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迎战

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710分

大学英语四级考试

阅读理解突破

迎战 710 分大学英语四级考试 ——阅读理解突破

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前 言

改革后的大学英语四级考试在 2006 年 12 月已经全面铺开了。新四级考试除了调整考试题型外,还对计分体制和成绩报道方式进行了调整,采用了满分为 710 分的计分体制。调整后,阅读理解部分满分为 249 分,所占比例总计为 35%,分为仔细阅读部分(Reading in Depth)和快速阅读部分(Skimming and Scanning)两部分。快速阅读是新增加的部分,着重测试各种快速阅读技巧,占 10%。仔细阅读部分除占 20%的传统题型——篇章阅读理解测试之外,还增加了对篇章语境中词汇理解的测试,占 5%。

从 2006 年 6 月和 12 月两次新题型考试中,我们发现,总体而言,新四级考试对考生的要求更高了。就阅读理解部分的考题而言,增加了快速阅读的测试,加大了非选择题型试题的比例。快速阅读方面,要在规定时间内完成阅读并做题,则阅读速度需达到 100 词/分钟。这就要求考生能够掌握基本的快速阅读技巧,如略读、查读和研读。仔细阅读部分新增的篇章词汇理解(选词填空题)同样具有挑战性。这部分内容主要测试考生的英语语言综合能力,包括阅读能力、根据语篇上下文理解句子的能力、正确运用语法和词汇的能力。巩固基础知识、加强阅读训练、增强语感和进行有针对性的练习是提高阅读理解能力、取得高分的必经之路。

为了使广大考生尽快熟悉改革后的新四级阅读测试,帮助考生取得理想的成绩,我们编著了这本《迎战 710 分大学英语四级考试——阅读理解突破》。本书具有以下特点:

1. 一线教师精心编著。本书的编撰者具有十多年的的一线大学英语教学、考试辅导及四级考试阅卷经验,洞悉四级考试的改革方向以及命题特征,在悉心研究最新真题的基础之上,精心打造了本书,历经十几个月的准备与修改、打磨。

2. 以考生需求为导向。着重系统地分析、探讨了影响阅读理解效率的因素并提出了相应的解决方法,介绍了各种基本、适用、好用的阅读技巧,并结合样题和最新真题进行了详细剖析。

3. 选材得当。本书各章节所附样题及练习题均编选了涉及各个领域、各种体裁的阅读文章,题型设计严格遵照新四级考试的各种阅读理解题型及命题特点,力求在阅读量大、难易度等方面与真题保持一致。

4. 结构合理。本书在第一章概述了新四级考试中阅读理解部分的最新变化。第二章系统分析了影响阅读理解的各项因素并提出了一些提高阅读理解能力的途径。第三至第五章分别对新四级考试的三种阅读理解题型(多项选择、选词填空、快速阅读)做了详细的介绍,并结合真题、样题进行了细致的分析。最后在第六章提供了6个单元的阅读理解强化练习,并附详细解析,让考生在了解了各种题型及其特点之后,进行有针对性的实战演练,从而提高阅读理解的水平和应试技巧,顺利通过考试。

由于编者水平有限,书中难免出现疏漏或错误,恳请读者在使用后提出宝贵意见。

编者

2007年1月

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第一章 阅读理解概述

第一节 大学英语阅读的要求

阅读不仅是学习语言的一种重要手段，也是一种基本技能。尤其对以英语为外语的中国学生来说，这一点尤其重要。在我们俗称的英语学习听、说、读、写、译这几项基本技能中，听和读属于信息输入，这也是我们学习和生活中获取信息的主要途径；写、说、译属于信息输出，是我们表达思想的途径。然而，阅读对听、说、写、译这几种能力的提高均有着不可忽视的作用。尤其是写作能力的提高，对于学习英语写作的中国学生来说，最重要的渠道就是阅读。如果缺乏集中且大量的信息输入，要进行有效的信息输出是难以想象的。英语老师们都常说，学好英语没有什么诀窍，主要是多读多练。强调的是多读多看，也就是说只有通过大量的语言符号的刺激，才能具备语感。阅读能力已成为衡量一个人语言能力高低的一个非常重要的标尺。在国内各种语言测试中，阅读理解的分量始终是最重的。而其他题型（如完形填空、写作、翻译等）的解答能力与阅读能力密切相关。从某种程度上来说，阅读理解能力的高低决定着能否通过考试或者能否考出好成绩。因此，阅读能力的高低举足轻重。

