

新
题
型

710分

大学英语四级考试
高分训练

总主编//张明爱 丁毅伟



华东理工大学出版社
EAST CHINA UNIVERSITY OF SCIENCE AND TECHNOLOGY PRESS



新世纪英语丛书
New Century English

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藏书章

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总 主 编 / 张明爱 丁毅伟

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总主编：张明爱 丁毅伟

主 编：王 鸣 王慧青
姚 军 徐 斌

副主编：曹 磊 韩 娜
袁小明 刘性峰
叶君武 陈 亮

前 言

根据 2006 年《全国大学英语四、六级考试改革方案》的要求,大学英语四级考试在内容和形式上有所变化,增加了快速阅读理解测试项目并提高了非选择性试题的比例。英语四级考试试题由四部分构成:听力理解、阅读理解、综合测试和写作测试。其中,听力理解与阅读理解各占总分的 35%,综合测试与写作测试各占总分的 15%。综合测试包括完型填空或改错以及篇章问答或句子翻译。

本书根据新题型 710 分考试改革方案的最新要求编写而成。本书的编者都是从事大学英语教学多年、教学经验丰富的优秀教师。他们不但了解当前考试的趋势和特点,而且清楚学生可能遇到的各种问题,熟悉教学的重点及难点。相信本书能帮助大学英语四级考生顺利通过考试并取得优异成绩。

本书包括大学英语四级阅读理解训练试题 10 套,写作技巧训练 40 篇,完型填空训练 12 篇,改错训练 15 篇及翻译训练,每部分都配有参考答案。另外,本书附录中还添加了大学英语四级重要词组与习语 480 条,供考生翻阅学习。

编 者

2007 年 5 月

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第一章 大学英语四级阅读理解训练

第一节 阅读理解答题技巧指导

阅读理解是改革后的大学英语四级考试中分数所占比例较大的部分,在 710 分的计分制中占 35%。考试内容包括快速阅读(Skimming and Scanning)和仔细阅读(Reading in Depth)两部分。快速阅读部分占 10%,考试时间为 15 分钟。考生必须在规定的时间内将题答完,这就要求考生能够快速阅读,每分钟的速度应当达到 120 字。考试内容为一篇短文,问题包括是非判断和句子填空。主要考查考生对短文整体意义的理解,也包括对某些细节内容的考查。仔细阅读部分占 25%,考试时间为 25 分钟。该部分内容由三篇短文组成,题量较大,要求考生保持相当的阅读速度,每分钟的阅读量应当不低于 100 字。在仔细阅读部分的三篇短文中,一篇短文考查的是选词填空,另外两篇考查的是多项选择。内容涉及广泛,题材多样,除了考查考生对篇章的阅读理解外,还包括对篇章语境中的词汇理解。在阅读过程中,考生应注意以下几个方面。

一、注意关键词句

文章的开头和结尾部分经常是文章主题表达最明显的地方,作者的意图通常在这些地方被提及或重复。主旨理解题经常以下列方式出现:

What is the main idea of this passage?

What's the best title of this passage?

It can be inferred from the passage that _____.

Which of the sentences best summarizes the theme of the passage?

What's the purpose of the author?

What's the central subject of the passage?

【例文】

Every once in a while you will read some article about a so-called scholar unearthing material that is supposed to prove that William Shakespeare did not really write the works attributed to him.

Many alternative authors have been suggested — most prominently, Christopher Marlowe and Francis Bacon. One proponent of Bacon as author of Shakespeare's plays actually looked for words like “fat and lard” and calculated how their places in the texts of the plays proved that Bacon authored them.

Any schoolboy can see the fallacy of such an argument and yet many adult readers of newspaper articles, written by men who have never done any research on Shakespeare, are taken in by the arguments proposed against Shakespeare's authorship.

It is true that we have no manuscripts of the plays as they came from Shakespeare's hand. After all, he wrote the plays to be acted and the actors used the author's manuscripts. However, almost half the plays appeared in print under the author's name during his lifetime, which ended in 1616. A few years later, in 1623, two of Shakespeare's actor friends published a great folio volume with thirty-six plays and put Shakespeare's name on the title page. They even got Ben Jonson, Shakespeare's great rival playwright, to write a poetic introduction for the folio volume.

There are other arguments I might adduce to vindicate Shakespeare's authorship. Suffice it to say, a blanket argument against those who deny Shakespeare's authorship is simply this: If Shakespeare did not write the plays attributed to him, it was someone else by the same name.

◎ Of the following suggested titles, the one that most accurately sums up the passage is _____.

- A) Shakespeare — A Literary Giant
- B) Shakespeare Is Shakespeare
- C) Arguments Against Shakespeare's Authorship
- D) Shakespeare's Works — A Collection of Authorships?

根据该文第一段可知,有些所谓的学者在挖掘材料,证明莎士比亚的作品并非莎士比亚本人所做。在文章的最后一句,作者得出结论:如果莎士比亚的作品是他人所做,那么这个人的名字也是莎士比亚。由此可看出,该文章的主题是:莎士比亚的作品当然是莎士比亚所为。故该题答案是 B。

二、利用上下文猜测理解词义

对于上面短文出现的下列问题,即可用上下文猜测出其意义。

◎ In paragraph 3, the phrase "are taken in" is similar in meaning to _____.

- A) are bewildered
- B) are proved
- C) are deceived
- D) are stupefied

从 "Any schoolboy can see the fallacy . . . and yet many adult readers . . . are taken in" 可看出, "小学生" 和 "成年读者" 是两个不同的群体, and yet 在此又表示一种转折关系; 就连 "小学生都知道其谬误", 可是很多成年读者却看不出其中的谬误。由此, 我们很容易猜测出 "are taken in" 应当是 "上当、受骗" 之意, 该题答案是 C。

三、注意事实或细节内容

某些考题就是考查考生对于事实或细节的注意程度。这些内容涉及 who, when, where, how, what, why 等各个方面。如上面这篇短文就可能有以下问题:

- ◎ We learn from the passage that some people suggested writers other than Shakespeare as the author of his plays. One critic came to the conclusion _____.
A) by examining the text of Shakespeare's works.
B) by discovering words such as "fat and lard" in Shakespeare's works.
C) by comparing the diction of Shakespeare's works with others'.
D) by calculating the use of words in Shakespeare's works.

从"One proponent of Bacon as author of Shakespeare's plays actually looked for words like 'fat and lard' and calculated how their places in the texts of the plays proved that Bacon authored them"可看出,正确答案是 B。

四、通过概括与归纳,进行判断与推理

利用文中所提供的内容,进行合乎逻辑的推断,以得出正确答案。如下面这道题目即可通过推理而得出正确答案。

- ◎ The writer in his conclusion _____.
A) supposes that Shakespeare's plays could not have been written by anyone else.
B) supposes that Shakespeare's plays could have been written by someone else.
C) doubts whether someone else had written the plays for Shakespeare.
D) states that it is only logical that Shakespeare's plays were written by Shakespeare.

从 "...so-called scholar...", "Any schoolboy can see the fallacy", "After all, he wrote the plays to be acted...", "If Shakespeare did not write the plays attributed to him, it was someone else by the same name."等内容可以推断出,该题正确答案是 D。

五、将快速浏览、细节浏览与通观全文进行完美结合

快速浏览全文,可以了解作者的意图和文章的主题思想。细节浏览时可跳跃式阅读,以找出某些特定信息来解答问题,在对某些内容不理解的情况下,同样可用此方法得分。通观全文一方面可以做出对于主题问题的正确推理与判断,另一方面也可以帮助检验某些细节问题正确与否。

第二节 阅读理解训练 10 套及其参考答案

Reading Comprehension Practice 1

Part I 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 the Answer Sheet.

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.

The Semester in Europe Program

Program Description

The Semester in Europe Program is one of the most unique experiences in study abroad. We know of no other program that combines a traditional on-campus semester abroad with integrated educational travel to so many remarkable cities.

You will travel with your classmates and professors to nearly 30 cities that have shaped our world, including Athens, Paris, Florence, Prague, Amsterdam, Berlin, Vienna, Budapest, Venice and Rome.

At the same time, you will develop a broad understanding of the past, present and future of the European Union through college coursework in international relations, history, art history, sociology and geography. This coursework is taught by experienced faculty at the leading college in Cyprus(塞浦路斯), a modern and beautiful country that serves as our home base.

Do not miss out. Learn more about what might be your semester of a lifetime...

Program Highlights

A truly unique study abroad experience with combining traditional study abroad with organized academic travel to nearly 30 European cities in 12 countries

An integrated academic curriculum focused on Europe taught by experienced faculty

Cultural immersion and excursions in our host country, the beautiful and friendly Mediterranean island of Cyprus

Courses taught in English at the leading college in Cyprus

Earn 15 credits toward your degree through fully accredited coursework

Inclusive fees and great program value

Why Should I Join This Program?

You would like to visit nearly 30 of the most famous and exciting cities across twelve countries in Europe in one semester!

You would like a comprehensive academic overview of Europe and the European Union!

You would like to earn fifteen credits toward your degree through a high-quality academic experience at a European college!

You would like to visit the cities, political institutions, historical sites, and museums that you study in the classroom!

You would like a semester study abroad program with courses taught in English!

You would like to experience Cyprus, a dynamic Mediterranean country with a deep history, modern European lifestyle, contemporary college community and some of the most popular travel destinations in Europe!

You would like to enjoy exciting excursions to the key sites, towns and attractions in Cyprus!

You would like to live in a community that is not over-run by other Americans!

You would like to have an experience of a lifetime!

Curriculum and Faculty

Overview

A high quality, interdisciplinary (各学科间的) academic curriculum is at the heart of our Semester in Europe Program. Students develop a comprehensive view of Europe and the European Union through courses that complement each other and the travel component of the program.

Taken as a whole, the curriculum allows students to understand the background and context of what the EU is today and what trends are shaping its future as it potentially emerges as a unified world superpower.

We select some of the best faculty at Intercollege to teach Semester in Europe courses and our professors have consistently received very positive feedback from students. Key faculty has included Dr. Mihalīs Attalides, the former Cypriot Ambassador to the European Union and Dr. James Leigh, a Royal Geographic Society Fellow. Dr. Andreas Polemitis, the Academic Dean of Intercollege, supervises faculty selection and overall academic quality.

Academic Curriculum

All applicants should aim to receive course pre-approval for the core curriculum of the program from their home institution.

To download a syllabus and faculty bio for a course in PDF format, please click on a course number. If for any reason a course syllabus file is unavailable online, please contact us to request it.

Core Curriculum

Modern Europe (3 credit hours)

European Geography (3 credit hours)

History of Art (3 credit hours)

European Cultures (3 credit hours)

Introduction to the European Union (3 credit hours)

Optional Curriculum

Greek Language and Culture I (3 credit hours)

Any student on this program can optionally substitute this course for one of the five core curriculum courses.

Teaching Methods

All courses on the Semester in Europe Program are Intercollege courses taught by Intercollege faculty using Intercollege syllabi on the Intercollege campus. Intercollege issues the transcript for this program.

Courses are taught on an intensive schedule and meet for approximately 5 hours per week for the eight weeks that students are in Cyprus for a total of 42 hours of classroom contact hours.

Students complement their in-class instruction with 35 days of on-the-ground travel to key political, economic and cultural institutions in 12 EU countries (e. g. European Commission, Council of Europe, the Louvre, etc.). We endeavor to have relevant experts leading these sessions and, additionally, provide guides for general city and sightseeing tours.

While the travel portion is a required part of this program and linked to the curriculum, it is not-for-credit.

Program Fees and Dates

Our programs are famously comprehensive and are an excellent value. Though many of our programs incorporate some of the most extensive travel and excursions of any study abroad programs, our fees are often similar to or lower than the fees of programs that just provide tuition and housing.

The program fees for the Semester in Europe for Fall 2007 are \$ 13,650. The program will begin on approximately September 8, 2007 and end on approximately December 17th, 2007.

