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全新四级英语 “考试通”

新增题型篇

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内 容 简 介

本书共分三个部分,分别针对全新大学英语四级考试中的新增题型——快速阅读与选词填空、汉译英、改错进行了全面分析与应试指导。本书适合广大英语学习者,尤其是参加大学英语四级考试的考生使用。

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——代总序

大学英语,尤其是针对特定水平考试(四、六级考试等)的英语学习一定要统筹规划,既要有课堂讲解,又要有配套教材提供必要的提炼和实践。有鉴于此,长期从事大学英语教学及科研工作的教师精心编写了这套《全新四级英语“考试通”》。该丛书紧紧围绕四级考试要求,以教育部《大学英语教学大纲》为指导,以四级考试最新样题为依据,是考试必备的参考书籍。希望该丛书能够和考生的课堂学习融洽地结合起来,相得益彰,达到最佳的学习效果。

一、编写宗旨

本丛书按照《大学英语考试要求》,参考新近颁布的《全国大学英语考试改革要求》,以大学英语四级考试大纲为依据,以考点为切入点,通过专项解析和实例分析详尽地讲解命题要求和解题技巧,提供备考资料。它注重选材的针对性、代表性和规范性,完全贴近实考,引导考生正确理解各专项的命题思路、试题难度、复习重点和解题对策。

二、编写特点

本丛书紧扣大学英语四级新大纲、新题型,追踪大学英语教改动态,突出了以下几个特点:

(1) 新颖与精要。丛书充分考虑到英语的最新修订与大学英语考试的最新进展,梳理知识重点,突出考试要点,进行针对性的训练,独辟蹊径,授人以渔。同时,注重选材的趣味性,具有时代感,使考生在使用中既掌握考试技巧,又拓宽知识面。

(2) 充分与实用。各卷皆是编写者在近年备考讲义的基础上充实锤炼而成,曾多次成功地辅导过四级考试,并获得佳绩。为了便于自学,所有练习都附有详细题解。

(3) 系统性和针对性。本丛书各卷内容既有区别,又有联系,分则独立

成卷,合则融为整体。丛书在确定各卷专题时则尽可能地避免重复,但推崇交叉,为系统复习提供完备的指导。

三、编写思路

本丛书各卷编纂都涵盖两个基本思路:既介绍考试专项基本要求、题型特点及应试技巧,又为各种考试技巧设计有针对性的练习,以帮助考生用较短的时间了解考试题型,掌握考试技巧,提高应试能力。

四、使用建言

(1) 活用各卷中的知识和所要求的语言能力分析试题、把握要领、系统备考、各个击破。既夯实语言基本功,又提高做题技巧;既考虑各项的特点,又把握全局,力争获得最好的模拟效果。

(2) “学”、“思”结合,勤动脑筋。对于较有把握的知识点要总结成功的经验,对于薄弱的环节要分析失败的原因。明确前进的方向,切忌盲目解题、只求数量、忽视质量,只看答案、不求甚解。

我们编写这套丛书的宗旨不是仅供考生们考前突击使用,而是要通过阅读和实践明白“天道酬勤”的道理,奠定从容、塌实的为学态度。

“鸳鸯绣取从人看,要把金针度与人”。在丛书即将付梓之际,略述数语,聊为“总序”。希望本书的出版能帮助考生有效地进行考前复习准备,取得满意的考试成绩。

王晓军
于石大南苑

前 言

大学英语四级考试改革从 2006 年 1 月开始试点,逐渐面向全国的大学考生。四级考试内容改革涉及考试题型的变化、考试程序的改动、各题型分数比重的变动等。改革后,新四级考试有什么特点,又该如何应对,这些都是考生比较关注的问题。综合来讲,四级考试内容改革,的确对考生能力提出了更高、更新的要求。但是,新四级考试与现行四级考试相比,有继承也有发扬。因为在基础知识上,新旧考试仍然是相通的。考生在备考过程中要以提高英语基础水平为主,再进一步做到实力与技巧的完美融合,那么高分梦想一定触手可及!

