horses, row boats, cycle and roller skate. I love the air and the air-travelling business. It's simply exciting!"

Questions:

1. What should an air stewardess have?
_____.
2. Of the five hundred applicants who answered the newspaper advertisement inserted by JAL, _____ were chosen.
3. Those who apply to be stewardesses should be in their _____.
4. How many languages must a stewardess be able to speak at least?
_____.
5. If the girls do their job well it is because of _____.

Unit Two

Passage One

I had gone to Belgrade on a ten-month scholarship to learn Serbo-Croat, a language of which I had only a very basic knowledge.

On my first day at the Language Institute in Belgrade I was graded and put into a class of twelve people, containing some nine different nationalities, including myself. The course consisted of listening in the language lab while following a text, then class practice, then listening in the lab again, then another session in the classroom. The lab bit was useful, but rather repetitive and boring after a while. The class sessions were extremely useful, with a variety of very competent teachers.

The course book consisted of a series of graded texts on the history and culture of Yugoslavia and contemporary developments in the country. Each text was followed by a vocabulary list. In class the texts were thoroughly explored and a grammar element was fed in by the teacher.

The teachers differed in their approach. One was absolutely relaxed, and she induced such a mood of calm that she made Serbo-Croat seem as easy as ABC. In contrast, another was a large, forceful type, who struck the language into you at a rapid rate and expected instant answers. Another one was so charming that we would have learnt anything to please her and we felt very ashamed if we gave a wrong answer. Another teacher was full of humour and we learnt Serbo-Croat in a very cheerful manner.

There was only one male teacher, and he was probably the least interesting. He was traditional in his approach and rather dry, but he was sound enough, so we didn't mind. In fact, the standard of teaching was excellent, and as our Serbo-Croat improved, we felt increasingly grateful to the teachers and to the circumstances which had conspired to bring us together for what was to be an unforgettable year.

Questions:

1. What was the problem with the lab sessions after a time?

In the writer's opinion, _____

2. How was the grammar element taught on the course?

3. In what way was the male teacher not as good as the female teachers?

4. How did they feel if they gave a wrong answer to the charming teacher?

5. How did the students think of their year in Yugoslavia?

Passage Two

The science of meteorology is concerned with the study of the structure, state, and behavior of the atmosphere. The subject may be approached from several directions. But the scene can not be fully appreciated from any one vantage point. Different views must be integrated to give perspective to the whole picture.

One may consider the condition of the atmosphere at a given moment and attempt to predict changes from that condition over a period of a few hours to a few days ahead. This approach is covered by the branch of the science called synoptic meteorology.

Synoptic meteorology is the scientific basis of the technique of weather forecasting by means of the preparation and analysis of weather maps and aerological(气象学的) diagrams. The practical importance of the numerous applications of weather forecasting can not be overestimated. In serving the needs of shipping, aviation, agriculture, industry, and many other interests and fields of human activity with accurate weather warnings and professional forecast advice, great benefits are reaped in the form of the saving of human life and property and in economic advantages of various kinds. One important purpose of the science of meteorology is constantly to strive, through advanced study and research, to increase our knowledge of the atmosphere with the aim of improving the accuracy of weather forecasts.

The tools needed to advance our knowledge in this way are the disciplines of mathematics and physics applied to solve meteorological problems. The use of these tools forms that branch of the science called dynamic meteorology.

Questions:

1. What is the passage mainly discussing?

2. The predictions of synoptic meteorologists are directly based on the _____
_____.
3. The author implies that increased accuracy in weather forecasting will lead to greater protection of _____
_____.
4. According to the passage, what is the ultimate goal of the science of meteorology?

5. In the last sentence of the passage, the phrase "these tools" refers to _____
_____.

Passage Three

The most pressing nuclear energy issue is the disposal of nuclear waste. Even if all the reactors in existence were completely safe to operate, there would still be the unsolved issue of what to do with the waste from generating electricity by means of nuclear energy. Those who claim that they feel comfortable with nuclear energy are, nonetheless, concerned about waste disposal methods. Seven states, including California, have put the building of nuclear plants on hold until legislators are convinced that there is a safe way to dispose of the radioactive waste from the plants.

In the meantime, pools of liquid waste and piles of solid waste from private industry and governmental bomb production grow. Since 1962, the volume of radioactive wastes produced by the nuclear power industry has amounted to about 4,300 cubic meters. By the end of the twentieth century, if production continues at the same rate, there will be 40,000 cubic meters of nuclear wastes.

Power plants and bomb-making are not the only sources of wastes. Uranium mining and milling operations have dumped 24 million metric tons of radioactive tailing wastes at dumping sites around the nation. At places where uranium is currently milled, there is another 100 million metric tons of tailings. Uranium tailings are solid materials in the slurry (or watery mixture) of

depleted ore-bearing rock, chemicals, and liquids that result from milling.