You will receive your confirmed start and end dates upon admission to the program.

What Is Included in Program Fees?

Up to 15 credits of tuition at Intercollege

All program, lab, and field fees

Full use of Intercollege's labs and facilities

All textbooks needed for the program

Double occupancy housing (2 students/bedroom), typically in 2BR apartments in residential areas of Nicosia

On-site orientation and emergency support from local staff eight to ten days of exciting day and overnight excursions in Cyprus

Over 25 days of educational travel to many of the most remarkable cities in Europe

All airfare and ground transportation for in-program international group travel

All ground transportation for host country excursions

Double-occupancy accommodation in tourist-class hotels including breakfast during any overnight group travel

All admission fees to museums and cultural institutions visited with the group

All guide fees for group trips and excursions

Airport welcome and transfer from Larnaca airport to Nicosia (for students on the group flight)

All airport transfers when traveling with the group

Insurance for overseas medical expenses, medical evacuation and repatriation

Use of a GSM cell phone handset

US-based support for credit transfer, financial aid and alumni services

What Is Not Included in Program Fees?

Airfare from the US to Cyprus

Foreign Visas

Student meals, except as noted above

Personal expenses and travel

Cost of cell phone calls

1. This passage introduces an online study program.
2. This program helps to form an academic view of Europe and European Union.
3. The courses are taught in different languages.
4. Many candidates showed great interest in this program.
5. Dr Mihalis is responsible for the faculty selection and overall academic quality.
6. Travel is a required part of the program and is linked to the curriculum, so it is for credit.
7. Airfare from the US to Cyprus is not included in the program fee.
8. The program is a perfect combination between _____ and _____.
9. The program will begin on _____ and end on _____.
10. While in Cyprus, students will have _____ hours of classroom communication.

Part II 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 the Answer Sheet with a single line

through the centre. You may not use any of the words in the bank more than once.

Questions 11 — 20 are based on the following passage.

Will America produce enough 11 workers to meet the nation's needs in the 21st Century? That question lies at the heart of the most recent 12 over this country.

According to the Bureau of Labor Statistics, about 21 million new workers will be needed by the year 2000, and the fastest growing 13 will be those that require the most educational preparation. A report 14 that the current average skill level of 21- to-25-year-old is 40 percent lower than the skill-level that will be 15 of the new workers needed by that year. Yet between now and the year 2000, about 80 percent of new workers will be women and minority groups whose members have once lagged in educational achievement. Businessmen, educators and politicians are all concerned.

The basis of the concern is the simple fact that the natural pool from which America has historically drawn new workers — young adults — is becoming mainly made up of minorities. Populations 16 or ignored — because there were more than enough young white males to fill the nation's job demands — are now the focus of concern about the future 17. The report says, "As America heads toward a more demanding skill-intensive economy, a literate, educated workforce is 18 to our ability to compete in the world market. Unless we act now, we will face a serious shortage of skilled workers."

It should be clear, from the above, that much of this concern about the future of America's workforce may not be 19. The nation will become more dependent on women and minority workers; at the same time they will become better trained and better educated.

And while many worry that there may be too few workers by the year 2000, the BLS has noted that this may not 20 "an overall lack of workers", but the declining numbers in the younger age groups in the labor force. In fact, the BLS reported, "The workforce of the future will be older." Of course, this is another question to this topic.

A) contribute	B) dispute	C) overlooked
D) required	E) reflect	F) predicts
G) owe	H) workforce	I) unreasonable
J) essential	K) approval	L) occupations
M) harsh	N) claim	O) competent

Section B

Directions: 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 and mark the corresponding letter on the Answer Sheet with a single line through the center.

Passage One

Questions 21 — 25 are based on the following passage.

Food mania among athletes is an honored tradition. The longest-standing myth about food and sport goes back 2,500 years to ancient Greece, where the long-distance runner Dromeus advised athletes to dine regularly on large quantities of meat. He believed rightly that meat helps build muscle, but assumed wrongly that it would fuel the eater to victory. Modern sports figures have had their own eating idiosyncrasies. Babe Ruth used to binge regularly on whiskey and steak, hot dogs and beer; former Los Angeles Rams defensive end and Fred Dryer swallowed 70 raw egg yolks a week.

