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大学英语四级考试

标准 阅读

新题型

160篇

王长喜 主编

CET-4

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

全书共 40 个单元,每个单元 4 篇文章,包括 1 篇长篇阅读、1 篇章词汇和 2 篇深度阅读,涵盖了改革后的三种阅读新题型。本书有以下特点:

一、视频讲解 入木三分

本书配有四级阅读 DVD 视频课程,包括阅读理论讲解、篇章词汇的应对策略、长篇阅读的应对策略和深度阅读的应对策略,供有需求的同学选购。

二、设题标准 尺度严格

设题点是否合理、设题思路是否严谨、干扰选项是否有效,这是判断四级阅读设题是否标准的几大尺度。本书在保持与四级考试“题材、体裁吻合,长度、难度适合,题干、选项符合”的基础上,进一步深入研究、探索四级最新真题的命题规律,总结出细节设题标准,并将这些标准渗透到本书命题的每一个环节,真正做到了与真题无异的程度。现将本书命题参考的历年真题的标准呈现给大家:

1. 四级篇章词汇标准

四级英语的篇章词汇每篇文章的平均长度为 251 个单词;其中最短的文章包含 205 个单词;最长的文章包含 292 个单词。篇章词汇的选项中分布最多的是动词,占 47%;其次是名词,占 39%;形容词和副词分别占 10% 和 4%。

我们在选取文章和命题的过程中均严格参照这个标准,凡是超出该标准的均为不合格试题,在本书中不予采用。

2. 四级长篇阅读标准

1) 关于四级长篇阅读的字数:历年真题中考过的四级长篇阅读(原快速阅读)共 21 篇,这些文章的平均单词数为 1,015 个,其中最短的一篇为 848 个词,最长的一篇为 1,073 个词,可见,长篇阅读的长度在 1,000 词上下略有浮动比较正常。

2) 关于四级长篇阅读的单词分布:通过使用语料库工具进行统计发现,四级长篇阅读中所含的四、六级词汇为 99.7%,超纲词比例仅为 0.3%,难度控制较为合理。

3) 关于四级长篇阅读的命题分布:通过对 21 套真题的长篇阅读中试题与原文关系的统计发现,30% 的试题在原文中涉及到两句,且这两句一般都是相邻的句子;70% 的试题对应原文中的某一个单句。另外,约有 30% 的试题中涉及到数

字, 70% 的试题不涉及到数字。

由于改革后的新题型尚无历年真题可以参照, 但我们认为历年的快速阅读的数据对于它的命题应该还是有一定的参考标准的, 比如文章的总长度以及试题在文章段落中的分布等等。

3. 四级仔细阅读标准

通过对历年真题的统计发现, 仔细阅读的每篇文章平均长度为 346 个单词; 其中最短的一篇有 252 个单词, 最长的一篇有 384 个单词。文章的平均段落数为 7 段, 其中段落数最少的只有 3 段, 段落数最多的有 14 段 (占 4%), 段落数量位于 5-9 个之间的文章占 70%。

仔细阅读文章和试题的词汇分布情况: 历年真题所包含的词汇共 3,521 个, 其中小学词汇占 15% (备注: 四、六级大纲词汇包含小学、初中、高中、四级、六级这 5 个级别), 初中词汇占 21%, 高中词汇占 20%, 四级词汇占 15%, 合成派生词占 14%, 专有名词和数字 (包括试题中的数字) 占 11%, 六级超纲词汇 (文章中一般会注释汉语) 占 4%。

文章长度或者词汇等级分布与上述数据不匹配的文章和试题将不会被收编在本书中。

三、全新选材 涵盖热点

本书 160 篇文章涵盖了四级阅读 4 个常考题材的全部 20 个小题材, 让您通过这 160 篇文章就能全面熟悉四级阅读所有常考题材, 使您在考场上与某个题材的文章短兵相接时不至于感到陌生。此外, 这 160 篇文章均精选自最新英美报刊时文, 让您通过 160 篇文章尽览最新热点信息, 在考场之上信心十足。

四、分级冲刺 挑战高分

全书 40 个单元分为标准篇、提高篇和冲刺篇这三个部分。其中, 标准篇包含 25 个单元, 阅读难度等同于真题, 让您在标准难度下扎实演练, 适应实战; 提高篇包含 10 个单元, 该部分的难度略高于真题, 让您步步提高, 瞄准高分; 冲刺篇包含 5 个单元, 难度高于真题, 让您居高临下, 完美冲刺。步步为营的演练方案, 让您对四级阅读游刃有余。

五、语境词汇 快速积累

该书在单元后面将文章中出现的重要的或者考生不是很熟悉的四级词汇和短语列出, 并强调以搭配和短语形式给出, 有利于考生对这部分我们精心选取的词汇和短语灵活理解、快速记忆。

