



英语有品牌  
认准王迈迈

**最新**

**英语专业四级考试核心突破**  
**阅读理解与完型填空**

高校英语专业四级考试命题研究组  
丛书主编 王迈迈



王迈迈英语

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# Preface

## 前言

本书是根据《高等学校英语专业基础阶段英语教学大纲》和《高等学校英语专业四级考试大纲》（修订本）编写的一本英语专业四级考试阅读理解和完形填空模拟试题考前辅导书。本书旨在通过大量的阅读理解和完型填空仿真练习帮助英语专业的学生或需要参加英语专业四级考试的英语学习者通过高等学校英语专业四级考试。

**本书编写主要有以下特色：**

- 一、有别于其他的辅导书，本书在每一套题前分别介绍有关完形填空和阅读理解的答题技巧，同时结合实



# PREFACE

例，使读者能够做到有的放矢地去训练并能够掌握这些技能。

二、本书在选材上，内容力求新颖全面，快速阅读的材料形式多样，难易适中，使读者能够更真实地体会四级考试的水平。

三、在每套试题的末尾将本套题中出现的生词及重点词汇列举出来，从而帮助读者节省查阅字典的时间，同时掌握更多的重点词汇。

四、每套题都配有答案与注释，结合答题技巧进行必要的讲解。

本书除了可供参加英语专业四级考试的考生使用外，也可作为大学英语四、六级考生、准备研究生入学考试的学生、WSK、TOEFL 等考生及其他英语学习者参考使用。

由于本书编写时间仓促，书中错误在所难免，希望广大读者批评指正。

编著者

# C 目录 CONTENTS

<b>TEST 1</b> .....	1
PART I CLOZE .....	3
PART II READING COMPREHENSION .....	5
重点词汇 .....	15
参考答案及详解 .....	17

<b>TEST 2</b> .....	23
PART I CLOZE .....	26
PART II READING COMPREHENSION .....	28
重点词汇 .....	39
参考答案及详解 .....	40

**TEST 3** ..... 46

PART I CLOZE ..... 48

PART II READING COMPREHENSION ..... 50

重点词汇 ..... 60

参考答案及详解 ..... 61

**TEST 4** ..... 66

PART I CLOZE ..... 69

PART II READING COMPREHENSION ..... 71

重点词汇 ..... 82

参考答案及详解 ..... 83

**TEST 5** ..... 88

PART I CLOZE ..... 89

PART II READING COMPREHENSION ..... 91

重点词汇 ..... 102

参考答案及详解 ..... 104

<b>TEST 6</b>	109
PART I CLOZE	112
PART II READING COMPREHENSION	114
重点词汇	125
参考答案及详解	126

<b>TEST 7</b>	132
PART I CLOZE	134
PART II READING COMPREHENSION	136
重点词汇	146
参考答案及详解	147

<b>TEST 8</b>	152
PART I CLOZE	154
PART II READING COMPREHENSION	156
重点词汇	166
参考答案及详解	167

<b>TEST 9</b>	173
PART I CLOZE	176



PART II READING COMPREHENSION .....	178
-------------------------------------	-----

重点词汇 .....	189
------------	-----

参考答案及详解 .....	191
---------------	-----

## **TEST 10** .....

PART I CLOZE .....	198
--------------------	-----

PART II READING COMPREHENSION .....	200
-------------------------------------	-----

重点词汇 .....	211
------------	-----

参考答案及详解 .....	212
---------------	-----



# TEST 1

## 考点突破

## 完型填空(一)

### ► 宏观上处理好篇章与空格之间的关系 ◀

完型填空的测试目的是测试学生运用语言的综合能力。完型填空的考试重点是上下文的联系和短语结构的搭配关系。由于考试时间紧,许多考生在回答这部分题的时候,往往不顾整个篇章的结构、大意或文体,一开始就把注意力放在空格选项上,孤立地研究单个选项,这就脱离了文章整体,答题的准确率也会大受影响。

因此,要做好这部分试题考生首先必须大体理解篇章的主要内容、逻辑关系,从而判断出作者的意图及归纳或演绎的思路;另外,考生在答题之前,还要对文章的文体有所了解,这有利于考生根据不同的文体对不同的或相近的选项做出正确的选择。如文学材料、科普文章、新闻报道等由于文体上的不同,它们在用词和句子结构上都有所不同。请看下面例子:

Vitamins are organic compounds necessary in small amounts in the diet for the normal growth and maintenance of life of animals, including man.

They do not provide energy, 1 do they construct or build any part of the body. They are needed for 2 foods into energy and body maintenance. There are thirteen or more of them, and if 3 is missing, a deficiency disease becomes 4.

1. A. either                      B. so                      C. nor                      D. never
2. A. shifting                      B. transferring  
C. altering                      D. transforming
3. A. any                      B. some  
C. anything                      D. something
4. A. serious                      B. apparent                      C. severe                      D. fatal

通读全文后可知,这是一篇有关科普知识的短文,一般来说科普知识文章以客观陈述为突出特点,用词比较正式,句子结构比较严密,因此在选择时要在宏观上考虑到这些因素。比如第四空,从科学常识可知,缺乏任何一种维生素都不至于使疾病严重(serious)、致命(fatal),故应排除选项 A 和 D。severe(严厉的)不能用来修饰疾病。因此,选 B apparent 既合乎句意,搭配又得当。

另外,完型填空的空格没有任何一个是孤立地存在的,必须把它们放在文章的语言环境中进行逐个推敲,同时利用自己对各种材料描写、陈述内容的了解,作出正确选择。



## Part I CLOZE

[ 15MIN. ]

*Decide which of the choices given below would best complete the passage if inserted in the corresponding blanks. Mark the correct choice for each blank on your ANSWER SHEET.*

The 1990s have been designated the Decade Against Drug Abuse by the United Nations. But, 1 less than three years to go before the end of the decade, governments and health organizations 2 that they have made 3 progress in reducing drug, alcohol and tobacco abuse. Today, consumption of all these substances is increasingly steadily worldwide. 4 every country now has problems with 5 drugs. And the world is producing and consuming more alcohol and tobacco than ever. Between 1970 and 1990 beer production 6 rose by over 80 percent. And, 7 the number of smokers keeps on 8, by the second or third 9 of the next century there could be 10 million deaths each year 10 smoking related illnesses.

Drugs are also a huge burden 11 the world economy. In the United States, for example, it's estimated that alcohol and illegal drug use costs the country tens of billions of dollars each year, mainly 12 health care. When the cost of tobacco - related illnesses is added, 13 total more than doubles.

Drugs are also closely 14 crime. Many police forces no longer 15 between illegal and legal drugs when fighting crime. In Australia, for example, experts 16 that police in some parts of the country spend between 70 and 80 percent of their time dealing with alcohol - related incidents.

One explanation for the increase in drug 17 is simply that people have more money to spend. Tobacco and alcohol companies are now 18 much more on developing countries to take 19 of greater wealth there. And criminals involved in the illegal drug trade are following 20, introducing drugs into countries where they were previously hardly use.

- |                     |                  |                |                 |
|---------------------|------------------|----------------|-----------------|
| 1. A. when          | B. with          | C. as          | D. if           |
| 2. A. permit        | B. admit         | C. promise     | D. accept       |
| 3. A. more          | B. less          | C. little      | D. great        |
| 4. A. Generally     | B. Probably      | C. Virtually   | D. Usually      |
| 5. A. illegible     | B. illiberal     | C. illegal     | D. illimitable  |
| 6. A. alone         | B. only          | C. lonely      | D. just         |
| 7. A. while         | B. that          | C. with        | D. if           |
| 8. A. raising       | B. arising       | C. rousing     | D. rising       |
| 9. A. decade        | B. year          | C. section     | D. period       |
| 10. A. by           | B. about         | C. with        | D. from         |
| 11. A. on           | B. in            | C. among       | D. within       |
| 12. A. in           | B. on            | C. about       | D. for          |
| 13. A. its          | B. that          | C. which       | D. then         |
| 14. A. related with | B. related upon  | C. related to  | D. related onto |
| 15. A. aware        | B. separate      | C. investigate | D. distinguish  |
| 16. A. declare      | B. estimate      | C. report      | D. predict      |
| 17. A. use          | B. expense       | C. production  | D. spread       |
| 18. A. spreading    | B. concentrating | C. earning     | D. putting      |
| 19. A. care         | B. much          | C. advantage   | D. profit       |
| 20. A. example      | B. forward       | C. suit        | D. after        |

