

# 大学英语 四级 辅导教程



A COACHING COURSE  
IN COLLEGE ENGLISH  
—KEY TO SUCCESS IN CET-4

主编 周开鑫

西南师范大学出版社

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## A Coaching Course in College English —Key to Success in CET-4

主 编: 周开鑫  
副主编: 张 莉 张爱琳  
编 者: (按姓氏笔画为序)  
毛明勇 廖学全 刘明琼 张开荣  
肖福寿 罗益民 赖 丽 薛 媛

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周开鑫 主编

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# Preface

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I recommend this book to any student who desires to better prepare for the College English Test. It is helpfully arranged into topical sections thus enabling the student to focus on desired areas. Each section is full of interesting examples and exercises. If used correctly, they should help increase the student's test score. This manual will be a welcome addition to the library of all English language students.

*Dorothea W. Rice*

## 编者的话

本《教程》献给我国非英语专业的大学本科学生,旨在指导他们合理、有效地准备国家一年两度的大学英语四级考试。

眼下同类辅导参考书可谓不少,且各有自己的特点,但它们多为练习集的形式,缺乏精当的解释,使用效果不尽令人满意。本书是对如何编写大学英语辅导教材进行探索的产物。它遵循英语学习的规律,紧扣教学大纲的要求,结合中国学生的实际,突出大学英语中的重点和难点,目的在于帮助学生打好基础,教给他们基本的知识和基本的技能,使之获得事半功倍的学习效果。

《教程》分两大部分。第一部分为“辅导”,共六章:语法、词汇、阅读理解、完形填空、听力理解和写作技巧。各章对有关的知识和技能作了必要的讲解,并配有大量的练习,使学生通过学习和实践掌握语言知识,培养语言技巧。第二部分是八套模拟试题,使学生通过测试,了解自己的水平和实力,并发现自己的不足,以便及时弥补,做到胸有成竹地迎接国家统考。

归纳起来,本《教程》有以下特点: 1. 有讲有练,讲练结合,而讲和练都突出重点和难点,力求有的放矢,针对性强。 2. 解释文字简明扼要,画龙点睛地展示语言规律,有助于学生活学活用。 3. 例题均引自原文,文字标准地道。 4. 练习量大,有助于提高学生的语言实践能力。 5. 配有完整的、高质量的有声资料,便于使用。 6. 全书用英文操作,目的在于让学生“浸泡”在英语里,促进其英语语感和英语思维的培养。现行的英语课本都是用英文写的,大学英语四级考试也全是用英文操作的,学生在教师的指导下使用本《教程》定然不会遇到什么困难;通读书中浅显易懂的解释,有百利而无一弊。千万不要一见全是英文就望而生畏,失去受益良机。此外,为了便于教师操作,所有的练习和考题的答案将单独发行。

既然本《教程》旨在对大学英语的重点和难点进行有针对性的归纳总结,其导向目标是大学英语的四级统考,因而宜于在大学基础英语课程的后期(二年级)作为辅助教材使用。分配的周学时数可视具体情况而定。

《教程》的主要对象是即将参加大学英语四级考试的高校学生,但也可供准备报考硕士研究生和出国留学的人们以及其他英语工作者使用。

本书由周开鑫教授主编,重庆交通学院、四川外语学院、西南农业大学和重庆邮电学院的部分有教学经验的英语教师参加了编写。在编写过程中,我们参考了众多的英文书籍,引用了不少的英语作者;重庆交通学院的领导也对我们的工作给予了认真有效的关怀;美籍专家 Dorothea Rice 阅读了《教程》的书稿,为它撰写了“序言”,并为听力部分录了音;另外我们还得到了伍名苏、吴成国、李益才和白凯等同志的热情帮助。没有上述各方面的支持和帮助,本书是难以问世的。在此,我们一并表示谢意。

由于作者水平有限,加之时间仓促,书中的疏误在所难免,恳请广大读者和同行专家不吝指正。

编者

1995年1月

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# Chapter 1

## GRAMMAR

Grammar is the summary of a language and consists of basic rules the language follows. A good command of English grammar is necessary for students who are learning English as a foreign language. English grammar is so complicated that one can hardly attempt a systematic and comprehensive discussion on it within a short chapter. So, lack of space compels us to concentrate only on what we think are the most difficult points. This discussion and the accompanying exercises will help improve your English and better your scores in CET-4.