六、长句难句 译文剖析

除了在单元后列出单词之外,本书在单元后面还会列出文章中出现的部分长难句,并辅以详细的语法点拨和译文剖析。分析中使用的一些标记符号如下:主语加黑,谓语加黑加斜,宾语和表语加波浪线,定语用小括号,状语用方括号,补语用下划双横线,同位语用大括号,需特殊说明的用下划虚线。如: [Located in the checkroom in Union Station as I am], I see everybody (that comes up the stairs)。符号的使用根据句子的实际情况,并以必要为原则。

七、结构主旨 简明提示

文章结构和主旨分析对于阅读题有着重要作用。因此,我们在撰写解析的过程中会对文章的结构主旨和文章大意进行简练的表述,供读者快速掌握全文的大意。

对于篇章词汇选项中出现的选项,我们进行了简洁的词性标注,供大家在做题时参考。

八、解题思路 渗透方法

每个单元题目的解析都是按照学生实际做题过程中注意力集中点的转移路线而给出,解析的同时还渗透了做题方法的讲解,因此,考生看解析的过程其实也是学习做题的过程。全书解析模式统一、行文清晰,有助于学习者培养稳定的做题思路,从而在考场上做到从容不迫。

《大学英语四级考试新题型标准阅读 160 篇》自上市之日起,就一直受到全国考生的广泛好评,是“长喜英语”阅读系列中的经典名品,至今仍保持着同类产品全国销量第一的良好记录。相信经过此次优化改版,会带给您更大的惊喜和帮助!

注:

一、导语

1. 四级长篇阅读导语:

In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

2. 四级篇章词汇导语:

In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter.

3. 四级仔细阅读导语:

There are 2 passages in this section. 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.

二、本书文章选自不同的英美外版材料,为保持原汁原味,其原有英式或美式拼写不变。

三、“全文翻译”部分序号说明:

[] 加大写英文字母代表与文章对应的段落序号, [] 加阿拉伯数字对应练习的序号, 圆圈加阿拉伯数字对应该练习习题答案讲解的不同信息点。

目 录

本目录以表格形式给出,方便您记录每单元每一篇的做题效果和总体的做题效果。

第一篇 标准篇

单 元	Passage 1	Passage 2	Passage 3	Passage 4	总 体	页 码
Unit 1						2
Unit 2						17
Unit 3						32
Unit 4						46
Unit 5						60
Unit 6						75
Unit 7						90
Unit 8						105
Unit 9						120
Unit 10						135
Unit 11						149
Unit 12						164
Unit 13						179
Unit 14						193
Unit 15						207
Unit 16						221
Unit 17						230
Unit 18						239
Unit 19						247
Unit 20						256
Unit 21						265
Unit 22						273

Unit 23						282
Unit 24						291
Unit 25						300

上面25个单元，难度同于真题，让您标准演练。

第二篇 提高篇

Unit 26						310
Unit 27						325
Unit 28						340
Unit 29						355
Unit 30						369
Unit 31						383
Unit 32						398
Unit 33						414
Unit 34						423
Unit 35						432

上面10个单元，难度略超真题，让您游刃有余。

第三篇 冲刺篇

Unit 36						442
Unit 37						456
Unit 38						472
Unit 39						487
Unit 40						496

上面5个单元，难度高于真题，让您挑战高分。



第一篇

标准篇

难度同于真题——让您标准难度，标准演练

Unit

1

Passage 1

[1137 词 文教:学校教育 建议做题时间:14 分钟]

End the University as We Know It

[A] Most graduate programs in American universities produce a product for which there is no market and develop skills for which there is diminishing demand, all at a rapidly rising cost. Widespread hiring freezes and layoffs have brought these problems into sharp relief now. But our graduate system has been in crisis for decades, and the seeds of this crisis go as far back as the formation of modern universities. Kant, in his 1798 work *The Conflict of the Faculties*, wrote that universities should “handle the entire content of learning by mass production, so to speak, by a division of labor, so that for every branch of the sciences there would be a public teacher or professor appointed as its trustee”.

[B] Unfortunately this mass-production university model has led to separation where there ought to be collaboration and to ever-increasing specialization. In my own religion department, for example, we have 10 faculty members, working in eight subfields, with little overlap. And as departments fragment, research and publication become more and more about less and less. Each academic becomes the trustee not of a branch of the sciences, but of limited knowledge that all too often is irrelevant for genuinely important problems. The emphasis on narrow scholarship also encourages an educational system that has become a process of cloning. Faculty members cultivate those students whose futures they envision as identical to their own pasts, even though their tenures will stand in the way of these students having futures as full professors.