就考试所设置的专项而言,不少专家都提及了新旧题型的 4 点变化。

首先,听力比重提高。新题型中,听力的比重由 20% 上升到 35%。题型分为对话(含小对话和长对话)、短文章、复合式听写 3 种。第一部分由 8 个小对话和 2 个长对话组成,即增设了难度介于小对话和短文之间的长对话,每个长对话后有 3~4 道题。第二部分是 3 篇短文章,第三部分为复合式听写。

其次,阅读理解比重由 40% 下降到 35%,增设快速阅读。阅读专项中,仔细阅读的文章减少至 2 篇,分数占全卷的 20%,题型为考生熟悉的四选一。另出现两种新的阅读考查方法:快速阅读和选词填空。选词填空考查方式为:在一篇 220 词左右的文章中,从给出的 15 个备选单词中选出 10 个填入文章空白处。另外,快速阅读要求在 15 分钟内完成一篇 1200 词左右的文章和后面的 10 道题,前 7 个是判断正误,后 3 个是填空题。

其三,综合部分难度增加。综合部分为完形填空或改错、汉译英或简短回答,分数占全卷的 15%。其特点是题型选择多样,并有一定比例的主观题。汉译英是全新题型;选词填空与老题型完形填空比,更注重考查词的辨析和基本用法。

最后,写作侧重应用型文体。样卷中把写作排在第一部分,意味着考试中很可能先考写作。即按照写作、快速阅读理解、听力理解、仔细阅读理解、完形填空和翻译的顺序进行测试。写作部分分数占全卷的 15%,新四级在对考生的写作能力要求上并没有大的提高,但从近两年题目上看,考查应用

型文体是趋势。

鉴于本丛书适用和编写的系统性,新增题型及应试趋势将在不同的篇中重点突出,本篇,即《新增题型篇》在 2006 年 6 月份实行四级新题型考试的背景下设计编写,全书共分 3 个部分,分别针对快速阅读与选词填空、汉译英、改错,预测命题方向、重点和难点,指点高分诀窍,准确反映四级考试最新变化和命题趋势,具有权威性和超前性,是四级备考的必备用书。建议考生结合本丛书其他篇使用,效果更佳。

本篇的编写目的正是为了帮助考生把考试的准备过程从简单、机械的应试训练转变到提高、巩固语言能力上来,使考试成为促进英语教学、提高语言能力的新起点。

编者

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第一部分 快速阅读与选词填空

第一章 快速阅读题型介绍

快速阅读是新四级考试阅读理解中的一种新题型。要求考生在 15 分钟看完一篇 1200 字左右的文章和后面的 10 道题,前 7 个是判断正误;如果与文章内容相符,就选“Y”,不相符则为“N”,若所含信息文章中未提及,则为“NG”(Not Given 没有给出)。后 3 个是填空题,即完成句子,类似于旧四级题中的简答题。这是一个突出考查考生略读和查读的题型,因而考题一般都是考查文章中的一些显性信息,答案都很容易在原文中找到。要想较好地完成这类题目,考生必须清楚地知道在文章中提及或未曾提及过什么内容,正确判断作者的观点与态度。需特别注意的是,不要主观猜测作者的观点或态度,一切应基于文中所提及的内容。只要考生掌握了一定的技巧,如:若问题或填空的句子中涉及到人名、地名,则主要寻找首字母大写的单词;有关日期、数目的问题,则主要查找具体数字;有关某个事件、某种观点等,就需要寻找与此相关的关键词,而与所查信息无关的内容可一掠而过等。这样就会很容易取得高分。