Finally, the slurry is piped to holding ponds. When a uranium mill goes out of business, the ponds are left to evaporate, uncovering piles of dried tailings. Uncovered piles of tailings give off radioactive radon gas. Once in the air, the gas finds its way into the water supply and the food chain. Consequently, many nuclear experts agree that uranium mill tailings may be more dangerous than high-level radioactive wastes from reactors and bombs.

Questions:

1. What is the topic of this passage?

2. As mentioned in the passage, what definite action has been taken to cope with the issue of nuclear wastes?

3. What is the most dangerous by-product of uranium mining and milling?

4. According to the passage, the term "uranium mine tailings" refers to _____.

5. In what forms do radioactive wastes exist?

Passage Four

An important new industry, oil refining, grew after the Civil War. Crude oil, or petroleum — a dark, thick ooze from the earth — had been known for hundreds of years. But little use had ever been made of it. In the 1850's, Samuel M. Kier, a manufacturer in western Pennsylvania, began collecting the oil from local seepages and refining it into kerosene. Refining, like smelting, is a process of removing impurities from a raw material.

Kerosene was used to light lamps. It was a cheap substitute for whale oil, which was becoming harder to get. Soon there was a large demand for kerosene. People began to search for new supplies of petroleum.

The first oil well was drilled by E. L. Drake, a retired railroad conductor. In 1859, he began drilling in Titusville, Pennsylvania. The whole venture seemed so impractical and foolish that onlookers called it "Drake's Folly." But when he had drilled down about 70 feet (21 meters), Drake struck oil. His well began to yield 20 barrels of crude oil a day.

News of Drake's success brought oil prospectors to the scene. By the early 1860's, these wildcatters (盲目开掘油井者) were drilling for "black gold" all over western Pennsylvania. The boom rivaled (比得上) the California gold rush of 1848 in its excitement and Wild West atmosphere. And it brought far more wealth to the prospectors than any gold rush.

Crude oil could be refined into many products. For some years kerosene continued to be the principal one. It was sold in grocery stores and door-to-door. In the 1880's and 1890's refiners learned how to make other products such as waxes and lubricating oils. Petroleum was not then used to make gasoline or heating oil.

Questions:

1. From the passage we can infer that people would rather use kerosene than use whale oil. Why?

2. What is called "black gold" according to the passage?

3. How many products of crude oil are mentioned in the passage?

4. According to the passage, which is more profitable, searching for gold or drilling for crude oil?

5. In which state of America was oil first drilled?

Unit Three

Passage One

In many businesses, computers have largely replaced paperwork, because they are fast, flexible; and do not make mistakes. As one banker said, "Unlike humans, computers never have a bad day." And they are honest. Many banks advertise that their transactions(业务往来) are "untouched by human hands" and therefore safe from human temptation. Obviously, computers have no reason to steal money. But they also have no conscience, and the growing number of computer crimes shows they can be used to steal.

Computer criminals don't use guns. And even if they are caught, it is hard to punish them because there are no witness and often no evidence. A computer cannot remember who used it; it simply does what it is told. The head teller at a New York City bank used a computer to steal more than one and a half billion dollars in just four years. No one noticed this theft because he moved the money from one account to another. Each time a customer he robbed questioned the balance in his account, the teller claimed a computer error, then replaced the missing money from someone else's account. This man was caught only because he was a gambler(赌徒). When the police broke up an illegal gambling operation, his name was in the records. Some employees use the computer's power to get revenge(报复) on employers they consider unfair. Recently, a large insurance company fired its computer-tape librarian for reasons that involved her personal rather than her professional life. She was given thirty days notice. In those thirty days, she erased all the company's computerized records.

Most computer criminals have been minor employees. Now police wonder if this is "the tip of the iceberg." As one official says, "I have the feeling that there is more crime out there than we are catching. What we are seeing now is all so poorly done. I wonder what the real experts are doing—the ones who really know how a computer works."

Questions:

1. What is the passage mainly about?

2. Transactions in many banks are claimed to be safe because they _____
3. The bank teller covered up his crime by _____
4. What must the librarian do thirty days after she received the notice?
5. According to the last paragraph, what kind of criminal are the police unable to catch?

Passage Two

By degrees they washed the whole boat, although it meant moving everything from place to place while they washed. It was a splendid day, and in that sunshine even a thick mat dried almost while you looked at it. Rose got herself clean, too for the first time for a week, and felt once more the great pleasure of putting on a fresh clean frock on a fresh clean body. Such a peaceful day was the best sort of holiday that she could have had, and it was probably not simply luck that they both missed their usual attacks of sickness from malaria that morning.

Perhaps it was a result of these civilized activities that during the night Rose thought of something which had slipped her memory completely from the moment that she and Allnut had buried her brother. She had not said her prayers since that time; she had not even thought of God. She lay there with wave after wave of guilt sweeping over her. She could not understand how it was that the God she worshipped had not destroyed her. She was deeply afraid that he might do so now. She got to her knees, bowed her head and prayed.

Allnut, waking in the night, saw her bowed figure in the starlight, and saw her lift her face to Heaven with her cheeks wet with tears. He was extraordinarily moved at the sight. He did not pray himself, and never had done so. The fact that Rose was able to pray in tears showed him how much better she was than him. But he had long been aware of this. He was content to leave the request for heavenly advice to Rose, just as he left everything else to her. It took a very great deal to prevent Allnut sleeping. His eyes closed and he soon left Rose to bear her pain and guilt alone.

Questions:

1. Why did Rose feel happy when the work was finished?
2. What were Rose and Allnut suffering from?
3. What was Rose's fear that night?
4. What do we learn about Allnut's relation with Rose?
5. How did he feel when he saw Rose praying?

Passage Three

The railroad industry could not have grown as large as it did without steel. The first rails were made of iron. But iron rails were not strong enough to support heavy trains running at high speeds. Railroad executives wanted to replace them with steel rails because steel was ten or fifteen times stronger and lasted twenty times longer. Before the 1870's, however, steel was too expensive to be widely used. It was made by a slow and expensive process of heating, stirring, and reheating iron ore.

Then the inventor Henry Bessemer discovered that directing a blast of air at melted iron in a furnace would burn out the impurities that made the iron brittle. As the air shot through the furnace, the bubbling metal would erupt in showers of sparks. When the fire cooled, the metal had been changed, or converted, to steel. The Bessemer converter made possible the mass production of steel. Now three to five tons of iron could be changed into steel in a matter of minutes.

Just when the demand for more and more steel developed, prospectors discovered huge new deposits of iron ore in the Mesabi Range, a 120-mile-long region in Minnesota near Lake Superior. The Mesabi deposits were so near the surface that they could be mined with steam shovels.

Barges and steamers carried the iron ore through Lake Superior to depots on the southern shores of Lake Michigan and Lake Erie. With dizzying speed Gary, Indiana, and Toledo, Youngstown, and Cleveland, Ohio, became major steel-manufacturing centers. Pittsburgh was the greatest steel city of all.

Steel was the basic building material of the industrial age. Production skyrocketed from seventy-seven thousand tons in 1870's to over eleven million tons in 1900.

Questions:

1. According to the passage, why did the railroad industry prefer steel to iron?

2. According to the passage, how did the Bessemer method make the mass production of steel possible?

3. The furnace that Bessemer used to process iron into steel was called _____
4. According to the passage, where were large deposits of iron ore uncovered?

5. It can be inferred from the passage that the mass production of steel caused _____

Passage Four

The need for a research project to have a clear objective can not be over-stressed. It is the key to the success of the whole matter.

A clear objective provides the basis for the design of the project, for the selection of the most appropriate methods and for the management of the project once it has begun. The objective is

also the key factor in giving shape and purpose to the final report. Without a clear objective a research project can easily start on the wrong foot, become side-tracked along the way and end with an inconclusive report. During the process the researchers face confusion, uncertainty and the feeling that somehow they are missing the point of it all.

Research is process which is almost impossible to define. It can cover a wide range of studies, from simple description and investigation to the construction of sophisticated experiments.

Seldom are social research projects repeated or duplicated. So every project tends to be different, yet they make use of a fairly limited range of methods which can be applied in differing circumstances. The basic skill lies in selecting the most appropriate methods for the task in hand. It is possible to build on experience and to learn from past mistakes, but each project is different and requires a fresh approach.

The other main characteristic of research projects is that they are self-contained, having a life of their own. Once the project has begun, it is very difficult to slow things down or to speed them up. It is often impossible to go back and repeat something or to try it again in a different way. A clear objective should at least ensure that the research begins in the right direction and gives the researcher a fair chance of keeping it on course.

Before the objective can be specified, it is necessary to define what the problem is, and before that can be done there must be a clear understanding of why the research is being considered.

Research is carried out for two main reasons; as a means to an end, or as an end in itself. Both are perfectly valid, but each needs a rather different approach to the definition of the problem at hand and to the formulation of objectives.

Questions:

1. In the author's opinion a researcher should _____.
2. Research is difficult to define because _____.
3. According to the passage, one of the main characteristics of research is that the methods for each project _____.
4. According to the 6th paragraph, in defining a research project the first step is to determine _____.
5. The main purpose of the passage is to explain _____.

Unit Four

Passage One

In Britain, the old Road Traffic Act restricted speeds to 2 m. p. h. (miles per hour) in towns and 4 m. p. h. in the country. Later parliament increased the speed limit to 14 m. p. h. But by 1903, the development of the car industry had made it necessary to raise the limit to 20 m. p. h.