[C] If American higher education is to thrive in the 21st century,

colleges and universities, like Wall Street and Detroit, must be rigorously regulated and completely restructured. The long process to make higher learning more agile, adaptive and imaginative can begin with restructure the curriculum, beginning with graduate programs and proceeding as quickly as possible to undergraduate programs. The division-of-labor model of separate departments is obsolete and must be replaced with a curriculum structured like a web or complex adaptive network. Responsible teaching and scholarship must become cross-disciplinary and cross-cultural. Just a few weeks ago, I attended a meeting of political scientists who had gathered to discuss why international relations theory had never considered the role of religion in society. Given the state of the world today, this is a significant oversight. There can be no adequate understanding of the most important issues we face when disciplines are cloistered from one another and operate on their own premises. It would be far more effective to bring together people working on questions of religion, politics, history, economics, anthropology, sociology, literature, art, religion and philosophy to engage in comparative analysis of common problems. As the curriculum is restructured, fields of inquiry and methods of investigation will be transformed.

[D] Abolish permanent departments, even for undergraduate education, and create problem-focused programs. These constantly evolving programs would have sunset clauses, and every seven years each one should be evaluated and either abolished, continued or significantly changed. It is possible to imagine a broad range of topics around which such zones of inquiry could be organized: Mind, Body, Law, Information, Networks, Language, Space, Time, Media, Money, Life and Water.

[E] Consider, for example, a Water program. In the coming decades, water will become a more pressing problem than oil, and the quantity, quality and distribution of water will pose significant scientific, technological and ecological difficulties as well as serious political and economic challenges. These vexing practical problems cannot be adequately addressed without also considering important philosophical, religious and ethical issues. After all, beliefs shape practices as much as practices shape beliefs. A Water program would bring together people in the humanities, arts, social and natural sciences with representatives from professional schools like

medicine, law, business, engineering, social work, theology and architecture. Through the intersection of multiple perspectives and approaches, new theoretical insights will develop and unexpected practical solutions will emerge.

[F] All institutions do not need to do all things and technology makes it possible for schools to form partnerships to share students and faculty. Institutions will be able to expand while contracting. Let one college have a strong department in French, for example, and the other a strong department in German; through *teleconferencing* (电话会议) and the Internet, both subjects can be taught at both places with half the staff. With these tools, I have already team-taught semester-long seminars in real time at the Universities of Helsinki and Melbourne.

[G] In the arts and humanities, where *looming* (隐约可见的) cutbacks will be most devastating, there is no longer a market for books modeled on the medieval dissertation, with more footnotes than text. As financial pressures on university presses continue to mount, publication of dissertations, and with it scholarly certification, is almost impossible. (The average university press print run of a dissertation that has been converted into a book is less than 500, and sales are usually considerably lower.) For many years, I have taught undergraduate courses in which students do not write traditional papers but develop analytic treatments in formats from hypertext and Web sites to films and video games. Graduate students should likewise be encouraged to produce “theses” in alternative formats.

[H] Expand the range of professional options for graduate students. Most graduate students will never hold the kind of job for which they are being trained. It is, therefore, necessary to help them prepare for work in fields other than higher education. The exposure to new approaches and different cultures and the consideration of real-life issues will prepare students for jobs at businesses and nonprofit organizations. Moreover, the knowledge and skills they will cultivate in the new universities will enable them to adapt to a constantly changing world.

[I] Impose mandatory retirement and abolish tenure. Initially intended to protect academic freedom, tenure has resulted in institutions with little turnover and professors impervious to change. After all, once

tenure has been granted, there is no leverage to encourage a professor to continue to develop professionally or to require him or her to assume responsibilities like administration and student advising. Tenure should be replaced with seven-year contracts, which, like the programs in which faculty teach, can be terminated or renewed. This policy would enable colleges and universities to reward researchers, scholars and teachers who continue to evolve and remain productive while also making room for young people with new ideas and skills. For many years, I have told students, "Do not do what I do; rather, take whatever I have to offer and do with it what I could never imagine doing and then come back and tell me about it." My hope is that colleges and universities will be shaken out of their complacency and will open academia to a future we cannot conceive.

1. The traditional dissertation should be transformed because of the ever-mounting financial pressures on university presses.
2. The author thinks permanent departments should be abolished in order to set up problem-driver programs.
3. By citing Kant's opinion on higher education, the author wants to show that the drawbacks of American graduate system has existed for a long time.
4. Tenure should be replaced with contracts that can be terminated or renewed.
5. The author's suggestion on the curriculum is to replace separate departments with a cross-disciplinary and cross-cultural system.
6. Institutions increase their collaboration by teleconferencing and using the Internet.
7. According to the author, the mass-production university model makes science fields overspecialized.
8. To help graduate students prepare for work in other fields, it is necessary to let them be exposed to new approaches, different cultures and consider real-life issues.
9. Most graduate programs have the disadvantage that they are impractical for students to meet the demand of the society.
10. The most important characteristic for such problem-focused programs as the Water program is that they can bring together people of different

professions and fields.

