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大学英语四级考试

标准 阅读

新题型

80篇

王长喜 主编

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中国的教育家，有课堂上教书育人者，有潜心学术研究者，有著作等身的出版者，而耕耘大学英语教育数十年的王长喜老师，则三者兼有。

——人民教育家研究院常务副院长 徐启建

外研社进军教辅领域，有着得天独厚的优势，与长喜英语品牌的强强联手，更是如虎添翼。有了编辑出版的专业保障，再加上长喜英语的品牌影响，相信这一系列图书的出版，会成为中国教辅图书市场的一剂强心剂。

——《中国出版传媒商报》社长、总编辑 孙月沐

每年的四六级考试前后，都是沪江英语论坛最活跃的时候，求真题、押考题、晒考经。如果要统计讨论的“热词”，王长喜和他的“长喜英语”绝对胜出。在英语学习辅导用书层出不穷的当下，能让大学生们熟悉、信赖、喜欢，还对“长喜英语”不离不弃，长喜老师实在是“高”！

——沪江网总编 王晓苏

第一次参加四级就赶上新题型改革，多亏看了长喜英语的视频课，做了长喜大叔的新题型试题，写作、翻译一点儿也不难，听力、阅读也超给力。六级，我会再接再厉！

——天津外国语大学学生 李秋筠



长喜教授的书既畅销又常销。作为英语教辅品牌，长喜英语既有学术价值又长于考试实操。2013年“外研社长喜英语”工作室成立，系列新书又将与广大学子见面。20余年，长喜英语不仅品牌长青，还又生新枝，可谓“长喜”。

——《京华时报》教育周刊主编 辛欣

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前言

一、优化选材 涵盖热点

80 篇文章涵盖四级阅读常考的 10 个话题,让您通过 80 篇文章全面熟悉四级阅读所有常考题材,考场之上不感陌生。80 篇文章全部精选自最新英美报刊时文,让考生通过 80 篇文章尽览最新热点信息,考场之上信心十足。

二、优化设题 严格标准

设题题点是否合理、设题思路是否严谨、干扰选项是否有效,这是四级阅读设题是否标准的尺度。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”等基本特点的基础上,进一步深入研究、探讨四级最新真题,总结出十大细节设题标准,并严格控制到每一个环节,真正做到了与真题无异的程度。

三、优化效率 快速热身

10 个话题,设计成 20 个单元,每个单元由 1 篇长篇阅读、1 篇篇章词汇、2 篇篇章阅读组成。一单元内题型结构、整体难度、做题时间均与真题完全一致。20 个单元,20 次模拟,给您最扎实、最有效的优化演练。

四、语境词汇 扎实积累

每单元后将该单元文章中出现的的重要的或者考生不是非常熟悉的四级词汇和短语列出,并强调以搭配或短语形式给出,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。

五、长句难句 详细剖析

每单元后将该单元文章中出现的长、难句挑出,加以语法点拨。解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。

六、结构主旨 简明提示

文章结构和主旨分析对于解答阅读理解有着重要作用。在每个单元后面都给出了长篇阅读和篇章阅读文章的结构和主旨分析,培养考生把握文章结构、主旨的能力。篇章词汇题型则根据题型特点给出了词性分类,希望对考生养成良好的做题习

惯有所帮助。

七、全文翻译 准确地道

80 篇文章均给出了准确、地道的全文翻译。篇章词汇、篇章阅读 2 种题型的译文能够帮助考生深化对原文的理解,同时还能提高考生英汉互译的水平,达到一箭双雕的目的;长篇阅读题型的译文有助于考生对全文脉络的把握,还可以让同学们对国外最新的科技知识和人文信息有一个更为直接和准确的了解。

上面第四至七项旨在引导考生优化练习,多做精读,真正做一篇提高一篇。

八、优化做题 稳定思路

每单元题目的解析都按照学生实际做题过程中注意力集中点的转移路线给出,解析的同时渗透了做题方法的讲解,考生解题的过程同时也是学习做题的过程。全书解析模式统一、清晰,利于学习者培养稳定的做题思路,上场从容不迫。

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. 四级篇章阅读导语:

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”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,对应练习题的序号。其中有些里面有圆圈加阿拉伯数字,对应该练习题答案讲解的不同信息点。