### I. Pronouns

Pronounce

#### 1) Personal pronouns after 'be'

If the personal pronoun refers to the subject, the subjective case is used. If it refers to the object, the objective case is used.

e.g. *The author was believed to be he.*

*I believe the author to be him.*

However, the objective case is preferred in familiar speech or in verbless sentences.

e.g. --*Who is there?*

--*Me.*

#### 2) Personal pronouns after prepositions

After prepositions such as without, over, at, etc., the objective case is used.

e.g. *We couldn't manage without him.*

*After except, but, than, and as, however, there is vacillation.*

e.g. *He is more intelligent than her.*

*He is more intelligent than she. (=than she is.)*

#### 3) Two cases of reflexive pronouns 反身代词 (亲自, 不由自主)

Non-emphatic: used as object after these verbs: absent, avail, betake, pride, behave, adjust, dress, prove (oneself to be innocent), shave, wash, etc.

e.g. *She always prides herself on her academic background.*



Emphatic: used as apposition, with stress and greater positional mobility.

- e.g. *I wouldn't kiss her myself.*  
*I myself wouldn't kiss her.*  
*Myself, I wouldn't kiss her.*

#### 4) Uses of 'it'

A. used to express time, distance, weather, temperature, etc.:

- e.g. *It is hot in this room.*  
*What time is it? It's six.*  
*In winter it is dark at six o'clock.*  
*It's three years since I saw him.*

B. used as anticipatory:

- e.g. *It's better to be early.*  
*It is certain that prices will go up.*  
*He thought it best to say nothing.*  
*It never occurred to me to doubt him.*

C. used as formal subject of some verbs:

- e.g. *It seems that she already knew it.*  
*It appears that she is absent.*

D. emphatic 'it':

- e.g. *It was Peter that bought the bike in this shop.*  
*It was in this shop that Peter bought the bike.*

✓ E. it is (high, about) time + N.-clause (predicate v. in the subjunctive mood.)

- e.g. *It's time we went.*  
*It's about time ~~we~~ we were leaving.*

#### 5) Demonstrative pronouns:

This/these, that/those, such, so, the same, etc.

A. Demonstrative pronouns usually stand for things; when talking about people, we use 'the one(s)'.

- e.g. *The temperature is higher here than that in Beijing.*  
*The girl I know is taller than the one in your class.*

Note: A relative clause can be used after 'those', as in

*Those <sup>who try hard</sup> may succeed.*  
*Those here means 'those people'.*

B. All these words can be used for avoiding repetition.

- e.g. *He wrote to her every day. such was his love for her.*  
*I paid him five dollars and I will pay you the same.*  
*The results obtained agree approximately with those expected.*

Note: so can express affirmative addition to an affirmative remark, pay attention to the word order:

- e.g. *Bill likes tennis and so does Tom.*

so can also express agreement with an affirmative remark:

- e.g. *The fire has gone out. So it has.*

*I did not believe him and I said so.*

6) **Indefinite pronouns**

A. each: a number of persons or things considered individually.

every can have this meaning but lays less emphasis on the individual.

e.g. *Every man had a weapon. (=All the men had weapons.)*

*Each man had a weapon.*

✓ each is a pronoun and adjective: Each (man) knows what to do.

✓ every is an adjective only: Every man knows what to do.

B. every refers to a number of persons or things considered individually while all means a number of things considered as a group.