教育部 2004 年颁布了《大学英语课程教学要求（试行）》。《教学要求》规定大学英语课程的教学目标是：培养学生的英语综合运用能力，特别是听说能力，使他们在今后工作和社会交往中能用地英语有效地进行口头和书面的信息交流。新的英语教学要求贯彻因材施教的原则，将大学阶段的英语教学要求分为三个层次，即一般要求、较高要求和更高要求。这三个要求涉及英语语言知识、应用技能、学习策略和跨文化交际等方面的内容，并以定性和定量的描述体现了大学英语教学目标。

一般要求是高等学校非英语专业本科毕业生在完成大学阶段两年的英语学习后应达到的基本要求。其中阅读理解能力方面的一般要求是：能基本读懂一般性题材的英文文章，阅读速度达到每分钟 70 词。在快速阅

读篇幅较长、难度略低材料时，阅读速度达到每分钟 100 词。能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。

阅读理解能力的较高要求为：能基本读懂英语国家大众性报刊杂志的一般性题材文章，阅读速度为每分钟 70 词。在快速阅读篇幅较长的材料时，阅读速度达到每分钟 120 词。能就阅读材料进行略读或寻读。能阅读所学专业的综述性文献，并能正确理解中心大意，抓住主要事实和有关细节。

更高要求为：能读懂有一定难度的文章，理解其意义，能借助辞典阅读英语原版教材和英语国家报刊杂志上的文章，能比较顺利地阅读所学专业专业的综述性文献。

相对于 1999 年的《大学英语教学大纲》（修订本），新的《教学要求》强调了两点：一是应用文题材的阅读；二是“使用有效的阅读方法”。由此可见，有效的阅读方法的使用对提高阅读理解速度和阅读理解能力至关重要。

从词汇量方面来看，一般要求的推荐词汇量为：掌握的词汇量应达到 4500 个单词和 700 个词组（含中学阶段应掌握的词汇），其中 2000 个为积极词汇，即要求学生能够在认知的基础上学会熟练运用，包括口头和书面表达两个方面。较高要求的推荐词汇量为：掌握的词汇量应达到 5500 个单词和 1200 个词组（包括中学和一般要求应掌握的词汇），其中 2200 个单词（包括一般要求应该掌握的词汇）为积极词汇。更高要求的推荐词汇量为：掌握的词汇量应达到 6500 个单词和 1700 个词组（包括中学、一般要求和较高要求应该掌握的词汇，但不包括专业词汇），其中 2500 个单词（包括一般要求和较高要求应该掌握的积极词汇）为积极词汇。

第二节 新四级考试概况

一、试卷构成与成绩报道

2005 年 2 月，教育部高教司制定了《全国大学英语四、六级考试改革方案（试行）》。新的四、六级考试采取的重要举措之一就是改革计分

体制和成绩报道方式。自 2005 年 6 月考试(试点)起,四、六级考试成绩采用满分为 710 分的计分体制,不设及格线;成绩报道方式由考试合格证书改为成绩报告单,即考后向每位考生发放成绩报告单,报道内容包括:总分、各单项分等。试点阶段四级考试单项分的报道共分为四个部分:听力(35%)、阅读(35%)、完型填空或改错(10%)、作文和翻译(20%)。各单项报道分的满分分别为:听力 249 分,阅读 249 分,完型填空或改错 70 分,作文 142 分。各单项分相加之和等于总分(710 分)。新四级考试各部分测试内容、题型和所占分值比例如表 1 所示:

表 1 新四级考试各部分测试内容、题型和所占分值比例

试卷构成	测试内容		测试题型	比例
听力理解	听力对话	短对话	多项选择	35%
		长对话	多项选择	
	听力短文	短文理解	多项选择	
		多项选择	复合式听写	
阅读理解	仔细阅读 理解	篇章阅读理解	多项选择	35%
		篇章词汇理解	选词填空	
	快速阅读理解		是非判断+句子 填空或其他	
完型填空 或改错	完型填空或改错		多项选择或错误 辨认并改正	10%
写作和 翻译	写作		短文写作	20%
	翻译		中译英	

在考试内容和形式上,四、六级考试将加大听力理解部分的题量和比例,增加快速阅读理解测试,增加非选择性试题的比例。新四、六级考试阅读理解部分的分值比例调整为 35%,其中仔细阅读部分(Reading in Depth)占 25%,快速阅读(Skimming and Scanning)占 10%。仔细阅读部分除测试篇章阅读理解外,还包括对篇章语境中的词汇理解的测试;快速阅读部分测试各种快速阅读技能。

单从比例上看,阅读理解部分的比重下调了 5%,这使部分考生感觉阅读理解没有以前重要了,从而产生轻视的情绪。但从测试的广度来看,实际上新四级考试提高了对考生英语学习基本功的要求。关于这一点,我们将在以下各个章节中具体论述。