目 录

本目录以表格形式给出，方便你记录每单元每一篇的做题效果。

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Unit 1 学校教育 A

Passage 1

[1272 词 建议做题时间:14 分钟] 

How to Fix the Rich World's Failing High Schools

[A] The weakest and most *vulnerable* (易受批评的) element in education, particularly in the developed world, is the education of adolescents in our secondary-school systems. Relative economic prosperity and the extension of leisure time have *spawned* (引起, 酿成) an inconsistent but prevalent postponement of adulthood. On the one hand, as consumers and future citizens, young people between the ages of 13 and 18 are afforded considerable status and independence. Yet they remain infantilized in terms of their education, despite the earlier onset of maturation. Standards and expectations are too low. Modern democracies are increasingly inclined to ensure rates of close to 100 percent completion of a secondary school that can lead to university education. This has intensified an unresolved struggle between the demands of equity and the requirements of excellence. If we do not address these problems, the quality of university education will be at risk.

[B] To make secondary education meaningful, more intellectual demands of an adult nature should be placed on adolescents. They should be required to use primary materials of learning, not standardized textbooks; original work should be emphasized, not imitative, uniform assignments; and above all, students should undergo inspired teaching by experts. Curricula should be based on current problems and issues, not disciplines defined a century ago. Statistics and probability need to be brought to the forefront, given our need to assess risk and handle data. Secondary schools and their programs of study are not only intellectually out of date, but socially obsolete. They were designed decades ago for large children, not today's young adults.

[C] In much of the developed world, including the United States, England, Israel and Russia, math and science instruction remains dangerously inadequate.

Some nations score well on tests that demand rote preparation, but as all research scientists understand, science isn't about facts and memorization alone. It's about innovation, which requires nurturing the scientific imagination at the onset of adulthood, well before higher education begins. And literacy in science is indispensable to an individual's preparation for citizenship. The analysis of our most pressing political issues, from the environment to health care, depends on it. The situation is not much better when it comes to reading and writing. The skills of interpretation and close analysis of complex texts are not sufficiently cultivated in high school.

[D] Education is linked in the mind of the public with economic competitiveness. Quality and standards have become political issues. In the United States, the response has led politicians to turn to old forms of standardized testing as a nearly punitive, fear-inducing instrument of "objective measurement" to inspire public trust. But these tests are foolish. They are designed to drive an oversimplified and standardized curriculum. They do not diagnose what and why the student doesn't know something. The transformation of testing into a useful tool for understanding success and failure in teaching so that classroom strategies and curricula can be improved is an important step in raising the standard of adolescent education.

[E] Yet the prospects for improving education in the United States are particularly bleak, even on the eve of the presidential election. Neither candidate has a persuasive platform on the subject because the tradition is for presidential hopefuls to use education as a rhetorical issue while hiding behind the time-honored notion that its funding and administration is ultimately a local matter. In the United States most local school boards are as interested in high-school sports teams as in what is learned in the classroom. Education becomes a nostalgic relic of direct local democracy that leads to a rapid turnover in local school boards and therefore the tenure of *superintendents* (主管). There is not enough stability in public school leadership for effective reform to take place. In this sense, Europe and the rest of the world are ahead of America. Most advanced nations have a constructive national presence in educational policy in the setting of national standards for teachers and schools. For the United States to improve the education performance of its adolescents, it must make education a national priority in terms of funding and expectations, just like health care.

[F] The *overriding* (最主要的) concern in the United States is how to recruit better-trained teachers and reward them more adequately. A first step is to return a measure of autonomy to the classroom teacher. High-school teachers should be

held to high standards in the same way as university professors, whose professional autonomy and responsibility for quality are managed together. School for the adolescent should be engaging and inspiring in a way that shows that securing power, success, and wealth are wholly *contingent* (视条件而定的) on knowledge and the use of the intellect.

[G] The university is characterized by a combination of more freedom and higher expectations than exist in secondary schools. Ironically, in secondary schools there is a demand for uniformity and regulation of behavior that results in less autonomy and the dumbing down of academic expectations. The young adult needs to experience the desire to know, and to recognize the intimate connection between knowledge and the conduct of life. Motivating a child is far easier than motivating an adolescent. Learning can inspire new goals. After all, in the future we will need fewer lawyers and managers, and more engineers, scientists and inventors.