Passage 2

[284 词 文教:文化礼仪 建议做题时间:8 分钟]

There are many theories about the beginning of drama in ancient Greece. The one most widely 11 today is based on the assumption that drama evolved from ritual. The argument for this view goes as follows. In the beginning, human beings viewed the 12 forces of the world, even the seasonal changes, as unpredictable, and they sought through various means to control these unknown and 13 powers. Those measures which appeared to bring the desired results were then retained and repeated until they hardened into fixed rituals, and 14 stories arose which explained or *veiled* (掩饰) the mysteries of the religious ceremonies. As time passed, some rituals were 15, but the stories, later called myths, persisted and provided material for art and drama.

Those who believe that drama evolved out of ritual also argue that those religious ceremonies contained the 16 of theater because music, dance, masks, and costumes were almost always used. Furthermore, a suitable 17 had to be provided for performances, and when the entire community did not participate, a(n) 18 division was usually made between the “acting area” and the “auditorium”. In addition, there were performers, and since considerable importance was attached to avoiding mistakes in the *enactment* (制定) of religious ceremonies, religious leaders usually assumed that 19.

Another theory traces the theater's origin from the human interest in storytelling. According to this view, tales (about the hunt, war, or other feats) are gradually *elaborated* (详细阐述的), at first through the use of impersonation, action, and dialogue by a narrator and then through the assumption of each of the roles by a(n) 20 person. A closely related theory traces theater to those dances that are primarily rhythmical and gymnastic or that are imitations of animal movements and sounds.

[A] terrifying	[B] instinct	[C] excited	[D] seed
[E] favorite	[F] different	[G] task	[H] natural
[I] site	[J] abandoned	[K] privately	[L] delayed
[M] accepted	[N] clear	[O] eventually	

Passage 3

[375 词 社会:健康生活 建议做题时间:8 分钟]

标准篇

People who spend their days glued to networking websites such as Facebook and Twitter are more likely to be depressed, a new U.K. study has revealed.

A team of researchers at the University of Leeds have conducted the first large-scale survey of its kind to find a link between the Internet and depression.

“The Internet now plays a huge part in modern life, but its benefits are accompanied by a darker side,” said psychologist Catriona Morrison, lead author of the study, which is published in the journal *Psychopathology Today*.

The survey was administered online, with adverts placed on social-networking sites, and 1,319 people took the tests. Participants were asked to answer questions in an Internet Addiction Test, Internet Function Test (to see what people use the Internet for most) and the Beck Depression Inventory.

Morrison and her team found that 18 respondents were “Internet addicted”. When matched against non-addicted Internet users within the survey, the difference in depression ratings was significant; the addicts showed higher levels of depression than their non-addicted counterparts.

In addition, the team found a correlation between the type of sites visited and the level of user addiction. According to the study, Internet addicts spent more time on “gaming websites and online community/chat”, whereas the non-addicted group *perused* (浏览) a wider range of sites.

But Morrison acknowledged some *caveats* (为防止误解而作的说明) to the study. The Internet Addiction Test, although a useful tool in studying this modern age addiction, is not a foolproof method of diagnosis. New tests

incorporating (包含) measures of social isolation and loneliness may provide a more accurate measure to continue research in this area.

“What is clear,” said Morrison, “is that for a small subset of people, excessive use of the Internet could be a warning signal for depressive tendencies.”

The study also leaves many questions unanswered. Having found a correlation, future studies may try to determine the cause. Do people become depressed because they are addicted to the Internet or turn to the Internet because they're depressed?

Morrison hopes future studies of Internet users will help define what this link might be. “We now need to consider the wider societal implications of this relationship and confirm clearly the effects of excessive Internet use on mental health.”

21. What can we know from a new U. K. study?

[A] The use of the Internet has little to do with depression.

[B] The Internet is mainly used to communicate with others in our daily life.

[C] People addicted to social networking sites are more easily to be depressed.

[D] The disadvantages of Internet use are much more than the benefits of it.

22. What information can be got about the Internet Function Test from the passage?

[A] Its purpose is to show what effect the Internet has on people's life.

[B] Its aim is to see what the Internet's most common use is for people.

[C] It is published in the journal *Psychopathology Today*.

[D] It is greatly welcomed by most of adolescents' parents.

23. According to the study, which group of people are more easily addictive to the Internet?

[A] Those who have the depressive tendencies.

[B] Those spending more time chatting online.

[C] Those who work depending on computers.

[D] Those browsing a wide range of websites.

24. The word “foolproof” (Line 3, Para. 7) is the closest in meaning to _____.