从文章的篇幅和题目的设置来看都让我们感觉到,考生在复习阶段必须有意地培养快速阅读能力,以便有效地应对这个部分的测试。快速阅读能力的提高固然有赖于考生在大量阅读中逐步的积累,但是,在平时训练的时候,应该注意通过对标题的提示作用、句与句的逻辑关系、标点符号乃至寻读等方法的积极运用,实现文章主旨的快速把握,并对随后的题目作出有效的判断和填写。

1. 标题在快速阅读中的作用

有些快速阅读测试文章中有小标题,这就能够帮助我们很快地锁定解题范围。在与问题有关的小标题下寻找答案,节省时间,提高效率。

2. 逻辑关系在快速阅读中的运用

快速阅读理解能力的提高是有一定方法可循的,为此我们提示考生应尤其注意文章逻辑关系在快速阅读中的运用。逻辑关系散布在文章的句

子内部、句句之间以及段落之间。

3. 最基本的逻辑关系

最基本的逻辑关系有以下 3 种:

1) 因果关系

as a result, therefore, because, for, due to, hence, consequently 等。

2) 并列、递进关系

and, or, then, in addition, besides, in other words, moreover 等。

3) 转折关系

however, but, yet, in fact 等。

4. 最基本的连接词

1) 表明事件发生的时间顺序

first, at once, next, then, after that, previously, while, when, the following day 等。

2) 表明文章的组织结构

(1) Listing(罗列):

firstly, in the first place, secondly, thirdly, my next point is... , last/finally 等。

(2) Illustrating(举例说明):

for example / instance, to illustrate, an example / instance of this is, let's take... , to take... for example 等。

(3) Re-stating(用另一种方式重述):

in other words, that is to say, to put it another way, let me put it this way, or rather, namely 等。

(4) Referring(相关信息):

in this respect, in that connection, as we said, apart from this 等。

(5) Resuming(重回论题):

to resume, to return to the previous point, getting back to the argument 等。

(6) Summarizing(总结):

to sum up, in short, it amounts to this, what I have been saying is this 等。

(7) Emphasizing(引起关注):

it is worth noting, I would like to direct your attention to, let us consider, we must now turn to, I shall begin by 等。

3) 表明作者的观点、态度

(1) Introducing (or emphasizing) further evidence(进一步说明或强

调):

moreover, furthermore, in addition, what's more, as well 等。

(2) Cause(原因):

because (of), since, owing to, on account of, due to, as a result of 等。

(3) Effect(结果):

as a result, hence, therefore, consequently, thus, so 等。

(4) Contrasting(对比不同、相反情况):

in / by contrast, on the contrary, on the other hand, nevertheless, whereas, while, yet, however, but 等。

(5) Comparison(相同情况的对比):

in like manner, likewise, in the same way, similarly, in comparison with 等。

(6) Purpose(目的):

to this end, for this purpose, with this in mind, in order to, so that 等。

(7) Intensification(强调):

indeed, in fact, in any event / case, at no time, to tell the truth 等。

其实已经很熟悉的逻辑提示词在文章中所起的效果,并非仅仅是衔接文章中的句子。从阅读的角度来看,它们同时在给我们某种提示,告诉我们哪些句子含有有效信息,或相对重要的信息,哪些句子含有的信息是相对不重要的信息。因为我们在处理文章的时候,有一条清晰的思路:不是为了完整翻译文章而进行阅读,而是为了获取主旨来阅读。

例如,例题1的第一段:You have just finished your meal at a fast food restaurant and you throw your uneaten food, food wrappers, drink cups, utensils and napkins into the trash can. You don't think about that waste again. On trash pickup day in your neighborhood, you push your can out to the curb, and workers dump the contents into a big truck and haul it away. You don't have to think about that waste again, either. But maybe you have wondered, as you watch the trash truck pull away, just where that garbage ends up.

我们注意到,在该段尾部出现了 But。这里的 But,说明作者陈述内容的逻辑主旨发生了变化,因此,转折逻辑词之前的信息就变得不重要了,简单的处理方法是可仅保留所阅读转折词之后的信息。

相应地,并列、递进关系词,意味着它们前后衔接的信息从主旨的体现上没有发生变化,而更多地是为了表现前后句子主旨的相似性,所以我们选择其中的一半进行阅读。这样,在保证阅读质量的基础上,极大地提高了

阅读速度。

如例题 1 的 How Is a Landfill Operated? 一段中:

Along the site, there are drop-off stations for materials that are not wanted or legally banned by the landfill. A multi-material drop-off station is used for tires, motor oil, lead-acid batteries. Some of these materials can be recycled. In addition, there is a household hazardous waste drop-off station for chemicals (paints, pesticides, other chemicals) that are banned from the landfill. These chemicals are disposed of by private companies.

注意到 In addition, 该词的出现意味着其后内容和上一段信息主旨基本一致, 因此可以放弃本句的阅读。

5. 标点符号在快速阅读中的运用

可以运用标点符号(破折号、小括号、冒号)了解不认识的词汇或句子的含义。因为这些标点符号的出现就是为了更进一步地阐明其前的信息。但同时, 由于快速阅读用词相对比较简单, 很容易理解和把握标点前的被解释信息, 所以, 可以将这些标点符号后面的信息删除, 从而更加快速地把握文章的主旨。

例如, 例题 1 中有下列信息:

Dump—an open hole in the ground where trash is buried and that is full of various animals (rats, mice, birds). (This is most people's idea of a landfill!)

Landfill—carefully designed structure built into or on top of the ground in which trash is isolated from the surrounding environment (groundwater, air, rain). This isolation is accomplished with a bottom liner and daily covering of soil.

Sanitary landfill—landfill that uses a clay liner to isolate the trash from the environment.

Municipal solid waste (MSW) landfill—landfill that uses a synthetic (plastic) liner to isolate the trash from the environment.

注意到在 Dump、Landfill 之后分别有一个破折号, 如果我们已经明白该标点的意义就在于后面的信息对前者进一步进行解释, 那么就可以在明白这些单词基本含义的基础上, 放弃其后信息的阅读, 因为, 阅读理解, 我们更强调的是对文章主旨信息的把握, 而不是具体的细节信息。

6. 特殊信息点在快速阅读中的运用

所谓“特殊信息点”是指那些很容易在文章中识别的词汇, 诸如时间、数字、大写字母等形式的语言点。这些形式的表达一方面很容易识别出来, 另

一方面,这些信息点所表现的一般都是文章的琐碎信息,对于主旨的理解和把握而言,不过是更进一步论证而已。因此,可以忽略这些信息的阅读。如果后面测试的题目中确实涉及到了,再回来细读也无妨,毕竟它们的表现形式非常利于查找和定位判断。

如例题 1 的 How Much Trash Is Generated? 一段中:

Of the 210 million tons of trash, or solid waste, generated in the United States annually, about 56 million tons, or 27 percent, is either recycled (glass, paper products, plastic, metals) or composted (做成堆肥) (yard waste).

再如例题 1 的 How Is Trash Disposed of 一段中:

The trash production in the United States has almost tripled since 1960. This trash is handled in various ways. About 27 percent of the trash is recycled or composted, 16 percent is burned and 57 percent is buried in landfills. The amount of trash buried in landfills has doubled since 1960.

我们注意到上面的描述中充斥了大量的数字性的词汇,可以判断该部分信息为具体的描述,在处理的时候,可以放弃阅读。

7. 寻读在快速阅读中的运用

寻读的目的主要是有目标地去找文中某些特定的信息,也就是说,在对文章有所了解(即略读)后,在文章中查找与某一问题、某一观点或某一单词有关的信息,寻找解题的可靠依据。寻读时,要以很快的速度扫视文章,确定所查询的信息范围。值得庆幸的是,在四级快速阅读的测试文章中,已经有了明确的小标题,这就能够帮助我们很快地锁定解题范围。同时,还应该注意题目中体现出的所查信息的特点。如:问题或填空的句子中涉及到人名、地名的时候,则主要寻找首字母大写的单词;有关日期、数目的问题,则主要查找具体数字;有关某个事件、某种观点等,就需要寻找与此相关的关键词,而与所查信息无关的内容可一掠而过。

如例题 1 第 6 题: In the United States the building of landfills is the job of both federal and local governments.

在判断时,一些特殊的用词, United States、building of landfills 都提示我们顺利找到原文的“ In the United States, taking care of trash and building landfills are local government responsibilities.”来判断正误。

随后的第 9 题: To dispose of a ton of trash in a landfill, customers have to pay a tipping fee of _____. 则可以通过 customers、tipping fee 找到原文“ Customers are charged tipping fees for using the site. The tipping fees vary from \$ 10 to \$ 40 per ton.”来填写空格。

总的来说,从最新的样题来看,快速阅读理解部分由于其篇幅长,题目灵活,会让考生感觉无从下手。但是,对于该题型我们有一个清晰的概念,那就是快速阅读测试的重点就是考生在短时间内获取篇章主旨和特定信息的能力,因此,它更强调了正确的阅读方法和技巧的贯彻。只要我们掌握一定的方法,培养好的阅读习惯,还是很容易在一段时间内取得满意的成绩。

8. 了解社会生活的变化与发展

有些同学把语言的学习等同于科学知识的学习,失去了语言学习的乐趣,并且产生了对词汇记忆的排斥心理。在提高快速阅读能力的过程中,看到的不仅仅是英语单词和语法应用,而是新的 information(信息)。为了消除知识的陌生感和对词汇的排斥,更快地融入到长篇的阅读中,平时应该关注社会生活的发展变化、科学的进步、观念的更新,应该关注社会发展的动向,提高和普及自己的科普知识,吸纳新思想,提高环境保护意识,增强沟通意识。而这些知识和思想在快速阅读中是有帮助的。

解题思路

(1) 在题目中寻找关键词,在原文中定位所考段落。

将题目中的关键词与原文各段落的小标题或每段话的第一句相对照。有些题目能在原文中的某个段落得到定位,这必将大大加快解题时间,并提高准确率,但并不是每个题目都能在原文中的某个段落得到定位。

(2) 确定该段落的关键句和关键词。

确定一个段落,答案在该段落中的具体位置仍是未知的,所以,需要从头到尾快速阅读该段落,找出该段落中与题目相关的一句话或几句话,通常是一句话。仔细阅读这一句话或几句话,并根据前面所述的原则和规律,确定正确答案。

(3) 要注意顺序出题原则,即出题的顺序与文章段落展开的顺序通常是一致的。

题目是有顺序性的。第一题的答案应在文章的前部,第二题的答案应在第一题的答案之后。这一规律也有助于同学们确定答案在文章中的大体位置。

(4) 注意小技巧。

有时问题或填空的句子中涉及到人名、地名,这时主要寻找首字母大写的单词;有关日期、数目的问题,则主要查找具体数字;有关某个事件、某种观点等,就需要寻找与此相关的关键词,而与所查信息无关的内容可一掠而过等。这些小技巧有助于用最少的时间解决问题。

例题分析

例题 1

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1.

For questions 1-7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8-10, complete the sentences with the information given in the passage.

Landfills

You have just finished your meal at a fast food restaurant and you throw your uneaten food, food wrappers, drink cups, utensils and napkins into the trash can. You don't think about that waste again. On trash pickup day in your neighborhood, you push your can out to the curb, and workers dump the contents into a big truck and haul it away. You don't have to think about that waste again, either. But maybe you have wondered, as you watch the trash truck pull away, just where that garbage ends up.

Americans generate trash at an astonishing rate of four pounds per day per person, which translates to 600,000 tons per day or 210 million tons per year! This is almost twice as much trash per person as most other major countries. What happens to this trash? Some gets recycled (回收利用) or recovered and some is burned, but the majority is buried in landfills.

How Much Trash Is Generated?

Of the 210 million tons of trash, or solid waste, generated in the United States annually, about 56 million tons, or 27 percent, is either recycled (glass, paper products, plastic, metals) or composted (做成堆肥) (yard waste). The remaining trash, which is mostly unrecyclable, is discarded.

How Is Trash Disposed of?

The trash production in the United States has almost tripled since 1960. This trash is handled in various ways. About 27 percent of the trash is recycled or composted, 16 percent is burned and 57 percent is buried in landfills.

The amount of trash buried in landfills has doubled since 1960. The United States ranks somewhere in the middle of the major countries (United Kingdom, Canada, Germany, France and Japan) in landfill disposal. The United Kingdom ranks highest, burying about 90 percent of its solid waste in landfills.

What Is a Landfill?

There are two ways to bury trash:

Dump—an open hole in the ground where trash is buried and that is full of various animals (rats, mice, birds). (This is most people's idea of a landfill!)

Landfill—carefully designed structure built into or on top of the ground in which trash is isolated from the surrounding environment (groundwater, air, rain). This isolation is accomplished with a bottom liner and daily covering of soil.

Sanitary landfill—landfill that uses a clay liner to isolate the trash from the environment.

Municipal solid waste (MSW) landfill—landfill that uses a synthetic (plastic) liner to isolate the trash from the environment.

The purpose of a landfill is to bury the trash in such a way that it will be isolated from groundwater, will be kept dry and will not be in contact with air. Under these conditions, trash will not decompose (腐烂) much. A landfill is not like a compost pile, where the purpose is to bury trash in such a way that it will decompose quickly.

Proposing the Landfill

For a landfill to be built, the operators have to make sure that they follow certain steps. In most parts of the world, there are regulations that govern where a landfill can be placed and how it can operate. The whole process begins with someone proposing the landfill.

In the United States, taking care of trash and building landfills are local government's responsibilities. Before a city or other authority can build a landfill, an environmental impact study must be done on the proposed site to determine:

- the area of land necessary for the landfill
- the composition of the underlying soil and bedrock
- the flow of surface water over the site

- the impact of the proposed landfill on the local environment and wildlife
- the historical value of the proposed site

Building the Landfill

Once the environmental impact study is complete, the permits are granted and the funds have been raised, then construction begins. First, access roads to the landfill site must be built if they do not already exist. These roads will be used by construction equipment, sanitation (环卫) services and the general public. After roads have been built, digging can begin. In the North Wake County Landfill, the landfill began 10 feet below the road surface.

What Happens to Trash in a Landfill?

Trash put in a landfill will stay there for a very long time. Inside a landfill, there is little oxygen and little moisture. Under these conditions, trash does not break down very rapidly. In fact, when old landfills have been dug up or sampled, 40-year-old newspapers have been found with easily readable print. Landfills are not designed to break down trash, merely to bury it. When a landfill closes, the site, especially the groundwater, must be monitored and maintained for up to 30 years!

How Is a Landfill Operated?

A landfill, such as the North Wake County Landfill, must be open and available every day. Customers are typically municipalities and construction companies, although residents may also use the landfill.

Near the entrance of the landfill is a recycling center where residents can drop off recyclable materials (aluminum cans, glass bottles, newspapers and paper products). This helps to reduce the amount of material in the landfill. Some of these materials are banned from landfills by law because they can be recycled.

As customers enter the site, their trucks are weighed at the scale house. Customers are charged tipping fees for using the site. The tipping fees vary from \$ 10 to \$ 40 per ton. These fees are used to pay for operation costs. The North Wake County Landfill has an operating budget of approximately \$ 4.5 million, and part of that comes from tipping fees.

Along the site, there are drop-off stations for materials that are not wanted or legally banned by the landfill. A multi-material drop-off station is used for tires, motor oil, lead-acid batteries. Some of these materials can be