[H] The most successful strategy for solving the problem of inadequate education for adolescents is the *burgeoning* (发展) early college movement in the United States. The quickest way to introduce university-type education at an earlier age is to provide incentives to universities to take over public secondary schools and assume responsibility for their curricula, staff, and management — in other words, to step in where direct state and local control has failed. Educational reform is akin to planting a fruit tree where the first harvest is many years off, well beyond the normal cycle of elections and political careers. Therefore, let us put politicians at bay. Education may not be a science, but we ought to give its practice proper respect: we don't determine medical treatments by free elections, and we don't permit patients to manage hospitals. The reason the university is essential to solving the problem of secondary schooling is because the public accepts that true scholarship and learning are legitimate areas of expertise for the university. The same assignment of control and responsibility needs to be *ceded* (割让) to teachers in the arena of secondary schooling.

[I] Education for citizenship and the development of civil virtue are best realized by placing the joy and obligation of a serious education onto individuals during the early years of adolescence. The overwhelming and deadening uniformity of mass culture, the thoughtless appropriation of language and opinions through instruments of mass communication, and the increasing inability to distinguish truth from fiction need to be *counteracted* (抵制). The most powerful instrument for counteracting these great dangers to freedom and its voluntary abandonment through elections in mass democracies is a rigorous college-level education that instills

pride, ambition and confidence in young adults that can lead them to love, protect and exercise the freedom to dissent and think independently. Our current approach to the education of adolescents now does the exact opposite. It cultivates passivity, uniformity, imitation and the lowering of aspirations, even among those whom we deem gifted. At minimum, the economic well being of the United States is at risk if we fail to reform how we educate our young adults.

1. The low standards and expectations of secondary education lead to the prevalent postponement of adulthood.
2. Giving teachers decision-making power is the first thing to be done to settle the overriding concern in the US.
3. US politicians have taken old forms of standardized testing because they could help politicians earn public trust.
4. US must emphasize on funding and expectations in order to improve the education performance of its adolescents.
5. The most successful solution to inadequate education for adolescents is to introduce university-type education at an earlier age.
6. The reason that effective reform can't take place in US public schools is leadership in public schools changes too frequently.
7. Young adults can acquire pride, ambition and confidence from a rigorous college-level education.
8. Educational reform is similar to planting a fruit tree because both of them will take many years to bear fruit.
9. It is an irony that universities are characterized by freedom and high expectations while secondary schools demand uniformity and regulation of behavior.
10. Primary materials, original work and inspired teaching should be adopted for the sake of a meaningful secondary education and more intellectual demands of an adult nature placing on adolescents.

Passage 2

[268 词 建议做题时间:8 分钟]

Sixty percent of high schools in the United States now provide college-level work through Advanced Placement courses. Two times as many students take A.P. courses today as compared with that of ten years ago.

The College Board administers the program, along with others including the SAT college entrance test. The non-profit organization has a new report that marks the 50th 11 of Advanced Placement. The



program now offers thirty-five courses in twenty subjects. These include art, 12, calculus and history, as well as language, music, physics and psychology. Classes 13 students to take A.P. exams. Last year, more than one million students worldwide took more than two million A.P. exams. The results are in the form of the number 14 from one to five. Five represents 15 college work. Four is the second level. And three is 16.

Most American colleges and universities give 17 to students who receive a three or better on their A.P. exams. That means they can start with 18 level college classes than students who did not do well or did not take the tests.

The College Board notes that studies 19 the value of the Advanced Placement program. These include the most recent trends in International Math and Science Study. It shows that in 2003, the United States was near the bottom among sixteen countries on a calculus test. But the American students who had taken A.P. calculus did as well as the top students on the test.

380,000 American students 20 take A.P. math and science exams. The goal is to increase that to 1.5 million by 2012.

- | | | | |
|----------------|----------------|-------------------|-----------------|
| [A] strategy | [B] biology | [C] awkward | [D] resulting |
| [E] higher | [F] credit | [G] ranging | [H] generally |
| [I] average | [J] superb | [K] anniversary | [L] currently |
| [M] finer | [N] indicate | [O] prepare | |

Passage 3

[372 词 建议做题时间:9 分钟]

A Buffalo charter school, run by a for-profit company, received \$7.2 million in taxpayer money last year to educate about 500 elementary and middle school students. But at the end of the year, the audit it submitted to the state listed its expenses only in broad brushstrokes, including \$1.3 million in rent for a building the company owned, \$976,000 for executive administration and \$361,000 in professional fees.

Officials from the New York State teachers' union, testifying at a crowded State Senate *hearing* (听证会), raised the case of the school, Buffalo United, as an example of what it said was wrong with the oversight of charter schools throughout the state. The union said the case supported its view that no new charter schools should be authorized unless oversight is strengthened.

"How much is profit?" asked Andrew Pallotta, the executive vice president

of New York State United Teachers. “There is truly too much we don’t know and can’t know.”

The union’s concerns fell on mostly friendly ears at the all-day hearing, which had been called by Senator Bill Perkins of Harlem, an outspoken critic of the charter school movement. Teachers’ unions have generally opposed charter schools, which tend not to be unionized. On Thursday, the state union listed allegations against charter schools that included conflict of interest and outright theft. Brooklyn Charter School in Bedford-Stuyvesant, it said, had acquired, as a subsidiary, a bridal shop linked to the president of the school’s board. A state comptroller’s audit of a second Buffalo charter school, Western New York Maritime, found that big-screen televisions and computer equipment had been sent to the personal addresses of employees, the union said.

“The corruption and the politicization are the Achilles’ heel of the movement,” Mr. Perkins said.

Officials responsible for authorizing and overseeing charter schools said there was room for more accountability and transparency from charter schools, but they said that the controls were already robust.

“It is good that the bad actors have come to light,” said John B. King Jr., the senior deputy commissioner of the state Education Department. “I actually think that there is a lot of common ground here, and if we create the right conversation, there is room to both improve charters and increase the number.”

21. What can we learn from the first paragraph?

- [A] Most charter schools are run by for-profit companies.
- [B] A Buffalo charter school over-spent last year.
- [C] Charter schools should be monitored over education quality.
- [D] The expense-list of a charter school was not transparent.

22. What does New York State teachers’ union think of charter schools?

- [A] They can regulate themselves well without outside intervention.
- [B] They should subject themselves to teachers’ union’s supervision.
- [C] They should be canceled and no new ones should be authorized.
- [D] They should get more strict supervision before new ones being set up.

23. The term “Achilles’ heel” in Paragraph 5 can be replaced by “_____”.

- [A] vulnerable spot
- [B] characteristic
- [C] inevitable problem
- [D] peak

24. What is said about officials responsible for authorizing and overseeing charter schools?

- [A] They were determined to supervise charter schools strictly.

- [B] Their words and behavior on charter schools were a paradox.
 [C] They thought they had put a good control on charter schools.
 [D] Their supervision on charter schools was not transparent enough.
25. What is John B. King Jr.'s attitude towards authorizing more charter schools?
 [A] Opposed. [B] Concerned. [C] Approved. [D] Indifferent.

Passage 4

[332 词 建议做题时间:9 分钟]

Proper arrangement of classroom space is important to encouraging interaction. Most of us have noticed how important physical setting is to efficiency and comfort in our work. College classroom space should be designed to encourage the activity of critical thinking.

We're in the 21st century now, but step into almost any college classroom and you step back in time at least a hundred years. Desks are normally in straight rows, so students can clearly see the teacher but not all their classmates. The assumption behind such an arrangement is obvious: Everything of importance comes from the teacher.

With a little imagination and effort, unless desks are fixed to the floor, the teacher can correct this situation and create space that encourages interchange among students. In small or standard-size classes, chairs, desks, and tables can be arranged in a variety of ways: circles, U-shapes or semicircles. The primary goal should be for everyone to be able to see everyone else.

Arrangement of the classroom should also make it easy to divide students into small groups for discussion or problem-solving exercises. Small classes with movable desks and tables present no problem. Even in large lecture halls, it is possible for students to turn around and form groups of four or six. Breaking a class into small groups provides more opportunities for students to interact with each other, think out loud, and see how other students' thinking processes operate — all these are essential elements in developing new modes of critical thinking.

In courses that regularly use a small group format, students might be asked to stay in the same small groups throughout the course. A colleague of mine, John, allows students to move around during the first two weeks, until they find a group they are comfortable with. John then asks them to stay in the same seat, with the same group, from that time on. This not only creates a comfortable setting for interaction but helps him learn students' names and faces.

26. The final purpose of arranging desks in circles or U-shapes is _____.
 [A] for teachers to divide students into small groups
 [B] to make it possible for students to interact with each other
 [C] for teachers to find out how students think
 [D] to give students more opportunities to practice speaking
27. The expression “step back in time at least a hundred years” (Lines 2-3, Para. 2) is intended to convey that _____.
 [A] college classrooms often reminded people of their past
 [B] critical thinking was encouraged even one century ago
 [C] desk arrangement in a classroom was quite different from that a hundred years ago
 [D] today's arrangement of college classroom space has little difference from past's
28. The way of arranging desks in classrooms in straight rows indicates that _____.
 [A] students can be easily prevented from cheating during tests
 [B] it is convenient for teachers to monitor students
 [C] teachers play a significant role in a classroom
 [D] it is good for students to concentrate on listening to teachers
29. The author mentioned John (Para. 5) in order to _____.
 [A] show it's good for students to stay in the same groups throughout the course
 [B] tell people that John is good at creating a comfortable setting for the students
 [C] show there are good ways for comfortable seat arrangement
 [D] introduce means of learning students' names and faces easily
30. One of the advantages of allowing each student to find his own group might be that _____.
 [A] the teacher saves the trouble in doing that
 [B] it is comfortable for interaction to do in this way
 [C] students could learn from others efficiently
 [D] brighter students could help slower ones conveniently

做题点拨与全文翻译

练习答案

1. A 2. F 3. D 4. E 5. H 6. E 7. I 8. H 9. G 10. B 11. K 12. B 13. O
 14. G 15. J 16. I 17. F 18. E 19. N 20. L 21. D 22. D 23. A 24. C
 25. C 26. B 27. D 28. C 29. C 30. B

语 境 词 汇

Passage 3

1. audit /'ɔ:dit/ *n.* & *v.* 审计; 查账
2. submit /səb'mit/ *v.* 提交; 服从
3. testify /'testɪ,faɪ/ *v.* 证实; 作证
4. authorize /'ɔ:θə,raɪz/ *v.* 授权; 批准; 认可
5. oversight /'əʊvə,sart/ *n.* 监管; 疏忽
6. robust /rəʊ'bʌst/ *a.* 强健的; 健康的

Passage 4

1. interaction /,ɪntər'ækʃn/ *n.* 互动; 相互影响
2. efficiency /ɪ'fɪʃnsi/ *n.* 效率; 功效
3. critical thinking 批判性思维, 批判性的思考
4. assumption /ə'sʌmpʃn/ *n.* 假设; 设想
5. essential element 基本的要素
6. small group format 小组形式

难句突破

Passage 3

Officials from the New York State teachers' union, testifying at a crowded State Senate hearing, **raised** the case of the school, Buffalo United, as an example of what it said was wrong with the oversight of charter schools throughout the state.

【分析】复合句。testifying...hearing 是现在分词短语作后置定语, 修饰 Officials。as 后面的内容为 the case of the school 的宾语补足语。what 引导的从句作介词 of 的宾语。

Passage 4

Breaking a class into small groups provides more opportunities [for students to interact with each other, think out loud, and see how other students' thinking processes operate]—all these are essential elements in developing new modes of critical thinking.

【分析】复合句。主句主语是一个动名词短语。目的状语是三个并列的不定式结构。how 引导的从句作 see 的宾语。破折号后的内容是对三个不定式内容的补充说明。

解析与译文

Passage 1

本文主要介绍了发达国家的中等教育存在较大问题的事实。[A]段指出存在问题, [B]段至[I]段就这些问题进行了详细的阐述分析并提出了相应的解决方法。

1. 选[A]。题目意为: 对中学教育的低标准和期望值导致了推迟成年的普遍现象。根据题干中的线索词 postponement of adulthood 可将本题出处定位至[A]段。