

**710分
新题型**

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出题与做题

大学英语四级 阅读与综合

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出题与做题

(大学英语四级阅读与综合)

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前 言

《出题与做题大学英语四级阅读与综合》一书主要是针对大学英语四级考试新题型阅读理解和综合部分的要求编写而成,其读者对象为欲参加全国大学英语四级考试的高等院校学生和参加含有此类题型的其他种类考试的社会考生。

目前,尽管教学界对全国大学英语四、六级考试本身存在着多种看法,考试中心自2005年6月起也取消了大学英语四、六级考试证书,但是社会上对于把四、六级考试结果当作就业等的参照指标的热情始终不减当年。因而使得许多大专院校不敢轻言放弃该考试。加之考试成绩公开化而非以一张合格证书面世,致使60分与90分有了本质的区别。此外,目前许多院校仍然把该考试结果与毕业证书挂钩,这又使得学生不敢轻视该考试。

本书的编写目的是通过归纳总结该考试阅读理解与综合部分的测试技巧,分析做题规律和提供相关实践素材,帮助考生在提高阅读理解与综合应试的能力的同时,提高考试成绩。本书既适合考前强化训练之用,也可用于含有相应内容的教学辅导或培训。

本书共由四个部分组成。第一部分与第二部分分别为阅读理解与综合测试技巧解析与技能训练。两个部分根据各类阅读理解与综合测试题的自身特点,分门别类地加以归纳总结试题的类型与解析试题的出题特点,提供做题技巧或方法,并辅以一定量的相关练习,以期通过一定量的练习实践,使考生熟练掌握做题技巧,提高得分胜算。

第三部分为综合应试训练,共由10套阅读与综合试题组成。该部分把各类试题题型按照考试的要求组合在一起,旨在供考生实践操练之用。

第四部分为前三部分练习的参考答案与解析。

由于水平所限,书中纰漏在所难免。望广大专家或读者不吝赐教,予以指正。

编 者

2006 年 7 月

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第一部分 阅读理解技巧解析与技能训练

为进一步推进大学英语教学改革,国家教育部自2004年新颁布了《大学英语教学要求》,其目的是培养学生的英语综合应用能力。新的大学英语四级考试模式也随之发生了变化,由原来相对单一的语言能力测试改为综合性的语言能力测试。就阅读理解部分而言,虽说总比例有所下降,由原来占总题量的40%减少到35%。但其中新增加的新题型种类及所占的比例则大大地增加了。其中快速阅读理解部分占总题量的10%,旨在测试考生的快速阅读技能,考察考生在阅读文章的过程中寻找信息、解决问题的能力;仔细阅读部分占总题量的25%。该部分除了测试传统的篇章阅读理解外,还将原来的词汇测试纳入阅读中来,以此考查学生在篇章语境中对词义的推测与理解能力。

新题型从不同的角度和不同的层面对大学英语考生进行阅读能力的考查。同时也对考生的综合语言应用能力提出了更高的要求;要求考生在规定的时间内完成各类阅读材料四篇,并对提供的多项选择、选词填空、短句问答、句子填空、是非判断等多种题型做出快速准确的判断,找出正确答案。因此,学生通过阅读学习与训练,仅仅掌握大量的词汇、熟悉语法结构、积累文化知识背景等,是远远不够的,还需要掌握一些科学合理的阅读方法与阅读技巧,经过专项技能训练来提高阅读理解速度,保证阅读质量,做到“快速+准确”最终产生“效率”。本部分的主要内容将服务于考生在这一方面的实际需求。

第一节 篇章阅读理解与解题方法

大学英语四级阅读理解试题要求考生必须在指定的时间内读完一定量的英语短文。要做到快速读完并正确理解所读的英语文章,达到预期的阅读目的,就必须养成一种良好的阅读习惯,要根据不同的习惯,不同的需要和不同的阅读目的使用不同的阅读方法。

通常,阅读方法大致可分为两种类型:先阅读相关文章,后做试题,或先阅读文章后的问题再阅读文章,然后再做试题。考生可以根据自己的做题习惯,既可以采取先阅读后做题的做题程序,也可以采取先读相关文章后的问题后阅读再做题的方法。前者为传统的做题程序,按部就班,先了解文章的大致内容,再根据问题的内容通过复读或略读或查读等阅读方法,寻找答案的参考依