C. both, either, neither (pronouns or adjectives, concerning two persons or things).  
both means 'one and the other':

e.g. *She has two sons. Both ~~are~~ taller than she is.*

either means 'any one of two':

e.g. *Did you like his two sons? No, I didn't like either (of them).*

neither means 'none of two':

e.g. *Neither book gives the answer.*

*Which did you buy? Neither.*

D. one...the other (concerning two persons or things).

one...another/other(s) (concerning more than two).

some...other/other(s) (concerning many).

e.g. *You have two pens. One is red, the other black.*

*One student suggested a play, another (student)/other students/others wanted a concert.*

*Some of the students went to the beach, others explored the town.*

E. both/all + nouns.

both/all of) + the + nouns

both/all + (of) + possessive pronouns/demonstrative pronouns + nouns

e.g. *All animals can walk.*

*Both (of the) girls have been to Japan.*

*All (of) my friends like reading.*

*He talked to us both/to both of us.*

## Exercises

Choose the best answer to complete each of the sentences:

1. The little boy first took off one shoe and then \_\_\_\_\_.  
[A] other [B] another [C] others [D] the other

2. Some people like the sea, \_\_\_\_\_ prefer the mountains.  
[A] another [B] others [C] the others [D] the other

- D 3. We see \_\_\_\_\_ at the office every day.  
[A] each one [B] one another [C] the other [D] each other
- A 4. In 1964, Americans drank an average of 26 gallons of milk \_\_\_\_\_.  
[A] each [B] every [C] singly [D] themselves
- A 5. I don't think we have met before. You are confusing me with \_\_\_\_\_.  
[A] some other [B] someone else [C] other person [D] one other
- B 6. I have two boys but \_\_\_\_\_ of them likes sweets.  
[A] both [B] neither [C] either [D] none
- D 7. You may write to me or come to see me. \_\_\_\_\_ way will do.  
[A] All [B] Both [C] One [D] Either
- D 8. They are \_\_\_\_\_ very tired, but \_\_\_\_\_ of them would stop to take a rest.  
[A] both, both [B] both, either [C] all, either [D] both, neither
- C 9. They always give the vacant seats to \_\_\_\_\_ comes first.  
[A] who [B] whom [C] whoever [D] whomever
- B 10. I prefer cotton shirts \_\_\_\_\_.  
[A] to nylon one [B] to nylon ones [C] than nylon one [D] than nylon ones
- C 11. It was \_\_\_\_\_ who answered the phone, but it's not \_\_\_\_\_ he wanted.  
[A] I, I [B] me, I [C] I, me [D] me, me
- C 12. \_\_\_\_\_ was not decided yet when they will approve of her plan.  
[A] That [B] This [C] It [D] The thing
- C 13. The post-graduates \_\_\_\_\_ will write the book.  
[A] himself [B] them [C] themselves [D] ourselves
- B 14. Who was it that talked to you on the phone just now?  
[A] he [B] it [C] the one [D] him
- C 15. A: 'I thought her very nice and sincere.'  
B: '\_\_\_\_\_ she probably is.'  
[A] This [B] Such [C] So [D] That
- A 16. His kindness was \_\_\_\_\_ as to make us all love him.

[A] so <sup>as to</sup> [B] such <sup>as to</sup> [C] that [D] this

C 17. The teachers passed out papers to \_\_\_\_\_ taking the examination.  
[A] them [B] these [C] those [D] the one

B (18) The novel written by Patrick White is very different in style from \_\_\_\_\_ by Alan Marshall.  
[A] which [B] that [C] the one [D] it

DA 19. I don't want your umbrella, for I've got one of \_\_\_\_\_.  
[A] mine [B] myself [C] me [D] my own

C 20. Jane's family couldn't agree on where to spend \_\_\_\_\_ vacation.  
[A] its [B] his [C] their [D] her

## II. Comparisons of Adjectives and Adverbs

### 1) Two forms of comparatives with different meanings.

A. less, lesser--comparative degree of little

lesser can only be used as pre-positive attributive, and can't be with 'than'. Lesser here means not so great or much as the other in worth, size, degree, etc.