Today, athletes regularly tout the benefits of everything from wheat-germ oil, lecithin, and bee pollen, to gelatin, kelp, and brewer's yeast. Can athletes eat to win? Most nutritionists agree that no single food will improve athletic performance, although a number of foods are essential for peak health and others can improve endurance, which are crucial in many competitions. Some foods, or too much of others, can actually impede performance. But no formula will turn a 97-pound weakling into a decathlon champion. Says Sarah Short, a professor of nutrition at Syracuse University, "There is no magic diet. To become physically fit, you need good genes, good conditioning, and a balanced diet."

Still, athletes keep searching for the winning diet, and for many of them now the magic word is carbohydrates. The carbohydrate fanciers are particular about the kinds they eat, choosing complex starches such as bread, pasta, and potatoes over simple sugars like candy bars or soft drinks. Physiologically, carbohydrates make sense. During light to moderate exercise like walking, muscles draw mostly on fat for fuel. But as exercise increases in intensity, muscles switch to a more efficient fuel: glycogen, the stored form of carbohydrates that is present in both muscle cells and the liver. Without glycogen, the body is forced to burn fat and protein, an unhealthy alternative.

21. The word "mania" in the first paragraph is closest in meaning to _____.
A) favour B) madness C) curiosity D) partiality
22. According to this passage, _____.
A) Raw egg yolks can help an athlete to win a competition
B) Large quantities of meat will lead to triumph in the game
C) Whiskey and steak, hot dogs and beer may better athletic performance
D) No food can result in victory in the match
23. It can be inferred from the passage that _____.
A) Parents' health is essential to that of the offspring
B) A good diet may bring to produce a champion
C) Some foods are essential for victory in some matches
D) Without wheat-germ oil, lecithin, bee pollen, gelatin, kelp and brewer's yeast, it will be difficult for the athlete to win the competition.

24. Which of the following is true according to this passage?
- A) Bread, pasta, and potatoes are rich in carbohydrates.
 - B) Athletes like candy bars or soft drinks.
 - C) Glycogen is consumed when exercise is done.
 - D) Fat and protein are preserved in muscles.
25. What's the best title for this passage?
- A) Healthy Diet
 - B) Food and Health
 - C) Athletes and Food
 - D) Eating to Win

Passage Two

Questions 26 — 30 are based on the following passage.

Let me save the discussion of how going to college means doing real work for a little later. Instead, let's realize what else college is. As my roommate and I like to call it, the university experience is simply "big kid sleep-away camp" — with more responsibilities. We wake up on our own time, we go to class if we want, we eat whatever we can find and we stay out as late as we desire. I spent the first week making friends with the girls on my floor, decorating my tiny room, and going out all night.

It is for these reasons that I have come to view college as a reward for getting through high school. I have the freedom I always desired (and earned). I have the chance to get a great education. I have the opportunity to become whatever kind of person I would like to be. I met people who are completely different from me — people I might never have spoken with in high school — and have had great discussions with these people. I made some great new friends with my floor mates, and spent my first weekend dancing and making memories with them.

Of course, it's not all fun. On the second Monday, I had to go to classes. What a difference from high school! First of all, you have to pay for your books, which can cost anywhere from \$ 250 to \$ 500. Second, teachers do not lay it out for you like they did in high school. You figure out what you have to read for class. I was surprised to learn most of my grades are determined by four or five test scores. Also, my math class has 100 people in it, and my psychology class has close to 300. In classes that are not basic general education requirements, I have fewer classmates but I have to participate more. There is no hiding behind someone else anymore.

Overall, college is amazing. Sure, classes get in the way of having fun. But realizing the importance of classes help me balance it out. I have spent hours studying in the library. It is the only real escape from all the excitement and fun that happens in the dorms. Somehow, I am finding a happy medium — and having the time of my life doing it.

26. The main idea of the first paragraph is that _____.
- A) going to college means doing real work