据,以便从四个选项中确定一个正确的答案;后者则是通过先读文章,预先了解阅读的重点所在,再根据问题的具体内容去有目的地阅读文章寻找所需的信息。两种阅读程序各有利弊。前者的“利”在于通过阅读整篇文章,即可以大致了解文章的内容,同时又不会漏掉什么细节。其弊端在于费时费力,部分时间浪费在与问题不相关的信息上;后者的“利”在于阅读前“胸有成竹”,知道自己为解决什么问题而读,而不会在与问题不相关的信息上多费时间,有益于提高单位时间里的阅读效率。其弊端在于不容易全部记住所看过的问题。至于采用何种阅读程序,考生应视自己的具体情况而定。对于记忆力较强的考生,较适合第一种阅读方法,否则最好采用第二种阅读方法。因此,在阅读训练过程中,考生有必要先试用不同的程序阅读几篇文章,选定适合自己的那一种,并据其反复操练,直到熟练掌握。

就具体阅读方法而言,英语的篇章阅读方法有多种,常用的,也是最有效的阅读方法有三种:略读(skimming)、查读(scanning)和细读(reading for full understanding/reading in depth/careful reading)。

1. 略读

略读又称作快读、浏览或跳读是一种“全景式”的阅读方法,也是一种浏览全文的快速阅读方法,要求考生在阅读过程中以高度集中的精力,达到迅速准确地获取整篇文章的主题思想或者是段落的大意,并使考生对文章的总体结构有一个整体概念的目的。

由于略读技巧的自身特点,通常略读一篇文章时,要求考生只读文章的主标题、副标题、段落标题、文章的开头与结尾、每段的主题句、关键句以及由 first second 等引导的表示归类总结性的语句,或者是由 because, as a result 等引导的表示因果关系的语句,或者是由 but, however 等引导的表示转折的语句等,而不是阅读全文的每一个词句或者是由 for example 引出的佐证。遇到个别非频繁性重复生词、难句或举例时应略过。此外,为了更好地抓住全文的中心思想,除上述阅读重点外,还要特别注意文章中某些反复出现的词语和与之相关的信息,因为这些词语常常与文章的主题密切相关。

略读方法主要适于解决以下主旨题所涉及的几个方面问题:

- (1) 文章的中心思想(the main idea)。
- (2) 作者的观点(the author's point of view)。
- (3) 文章的体裁(the method of treatment)。
- (4) 文章的风格(the style)。
- (5) 作者的口吻(the tone of the passage)。

(6) 文章的题目 (the title)。

考生若遇到判断主旨性的问题时,应采取略读法。有些考生由于受到自己固有的一些阅读习惯,尤其是精读习惯的影响,略读文章时总是担心漏掉某些信息。其实,这些担心是多余的。因为文章中的某些细节、数字、举例、事实、描写,都是用来支持、说明或发展文章的中心思想的,而这些细节常常不是主旨性问题的考查重点。

略读法常采用的步骤如下:

(1) 阅读文章的标题和副标题。文章若有标题和副标题时,应该先阅读该部分。但大学英语四级考题(后称四级题)中的阅读文章通常是没有标题或副标题的。

(2) 阅读每一段的第一句话,扫视其他文字。四级题阅读短文常用的文体是议论文。作为议论文,其标准段落通常由三个部分组成:主题句(topic sentence)、推展句(developing sentences)和结论据(concluding sentence)。主题句作为段落论述的主题,即段落的中心思想,在大多数情况下位于句首。阅读段落的第一句话,实际上就等于了解段落的中心思想。

(3) 阅读文章的第一段和最后一段。文章的第一段又称开首段,主要引入文章将要讨论的问题;文章的最后一段通常是文章的结论段,总结归纳了文章的主要观点和看法。因此,读完这两个段落,就可大致上了解了文章的大意。当然,不同体裁的文章开头不尽相同。在记叙文中,开首段主要交待故事的背景和人物;在议论文中,开首段的作用是引入和揭示全文的主题或概述文章的内容。最后一段通常为结尾段——全文的总结,故事的结局或文章的落点。因此,阅读文章的第一段和最后一段时,应特别仔细。

(4) 充分利用文中一些有助于对文章进行预测的印刷细节,如各种标题、斜体词、黑体词和标点符号等,通过这些印刷细节来了解作者的基本思路、行文方式,从而把握文章的大意、某些有关细节及相互关系。

(5) 关注文中某些标志词。如转折词 however, in spite of, yet 等,递进词 furthermore, moreover, in addition 等,叙述词 firstly, secondly, next 等。这些标志词有助于理解该句与上下文的逻辑关系,并使考生能够更准确地把握作者的思路,提高阅读理解效率。

2. 查读

查读又称寻读、检索或搜索,是一种搜寻式的快速阅读方法,旨在帮助考生查寻所需要的各种特定具体信息,如数字、时间、人名、地名、原因等。该阅读方法主要用于回答事实细节性的问题。与略读相比,查读是在对材料比较熟悉

的前提下进行的,也是在有针对性地选择问题的答案时才采用的,因此带有明确的目的性,而略读则是在对所读材料的内容一无所知的情况下进行的。

查读时,目光要自上而下、一目数行地巡视与答题内容相关的词句。当回答有关 who, when, where, what, which 等文章细节问题的时候,采用此种阅读方法可以很快找到答案。不过有些与文章细节有关的问题如: why, how 等问题则不宜采用这种阅读方法,这时就要求考生先通过“查读”的阅读方法找到文中与答题内容相关的信息范围,然后再用下面将要讨论的“细读”方法去寻找准确的答案,以确保答案的参考依据准确无误。

阅读试题中针对事实细节性的主要提问方式如下:

- (1) When is the deadline for...?
- (2) When did the scientist discover that...?
- (3) Where did Alice spend most of her childhood?
- (4) Which of the following is most probably an example of...?
- (5) Which of the following is NOT true?
- (6) Why does the author think... is very important?
- (7) How did she manage to...?
- (8) In the passage, the author advocates all of the following EXCEPT _____.

3. 细读

细读即详细阅读。阅读文章时,除了需要了解文章大意或段落的主旨以及所需的特定信息外,有时还需要仔细阅读、揣摩阅读文章的某一特定语句或部分,以期达到对文章的准确深刻理解和领会的目的。对于某些词语和句子,特别是关键词句,不仅要理解其字面意思,还要通过分析、判断、推理等阅读方法,弄清文章字里行间的内涵。

细读法有助于回答较为复杂或更深层面的问题。在阅读理解试题中,这种阅读方法更适用于做词汇题、语义题及逻辑判断推理题。

细读注意事项如下:

(1) 细读时如遇到不熟悉的词语,可通过联系上下文,同时根据有关常识、背景知识,或利用构词法来猜测词义。

(2) 细读时如遇到难以理解或结构复杂的长句,可借助所学的语法知识,通过分析句子结构,弄清主谓关系、修饰与被修饰关系等来理解句子大意。

以上提到的三种阅读方法,虽然分而论之,但是在阅读过程中却需要根据阅读问题的实际情况灵活交替使用。如果使用恰当,这些阅读方法将会从不同

的方面帮助考生在阅读文章的过程中快速获取问题答案的参考依据,提高阅读理解效率和考分。

第二节 阅读技能解说与实践操练

据分析归纳历届真题的出题特点得知,大学英语四级阅读理解试题的设计思路存在着一定的出题规律。基于这些规律,该项试题可大致分为四种类型:主旨题、细节题、判断推理题、词义辨析题。本部分将针对这四种类型试题分别进行阐述、解析,以帮助考生突破英语阅读难关,收到事半功倍的效果。

一、主旨类题

主旨又称作中心思想(main idea),是阅读理解考试的一个重要内容,旨在考察学生的概括、归纳和总结阅读文章的能力,位于四类常考题型之首。根据具体的考点设置,主旨题可分为篇章主旨和段落主旨两种。从考查的角度上来看,主旨题又可细分为主题类主旨题即篇章类和段落类主旨题(全文或段落的主旨大意)、目的类主旨题(全文或某段的写作目的)及标题类主旨题(即要求考生为文章选出最佳标题)和语气类主旨题等五种形式,其常用的提问关键词有 main idea, main point, key point, mainly explain, mainly about, purpose, best title, mainly discuss, the general tone, attitude 等。常用的提问形式如下:

- (1) What's the main idea of this passage?
- (2) What is the best title for this article?
- (3) What is the main subject of the passage?
- (4) What is the writing style of this article?
- (5) What's the key point of the passage?
- (6) The general tone of the passage is _____ (critical, positive, negative, indifferent, sensitive, doubtful, impartial, suspicious, sympathetic, indignant, admiring, confidential, optimistic, pessimistic, etc.)
- (7) The passage is written to explain _____.
- (8) What conclusion can be drawn from the passage?
- (9) Which of the following sentences can best summarize the article?
- (10) This is a letter of _____ (request, application, complaint, advice...).
- (11) The main purpose of this passage is to _____.

注意,做主旨题时,要尽量使用快速阅读法,从头到尾将全文浏览一遍关

键信息,不要因个别生词或难句而停滞不前。要从上下文的连贯、整体意思上来理解文章,确定全文是在围绕一个什么主题(subject),又是从哪几个方面对其进行阐述的,从而做到有把握地概括主旨。

在做主旨题时,应避免以下几个错误:

(1) 以局部信息或将某一段的大意当成全文的主旨文章致使以偏概全或归纳不充分。

(2) 给文章扣大帽子致使概括范围过广,归纳过头。

1. 篇章主旨题

篇章主旨题是针对全篇文章的主题进行提问的,要求考生学会识别文章中那些最主要的信息,准确地概括文中所阐述的内容,其涵盖面不能太宽,也不能过窄。如果概括面太宽,会包含文中没有阐述的内容;过窄则不足以概括文章的全部内容。例如:

Sugar history in the Hawaiian Island is filled with pioneering. In sailing ship days, Hawaiian sugar growers were many months from sources of supplies and from markets. This isolation built up among the Hawaiian growers an enduring spirit of cooperation. Growers shared with one another improvements in production. Without government aid of any sort, they build great irrigation projects. Without government help, they set up their own research and experiment organization. Pioneering together cover the years, they have provided Hawaii with its largest industry.

Question

What does the passage mainly talk about?

- A. In sailing days, Hawaiian sugar growers were many months away from supplies and markets.
- B. Hawaiian sugar growers built their great industry without government help.
- C. Hawaiian sugar growers had set up their own research organization and had shared improvements.
- D. By pioneering together, sugar growers had provided Hawaii with its largest industry.

【例题解析】选项 A, B 和 C 只是文中提到的各项具体内容,作为主题思想,所涉及的面均窄,不足以涵盖全文的中心思想。而只有选项 D 才能概括全文要说明的问题。因此,应为正确答案。

Exercise 1

Directions: *In this section, there are ten passages. For each passage there is a question or unfinished statement followed by four choices marked A, B, C and D. You should decide on the best choice for the question and then mark the corresponding letter on it.*

Passage 1

More and more, the operations of our businesses, governments, and financial institutions are controlled by information that exists only inside computer memories. Anyone clever enough to modify this information for his own purposes can reap big reward. Even worse, a number of people who have done this and been caught at it have managed to get away (逃脱) without punishment.

It's easy for computer crimes to go undetected if no one checks up on what the computer is doing. But even if the crime is detected, the criminal may walk away not only unpunished but with a glowing recommendation from his former employers.

Of course, we have no statistics on crimes that go undetected. But it's disturbing to note how many of the crimes we do know about were detected by accident, not by systematic inspections or other security procedures. The computer criminals who have been caught may have been the victims of uncommonly bad luck.

Unlike other lawbreakers, who must leave the country, commit suicide, or go to jail, computer criminals sometimes escape punishment, demanding not only that they not be charged but that they be given good recommendations and perhaps other benefits. All too often, their demands have been met.

Why? Because company executives are afraid of the bad publicity that would result if the public found out that their computer had been misused. They hesitate at the thought of a criminal boasting in open court of how he juggled (诈骗) the most confidential (保密) records right under the noses of the company's executives, accountants, and security staff. And so another computer criminal departs with just the recommendations he needs to continue his crimes elsewhere.

Question

1. The passage is mainly about _____.
A. why computer criminals are often able to escape punishment
B. why computer crimes are difficult to detect by systematic inspections
C. how computer criminals manage to get good recommendations from their former employers
D. why computer crimes can't be eliminated

Passage 2

Any talk of the energy needs of the United States should include a discussion of the Tennessee Valley Authority, a successful but sometimes quiet federal agency. The Tennessee Valley Authority began life in 1933 as one of the public works agencies designed to help fight the Great Depression. The TVA was first meant to employ thousands of men to build a chain of dams down the Tennessee River. These dams were to include electric plants for generating electricity to provide cheap power for the rural land in the valley area.

Within ten years, most of the homes in the TVA area had electricity. In twenty years, there were four times as many homes in the area with power. At first, TVA electricity cost a penny per kilowatt. Many homes in the area relied on electricity for heating. This results in criticism now that electricity is more than three pennies per kilowatt. Other criticism has been aimed at the TVA's other methods of generating power in 1975. The Authority was sued (控告, 提出诉讼) for polluting the air with its coal-generating plants. Anti-nuclear groups point out that the TVA would soon have a total of seventeen atomic reactor plants supplying power for its service area. But the Tennessee Valley Authority has adjusted to the new times. It quickly became a model for pollution control at its coal plants. Just as quickly the TVA found itself an energy conserver as well as a producer. The TVA conducts free home energy consultations and offers cheap loans to consumers who want to install insulation storm windows, solar energy equipment or wood burning stoves. The resulting decrease in demand has allowed the TVA to postpone or delay construction of two nuclear reactors. Instead, the Authority is building a plant to extract coal gas from low-grade (品质低劣的) coal. Their first step will be to use the coal gas to make an ammonia (氨) fertilizer for farmers in the TVA service area. Their ultimate goal is to produce a synthetic fuel from the coal gas. The TVA will then be once again

producing a cheaper source of energy and helping solve the nation's problems, several at a time.

Question

2. The main idea of this passage is that _____.
A. electricity purchased by TVA's customers has tripled in price.
B. the TVA has not served its function well.
C. the TVA is dangerous to the environment.
D. the TVA has always been a pioneer in the energy field.

Passage 3

Basic to any understanding of Canada in 20 years after the Second World War is the country's impressive population growth. For every three Canadians in 1945, there were over five in 1996. In September 1966 Canada's population passed the 20 million mark. Most of this surging (迅猛的) growth came from natural increase. The depression of the 1930's and the war had held back marriages and the catching-up process began after 1945. The baby boom continued through the decade of the 1950's, producing a population increase of nearly fifteen percent in the five years from 1951 to 1956. This rate of increase had been exceeded only once before in Canada's history, in the decade before 1911, when the prairies were being settled. Undoubtedly, the good economic conditions of the 1950's supported a growth in the population, but the expansion also derived from a trend toward earlier marriages and an increase in the average size of families. In 1957 the Canadian birth rate stood at 28 per thousand, one of the highest in the world.

After the peak year of 1957, the birth rate in Canada began to decline. It continued falling until in 1966 it stood at the lowest level in 25 years. Partly this decline reflected the low level of births during the depression and the war, but it was also caused by changes in Canadian society. Young people were staying at school longer, more women were working, young married couples were buying automobiles or houses before starting families; rising living standards were cutting down the size of families.

It appeared that Canada was once more falling in step with the trend toward smaller families that had occurred all through the Western world since the time of the Industrial Revolution.

Although the growth in Canada's population has slowed down by 1966 (the increase in the first half of the 1960's was only nine percent), another large population wave was coming over the horizon. It would be composed of the children of the children who were born during the period of the high birth rate prior to 1957.

Question

3. What does the passage mainly discuss?
- A. Educational changes in Canadian society.
 - B. Canada during the Second World War.
 - C. Population trends in postwar Canada.
 - D. Standards of living in Canada.

Passage 4

Orchids are unique in having the most highly developed of all blossoms, in which the usual male and female reproductive organs are fused in a single structure called the column. The column is designed so that a single pollination (授粉) will fertilize hundreds of thousands, and in some cases millions, of seeds, so microscopic and light they are easily carried by the breeze. Surrounding the column are three sepals (萼片) and three petals (花瓣), sometimes easily recognizable as such, often distorted into gorgeous, weird (怪异的), but always functional shapes. The most noticeable of the petals is called the flabellum, or lip. It is often dramatically marked as an unmistakable landing strip to attract the specific insect the orchid has chosen as its pollinator.

To lure their pollinators from afar, orchids use appropriately intriguing shapes, colors, and scents. At least 50 different aromatic compounds have been analyzed in the orchid (兰花) family, each blended (混合) to attract one, or at most a few, species of insects or birds. Some orchids even change their scents to interest different insects at different times.

Once the right insect has been attracted, some orchids present all sorts of one-way obstacle courses to make sure it does not leave until pollen has been accurately placed or removed. By such ingenious adaptations to specific pollinators, orchids have avoided the hazards of rampant (繁茂的) crossbreeding in the wild, assuring the survival of species as discrete (分离的) identities. At the same time they have made themselves irresistible to collectors.