**Part II****[ 25MIN. ]****READING COMPREHENSION**

*In this section there are several reading passages followed by twenty questions or unfinished statements, each with four suggested answers marked A, B, C and D. Choose the one that you think is the correct answer.*

*Mark your answers on your ANSWER SHEET.*

**TEXT A**

Before the mid-1860's, the impact of the railroads in the United States was limited, in the sense that the tracks ended at this Missouri River, approximately the center of the country. At the point the trains turned their freight, mail, and passengers over to steamboats, wagons, and stagecoaches. This meant that wagon freighting, stagecoaching, and steamboating did not come to an end when the first train appeared; rather they became supplements or feeders. Each new "end-of-track" became a center for animal-drawn or waterborne transportation. The major effect of the railroad was to shorten the distance that had to be covered by the older, slower, and more costly means. Wagon freighters continued operating throughout the 1870's and 1880's and into the 1890's. Although over constantly shrinking routes, and coaches and wagons continued to crisscross the West wherever the rails had not yet been laid. The beginning of a major change was foreshadowed in the later 1860's, when the Union Pacific Railroad at last began to build westward from the Central Plains city of Omaha to meet the Central Pacific Rail-

road advancing eastward from California through the formidable barrier of the Sierra Nevada. Although President Abraham Lincoln signed the original Pacific Railroad bill in 1862 and a revised, financially much more generous version in 1864, little construction was completed until 1865 on the Central Pacific and 1866 on the Union Pacific. The primary reason was skepticism that a Railroad built through so challenging and thinly settled a stretch of desert, mountain, and semiarid plain could pay a profit. In the words of an economist, this was a case of "premature enterprise", where not only the cost of construction but also the very high risk deterred private investment. In discussing the Pacific Railroad bill, the chair of the congressional committee bluntly stated that without government subsidy no one would undertake so unpromising a venture; yet it was a national necessity to link East and West together.

21. The author refers to the impact of railroads before the late 1860's as "limited" because \_\_\_\_\_.
  - A. the track did not take the direct route from one city to the next
  - B. passengers and freight had to transfer to other modes of transportation to reach western destinations
  - C. passengers preferred stagecoaches
  - D. railroad travel was quite expensive
22. What can be inferred about coaches and wagon freighters as the railroad expanded?
  - A. They developed competing routes.
  - B. Their drivers refused to work for the railroads.
  - C. They began to specialize in private investment.
  - D. There were insufficient numbers of trained people to operate them.
23. Why does the author mention the Sierra Nevada in line 17?



- TEXT B**

Although they have voracious appetites, eating day and night, sea cu-



cumbers have the capacity to become quiescent and live at a low metabolic rate—feeding sparingly or not at all for long periods, so that the marine organisms that provide their food have a chance to multiply. If it were not for this faculty, they would devour all the food available in a short time and would probably starve themselves out of existence.

But the most spectacular thing about the sea cucumber is the way it defends itself. Its major enemies are fish and crabs, when attacked, it squirts all its internal organs into water. It also casts off attached structures such as tentacles. The sea cucumber will eviscerate and regenerate itself if it is attacked or even touched; it will do the same if the surrounding water temperature is too high or if the water becomes too polluted.

25. According to the passage, why is the shape of sea cucumbers important?
  - A. It helps them to digest their food.
  - B. It helps them to protect themselves from danger.
  - C. It makes it easier for them to move through the mud.
  - D. It makes them attractive to fish.
26. The fourth paragraph of the passage primarily discusses \_\_\_\_\_.
  - A. the reproduction of sea cucumbers
  - B. the food sources of sea cucumbers
  - C. the eating habits of sea cucumbers
  - D. threats to sea cucumbers' existence
27. What can be inferred about the defence mechanisms of the sea cucumber?
  - A. They are very sensitive to surrounding stimuli.
  - B. They are almost useless.
  - C. They require group cooperation.
  - D. They are similar to those of most sea creatures.