✓ e.g. *Don't waste time on these lesser matters.*  
*He is less experienced than you.*

B. (far) farther, (farthest): more distant  
further (furthest): more; later; additional:

Sometimes these two forms of comparatives can be used interchangeably when speaking of distance.

e.g. *On the farther/further side of the street there was a big shop.*  
*Can we get any further information?*

✓ C. (old) older (oldest) and elder (eldest):

elder implies seniority rather than age, chiefly used for comparisons within a family; and it cannot be placed before than while older can.

e.g. *My elder brother and his eldest brother are in the same city.*  
*He is older than I am.*

✓ 2) Borrowed adjectives, **junior, senior, inferior, superior, prior, minor, posterior, anterior** can be regarded as special comparatives with special usage, usually followed by to rather than than.

e.g. *He is ten years senior to me.*  
*The house was sold prior to auction.*  
*Socialism is superior to capitalism.*  
*He played only a minor part in this play.*

3) **When comparison is made between two parties, the is used in front of the comparatives.**

e.g. *He is the taller of the two.*

*Of the two boys John runs the faster.*

4) **Modifiers of comparatives: (just) a bit, a good/great deal, (quite) a lot, even, far, (so/very)-much, rather, slightly, somewhat, still, all the, three times/inches, etc.**

e.g. *She is a good deal better today.*

*The pole is three inches longer than that one.*

*You must work much more carefully.*

5) **Confusable adjectives derived from the same root.**

comical: amusing in an odd way

comic: of comedy

considerate: thoughtful of others ~~think~~

considerable: fairly large or great in amount, size, degree, etc.

contemptible: worthy of contempt 值得蔑视

contemptuous: manifesting, feeling or expressing contempt 蔑视

continual: repeated, regular

continuous: continuing without interruption

credible: offering reasonable grounds for being believed

creditable: sufficiently good to bring praise or esteem

credulous: ready to believe, esp. on slight or uncertain evidence

desirable: having pleasing qualities

desirous: impelled or governed by desires

disinterested: not selfish

uninterested: not interested

economical: 节省的 not wasteful

economic: of or relating to economics

hard: not easily yielding to pressure, etc.

hardly: capable of withstanding adverse conditions

healthful: beneficial to health

healthy: enjoying health and vigor of body or mind

imaginary:	unreal, untrue
imaginative:	of or relating to imagination
imminent:	ready to take place
eminent:	famous and admired
<u>implicit:</u>	meant though not plainly expressed
explicit:	clear and fully expressed
industrial:	of industry
industrious:	hardworking
intelligent:	mentally keen or quick
intelligible:	apprehensible; clear to the mind
intense:	strong in quality or feeling
intensive:	giving a lot of attention to a small amount of something
likely:	probable, expected
likable:	pleasant, attractive
practical:	concerned with action or practice
practicable:	feasible, capable of being used
respectful:	marked by or showing respect
<u>respective:</u>	of or for each one, separate
respectable:	worthy of respect
sensitive:	quick to show
sensible:	reasonable, knowing
terrific:	very good, very great in size or power
terrible:	very severe indeed, nasty

## Exercises

Choose the best answer for each blank in the following sentences.

- It's the \_\_\_\_\_ film I've ever seen.  
[A] more exciting [B] most exciting [C] more excited [D] most excited
- Cathy is \_\_\_\_\_ Kate.

[A] pretty than  
[C] prettier than

[B] more prettier than  
[D] very prettier than

3. We must get some \_\_\_\_\_ information.  
[A] far [B] farther [C] much [D] further
4. My brother is two years \_\_\_\_\_ than me.  
[A] old [B] elder [C] older [D] senior
5. Frank plays \_\_\_\_\_ Alex.  
[A] a lot more better than [B] a lot better than  
[C] much more better than [D] more well than
6. Coming from the countryside, he felt he was inferior \_\_\_\_\_ others.  
[A] than [B] of [C] with [D] to
7. It is \_\_\_\_\_ the best solution to the problem.  
[A] very [B] a lot [C] so far [D] by far
8. This pair of shoes isn't good, but that pair is \_\_\_\_\_ better.  
[A] rather [B] less [C] hardly [D] ever
9. There were two small rooms in the beach house, \_\_\_\_\_ served as a kitchen.  
[A] the smaller of which [B] the smallest of which  
[C] the smaller of them [D] smallest of them
10. She was glad that her success would \_\_\_\_\_ for women who would follow.  
[A] make it easier [B] make things easier  
[C] be easier [D] be easier to make
11. Do you think he is \_\_\_\_\_ ?  
[A] the alive happiest man [B] the happiest alive man  
[C] the happiest man alive [D] the most happy man alive
12. Exercising is \_\_\_\_\_ as any to lose unwanted weight.  
[A] good as a way [B] as good a way [C] as a good way [D] so good a way
13. He was the \_\_\_\_\_ prepared of the two who took the examination yesterday.  
[A] less [B] lesser [C] little [D] least
14. This is \_\_\_\_\_ than I thought.  
[A] difficult much less [B] much difficult less