改革后的四级考试设定的阅读理解部分的建议答卷时间为 40 分钟,考试内容包括一篇 1200 词左右的快速阅读(7 道是非判断题加 3 个句子补充填空题)、两篇传统意义的阅读理解(10 道选择题)以及一篇 220 词左右的选词填空(10 道填空题)。样题的总阅读量为 2637 词,平均阅读速度要达到每分钟 65.9 词。如果阅读材料中出现不易理解的生词、长句、难句,再加上填涂答题卡的时间,实际的阅读速度还应提高。

二、关于样卷的说明

四、六级考试改革项目组和考试委员会在试测的基础上设计了本样卷,即改革后四级考试的范型卷。实际考试中,可根据表 1 所描述的框架结构,采用与样卷不完全相同的题型。

根据考生答题的顺序,样卷共分为六个部分:写作测试、快速阅读理解、听力理解、仔细阅读理解、完型填空和翻译。样卷结构、各部分答题时间和所用答题卡见表 2。

样卷答题时间共 125 分钟。考试开始后,考生首先在答题卡 1 上完成写作部分。30 分钟后,监考员发试题册,考生在接着的 15 分钟内完成快速阅读理解部分的试题。然后,监考员收回答题卡 1。考生在答题卡 2 上完成其余部分的试题。

表2 样卷结构、各部分答题时间和所用答题卡

样卷结构	试题内容	答题时间	答题卡
Part I	Writing	30 minutes	Answer Sheet 1
Part II	Reading Comprehension(Skimming and Scanning)	15 minutes	
Part III	Listening Comprehension	35 minutes	Answer Sheet 2
Part IV	Reading Comprehension(Reading in Depth)	25 minutes	
Part V	Cloze	15 minutes	
Part VI	Translation	5 minutes	

在答题过程中,考生必须在答题卡上作答,在试题册上作答无效。所有选择性试题务必用2B浓度的铅笔划线作答;所有非选择性试题(即写作、填空等)务必用黑色字迹签字笔作答。

第三节 新四级考试样题(阅读部分)

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: in this part, you will have 15 minutes to go over the passage

quickly and answer the questions on Answer Sheet 1.

For question 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 question 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 composed, 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 that 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 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.

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, and 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. Some paints can be recycled and some organic chemicals can be burned in furnaces or power plants.

Other structures alongside the landfill are the borrowed area that supplies the soil for the landfill, the runoff collection pond and methane (甲烷) station.

Landfills are complicated structures that, when properly designed and managed, serve an important purpose. In the future, new technologies called bioreactors will be used to speed the breakdown of trash in landfills and produce more methane. (1011 words)

注意：此部分试题请在答题卡1上作答；8—10题在答题卡1上。

1. The passage gives a general description of the structure and use of a landfill.
2. Most of the trash that Americans generate ends up in landfills.
3. Compared with other major industrialized countries, America buries a much higher percentage of its solid waste in landfills.
4. Landfills are like compost piles in that they speed up decomposition of the buried trash.
5. In most countries the selection of a landfill site is governed by rules and regulations.
6. In the United States the building of landfills is the job of both federal and local governments.
7. Hazardous wastes have to be treated before being dumped into landfills.
8. Typical customers of a landfill are _____.
9. To dispose of a ton of trash in a landfill, customers have to pay a tipping fee of _____.
10. Materials that are not permitted to be buried in landfills should be

dumped at _____.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: 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. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the center. You may not use any of the words in the bank more than once.

Questions 47 to 56 are based on the following passage.

When Roberto Feliz came to the USA from the Dominican Republic, he knew only a few words of English. Education soon became a 47. "I couldn't understand anything," he said. He 48 from his teachers, came home in tears, and thought about dropping out.

Then Mrs. Malave, a bilingual educator, began to work with him while teaching him math and science in his 49 Spanish. "She helped me stay smart while teaching me English," he said. Given the chance to demonstrate his ability, he 50 confidence and began to succeed in school.

Today, he is a 51 doctor, runs his own clinic, and works with several hospitals. Every day, he uses the language and academic skills he 52 through bilingual education to treat his patients.

Roberto's story is just one of 53 success stories. Research has shown that bilingual education is the most 54 way both to teach children English and ensure that they succeed academically. In Arizona and Texas, bilingual students 55 outperform their peers in monolingual programs. Calexico, Calif., implemented bilingual education, and now has dropout rates that are less than half the state average and college 56 rates of more than 90%. In El Paso, bilingual education