[C] much less difficult

[D] so much difficult

15. Having spent his childhood in France, John is able to talk in French \_\_\_\_\_.  
[A] rather good [B] rather better [C] too well [D] quite well
16. Of the three plants Amy had in her apartment, only the ivy, which is \_\_\_\_\_, lived through the winter.  
[A] the hardier [B] hardest [C] hardier [D] the hardest
17. Although it is generally agreed that this wine is \_\_\_\_\_ that one, few wish to pay so much money for it.  
[A] superior than [B] superior over [C] superior of [D] superior to
18. It is usually said that the higher an American goes up in society, \_\_\_\_\_ he becomes.  
[A] busier [B] more busy [C] the busier [D] the busiest
19. They departed previous \_\_\_\_\_ our arrival.  
[A] before [B] by [C] over [D] to
20. I think this lesson is \_\_\_\_\_ than the last one.  
[A] more easier [B] much easier [C] more easy [D] very easier

### III. Modal Verbs

#### 1) Differences between have to and must

- A. Both express obligation, but must expresses an obligation imposed by the speaker while have to expresses an obligation imposed by external authority or circumstances.

e.g. *You must change your socks if they get wet.*

*Passengers must cross the line by foot bridge.*

*We can't afford to employ people. We have to do all our own repairs.*

*You must get your hair cut.*

*You will have to get your hair cut when you join the army.*

had to expresses past obligation and can be considered as the past form of both must and have to.

e.g. *I didn't want to stop but I had to (stop) since I needed petrol.*

- B. We often use must not to show negative obligation, while need not/won't have to/won't need to/didn't have to/didn't need to express absence of obligation.

e.g. *You must not tell anyone.*



Visitors must not feed the giraffes.

You needn't take any more pills. You are well again now.

2) **need and dare can be both auxiliaries and ordinary verbs.**

A. need and dare as auxiliaries are generally used in negative and interrogative sentences.

e.g. *Need I go there? Yes, you need. (No, you needn't).*

*I dare not say no.*

B. need and dare as ordinary verbs have the normal regular forms.

e.g. *I need to buy that text book, but you don't need to.*

*Did you dare to go there alone in the evening?*

3) **Would rather do A than (do) B: expressing preference**

e.g. *I'd rather stay at home than go out in this cold weather.*

Sometimes we see sentences like this:

*I'd rather you started today.*

Here, the structure is would rather (=wish) + n. clause (in the subjunctive mood).

See Part Seven: Subjunctive Mood.)

4) **Special usage of 'should' meaning 'by any chance'**

e.g. *If you should see Mr Li, give him my regard.*

*I'll get some fruit in case my friends should come.*

5) **Modal Verb Phrases**

A. used to expresses a discontinued habit or a past situation which contrasts with the present.

e.g. *I used to smoke cigarettes; now I smoke a pipe.*

*She used not to like Tom but she quite likes him now.*

used as an adjective, in patterns like be/become/get used to means accustomed, and to is a preposition.

e.g. *I am used to noise and so used to working in a noisy room.*

B. had better (affirmative), hadn't better/had better not (negative)

e.g. *I'd better go tomorrow.*

*Hadn't we better go to the station to meet your mother?*

✓ C. may (might) as well: to have no strong reason not to

e.g. *There's nothing to do, so I may as well go to bed.*

6) **Auxiliaries expressing deduction are listed below, according to their degrees of certainty.**

might/may/could/can (possibility); should/ought to/would (probability); will/must (certainty).

A. must for an affirmative deduction only

e.g. *He's had no sleep for 48 hours. (He must be exhausted.)*

With regard to a past action or situation: 'must + perfect infinitive' is used.

e.g. *--I rang your flat yesterday. A man answered, but I didn't recognize the voice.*

*--Oh, it must have been Peter.*

For negative deduction we have can't/couldn't: