

专 | 项 | 能 | 力 | 提 | 高 | 系 | 列



本册主编 / 陈慧莲

# 大学英语

## 4级

### 完形/改错周周练



丛书主编 / 上海交通大学 外语学院 赵晓红

- 权威预测，上海交通大学外语学院大英教研部主任担当主编，全面反映命题方向，涵盖考试重点；
- 精准命题分析，高效解题技巧，足量仿真练习；
- 每周一个重点，循序渐进，从容应考。



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专项能力提高系列——

# 大学英语 4 级完形/改错周周练

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## 内 容 提 要

本书是“考试桥丛书”中“专项能力提高系列”之一,是针对大学英语4级考试中完形填空和改错题型编写。内容科学合理地安排在16周内,既有对命题特点和主要考点的简要概括,又有对考试方法和应试技巧的深入分析,更有题材丰富、由浅入深的足量练习,帮助读者从容应对大学英语4级考试。

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## 丛书总序

大学英语四、六级考试是目前国内规模最大的标准化考试,2009年参加考试的人数达到1700万。在这个庞大的人数背后,一方面是高校和社会对学生外语能力的要求在不断提高;一方面是大学英语教学的形式和内容也发生了很大的变化:教学不再只着重语言知识的传授,还要培养学生的各种应用能力。《大学英语课程教学要求》提出:大学英语课程不仅是一门语言基础课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。在这个前提下,各高校积极开设实用性强的各类英语选修课程,以此有效地培养学生用英语进行工作、沟通和学术交流的能力。同样,四、六级考试也进行了一系列的改革:增加听说环节、加强主观题考查力度、写作题材转向应用文等。

大学英语教学改革的目标是切实提高广大学生的英语实际运用能力,而大学英语四、六级考试改革则旨在科学、有效地评估广大考生的英语水平及其实际运用能力。考试和教学从来就不是一对矛盾,而是相互促进、相互依存的。作为从事大学英语教学的一线教师有必要、也有责任帮助学生掌握“大学英语教学基本要求”规定的教学内容,达到考试大纲所规定的目标,最终顺利通过大学英语四、六级考试。这也是本套丛书编写的根本目的。

根据参加考试同学的水平,本丛书分为三个系列,从低到高依次为:基础备考知识系列、专项能力提高系列、考前冲刺热身系列。三个系列间既彼此独立,又相互关联,每个系列按照知识内容分若干册,针对学生在学习和考试中的难点作出分析和指点,使用者可结合自身情况,从低系列到高系列选择使用,有针对性地提高自身知识薄弱的环节。

本套丛书由上海交通大学外国语学院的教师领衔编写,参编教师均为在大学英语教学一线从事多年教学的骨干教师,编写中参照了“大学英语教学基本要求”,认真分析了大学英语考试大纲所规定的各项考试要点及样题,根据我国英语学习者英语学习中犯错的特点以及母语对英语学习可能造成的负面影响,在精讲的基础上设计了大量的练习。整套丛书具有较强的实用性和针对性,希望广大同学通过大量的操练、实践,达到学习掌握这些语言点和语言技能的目的。

作为正常课堂教学的补充,希望本丛书能有助于大学英语学习者打好语言基础,在学习语言、了解文化的同时,达到考纲要求,顺利通过大学英语四、六级考试。

上海交通大学外国语学院

王同顺

## 前 言

本书将大学英语四级完形填空和改错的内容分布到一个学期的16周,既有对考试方法和技巧的简要概括和总结,更有全方位、由浅入深的练习,使读者循序渐进地了解、熟悉和掌握四级完形填空和改错的题型特点和基本解题技巧。

1到10周的内容集中在完形填空题型技巧的解析和训练。该部分包括完形填空的考点解析、解题技巧和解题方法的点拨以及按题材分类的练习。每周设计了5个练习和1个单元测试,练习题仅提供参考答案。单元测试代表了典型的考题,因而提供了详细的解析,方便读者研究学习。练习编排上由浅入深、由易到难。7到10周作为完形填空集中练习部分,按题材和难易程度分为英美文化篇、教育篇、经济篇等。读者在大量的有针对性的练习中,提高语言水平和解题能力,减少和避免考试当中该部分的失分。

短文改错作为完形填空的置换题型,在实考试卷中只能是二者取其一,它在考试中所占分值比例应该与完形填空一样。尽管到目前为止,短文改错还未在实际的考试中出现过,但作为一种新题型,我们还是要给予足够的关注和了解。本书的11到15周侧重短文改错题型的特点、考点、解题技巧及解题步骤。以语法和翻译技巧为出发点,每周设计了5篇短文改错练习题和1个单元测试。单元测试则进行了详细的解析,方便读者学习和参考。

本书的作者都是多年来在大学英语教学和考试辅导第一线上工作的中青年大学英语教师,教学经验丰富,教学资料详尽,态度严谨,教学科研能力较强,为本书质量提供了最可靠的保证。我们希望藉此书帮助更多的同学提高语言能力、顺利通过考试,取得理想的成绩。

本书编写出版过程中,承蒙上海交通大学、上海电力学院、上海大学以及上海外国语大学的多位老师以及上海交通大学出版社编辑部各位老师的大力支持,在此表示感谢。

编 者

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## Week 1

### 四级完形命题分析

大学英语四级考试完形填空的文章一般不会太长(240~300 单词),基本上都是以议论文和说明文为主,极个别时会有夹叙夹议,有时也会有叙述文出现。文章有鲜明的主题,结构完整,层次清晰,通常采用总分结构,一般来说第一句都是主题句。题目的设置不偏不怪,每隔 4~15 个词会有一个空,任何一个空都是整篇文章的有机部分;做题时不仅要考虑题目所在的句子,更要考虑上下文乃至整篇文章的信息背景。

#### 热身训练

##### Exercise 1

More and more students want to study in “hot” majors. 1 a result, many students want to 2 their interests and study in these 3 such as foreign languages, international business and law, etc.

Fewer and fewer students choose scientific majors, 4 maths, physics and biology, and art majors, 5 history, Chinese and philosophy.

6 students can study in these “hot” majors, because the number of these “hot” majors 7 limited.

If one 8 interest in his work or study, 9 can he do well? I 10 this from one of my classmates. He is 11 the countryside. His parents are farmers. Though he 12 biology, he chose “international business”. He 13 to live a life which is different 14 of his parents.

In the end, he found he 15 in doing business. He found all the subjects to be 16. 17 this wouldn't have happened if he had chosen his major according to his own interests.

Choosing a major in university 18 decide one's whole life. Majors 19 are not “hot” today may become the “hot” major of tomorrow.

Choosing your major according to your own 20 is the best way to succeed.

- |               |           |           |           |
|---------------|-----------|-----------|-----------|
| 1. A) Being   | B) For    | C) Having | D) As     |
| 2. A) give up | B) appear | C) give   | D) master |

- |                         |                        |                       |                             |
|-------------------------|------------------------|-----------------------|-----------------------------|
| 3. A) place             | B) room                | <u>C) areas</u>       | D) space                    |
| 4. A) for example       | <u>B) such as</u>      | C) and so on          | D) as a result              |
| 5. <u>A) even</u>       | B) like                | C) just               | D) or                       |
| 6. A) Only a few        | B) Quite a few         | C) Perhaps            | D) Many                     |
| 7. A) is                | <u>B) are</u>          | C) would be           | D) have been                |
| 8. <u>A) had no</u>     | B) had                 | C) has no             | D) has                      |
| 9. A) why               | <u>B) and what</u>     | <u>C) how</u>         | D) and how                  |
| 10. A) suggested        | B) guessed             | C) searched           | <u>D) learned</u>           |
| 11. A) out of           | B) off                 | C) in                 | <u>D) from</u>              |
| 12. A) studied          | B) likes               | C) learns             | <u>D) succeeds to study</u> |
| 13. <u>A) wants</u>     | <u>B) doesn't want</u> | C) enjoys             | D) doesn't like             |
| 14. A) from which       | <u>B) from that</u>    | C) for which          | D) for that                 |
| 15. A) was interested   | <u>B) was clever</u>   | C) was not interested | D) was not clever           |
| 16. A) lovely           | B) rare                | <u>C) obvious</u>     | D) tiresome                 |
| 17. <u>A) So</u>        | B) Then                | C) Just then          | <u>D) Maybe</u>             |
| 18. A) can              | B) does not            | <u>C) probably</u>    | D) perhaps not to           |
| 19. A) on which         | B) in which            | <u>C) which</u>       | D) —                        |
| 20. <u>A) interests</u> | B) experience          | C) mind               | D) heart                    |

## Exercise 2

According to BT's futurologist, Ian Pearson, these are among the developments scheduled for the first few decades of the new millennium(a period of 1,000 years), when supercomputers will dramatically accelerate progress in all areas of life.

Pearson has 1 together to work of hundreds of researchers around the world to produce a 2 millennium technology calendar that gives the latest dates when we can expect hundreds of key 3 and discoveries to take place. Some of the biggest developments will be in medicine, including an 4 life expectancy and dozens of artificial organs 5 into use between now and 2040.

Pearson also 6 a breakthrough in computer human links. "By linking 7 to our nervous system, computers could pick up 8 we feel and, hopefully, simulate 9 too so that we can start to 10 full sensory environments, rather like the holidays in Total Recall or the Star Trek holodeck," he says.

But that, Pearson points 11, is only the start of man-machine 12: "It will be the beginning of the long process of integration that will 13 lead to a fully electronic human before the end of the next century." 14 his research, Pearson is able to put dates to most of the breakthroughs that can be predicted. However, there are still no 15 for when faster-than-light travel will be 16, or when human cloning will be perfected, or when time travel will be possible.

But he does 17 social problems as a result of technological advances. A boom in neighborhood surveillance cameras will, for example, 18 problems in 2010, while the arrival of synthetic

19 robots will mean people may not be able to 20 between their human friends and the droids. And home appliance will also become so smart that controlling and operating them will result in the breakout of a new psychological disorder-kitchen rage.

- |                     |               |               |                  |
|---------------------|---------------|---------------|------------------|
| 1. A) taken         | B) pieced     | C) kept       | D) made          |
| 2. A) complicated   | B) delicate   | C) subtle     | D) unique        |
| 3. A) breakthroughs | B) findings   | C) events     | D) incidents     |
| 4. A) expanded      | B) extended   | C) enlarged   | D) enriched      |
| 5. A) being         | B) becoming   | C) carrying   | D) coming        |
| 6. A) schedules     | B) plans      | C) predicts   | D) designs       |
| 7. A) directly      | B) instantly  | C) precisely  | D) automatically |
| 8. A) that          | B) how        | C) what       | D) all           |
| 9. A) thinking      | B) hearing    | C) sight      | D) feeling       |
| 10. A) form         | B) develop    | C) find       | D) undertake     |
| 11. A) out          | B) at         | C) to         | D) toward        |
| 12. A) program      | B) production | C) experiment | D) integration   |
| 13. A) finally      | B) ultimately | C) utterly    | D) absolutely    |
| 14. A) Through      | B) Though     | C) During     | D) By            |
| 15. A) forecasts    | B) articles   | C) stories    | D) meetings      |
| 16. A) advisable    | B) affordable | C) available  | D) valuable      |
| 17. A) solve        | B) arose      | C) exercise   | D) expect        |
| 18. A) confront     | B) cause      | C) witness    | D) collect       |
| 19. A) lovely       | B) likely     | C) lifelike   | D) lively        |
| 20. A) distinguish  | B) differ     | C) diagnose   | D) deviate       |

### Exercise 3

In the month of September, in Britain, you may see large numbers of birds 1 on roofs and telegraph wires. These birds are swallows. They are 2 together because, very soon, they will be flying 3 to much warmer lands, where they will find 4 the small flying insects on which they 5. There are no such insects 6 in Britain during the winter; it is 7 cold for them.

The swallows settle, fly, swoop, and 8 again. This they do many times, for they are making short 9 flights in order to be fit for the long journey 10 them.

11 of these migrating birds leave Britain in the autumn. They fly 12 for hundreds of miles 13 they reach the warm lands of Africa. But not all the birds get there, for many of them perish in the stormy weather they meet with 14.

In the spring of the following year they 15 the long and tiring journey back to Britain. They return to the identical barn or tree in the 16 district which they had left the 17 autumn. How do these birds find their 18 there and back over such vast distances? Nobody knows exactly 19, but it has something to do 20 winds and air currents.

- |                       |                    |                   |                |
|-----------------------|--------------------|-------------------|----------------|
| 1. A) being perched   | B) perched         | C) being perching | D) be perched  |
| 2. A) gathering       | B) assembling      | C) waiting        | D) forming     |
| 3. A) to south        | B) the south       | C) to southwards  | D) south       |
| 4. A) great number of | B) a great deal of | C) plenty of      | D) numerous    |
| 5. A) feed            | B) are fed         | C) eat            | D) rely        |
| 6. A) near            | B) about           | C) nearby         | D) over        |
| 7. A) too             | B) a bit           | C) very           | D) much        |
| 8. A) fly off         | B) swoop           | C) settle         | D) turn back   |
| 9. A) practical       | B) practicing      | C) practice       | D) practised   |
| 10. A) in advance     | B) ahead of        | C) in front of    | D) in front    |
| 11. A) Swarms         | B) Herds           | C) Flocks         | D) Schools     |
| 12. A) firmly         | B) stoutly         | C) harshly        | D) steadily    |
| 13. A) until          | B) before          | C) when           | D) as          |
| 14. A) in the way     | B) on the way      | C) half the way   | D) all the way |
| 15. A) have           | B) fly             | C) find           | D) make        |
| 16. A) old            | B) original        | C) familiar       | D) identical   |
| 17. A) before         | B) previous        | C) above          | D) former      |
| 18. A) way            | B) path            | C) course         | D) route       |
| 19. A) why            | B) when            | C) how            | D) what        |
| 20. A) against        | B) away            | C) for            | D) with        |

#### Exercise 4

Exercise is good for you, but most people really know very little about how to exercise properly. 1 when you try, you can run into trouble.

Many people 2 that when specific muscles are exercised, the fat in the neighbouring area is “3 up”. Yet the 4 is that exercise burns fat from all over 5.

Studies show muscles which are not 6 lose their strength very quickly. To regain it needs 48 to 2 hours and exercise every other day will 7 a normal level of physical strength.

To 8 weight you should always “work up a good sweat” when exercising. 9 sweating only 10 body temperature to prevent over heating. This is 11 water loss. 12 you replace the liquid, you replace the 13.

Walking is the best and easy-to-do exercise. It helps the circulation of blood 14 the body, and has a direct 15 on your overall feeling of health. Experience says that 20 minutes’ 16 17 is minimum amount.

18 your breathing doesn’t return to normal state within minutes after you finish 19, you’ve done 20.

- |                  |            |         |         |
|------------------|------------|---------|---------|
| 1. A) While      | B) When    | C) As   | D) So   |
| 2. A) understand | B) believe | C) hope | D) know |

- |                  |                |                |              |
|------------------|----------------|----------------|--------------|
| 3. A) built      | B) burned      | C) piled       | D) grown     |
| 4. A) reply      | B) possibility | C) truth       | D) reason    |
| 5. A) arm        | B) leg         | C) stomach     | D) body      |
| 6. A) exercised  | B) examined    | C) protected   | D) cured     |
| 7. A) lose       | B) raise       | C) burn        | D) keep      |
| 8. A) lose       | B) gain        | C) keep        | D) burn      |
| 9. A) Certainly  | B) No          | C) Fortunately | D) Probably  |
| 10. A) raises    | B) reduces     | C) destroys    | D) keeps up  |
| 11. A) how       | B) why         | C) nothing but | D) more than |
| 12. A) While     | B) Once        | C) As          | D) Whenever  |
| 13. A) weight    | B) muscle      | C) sweat       | D) strength  |
| 14. A) over      | B) around      | C) throughout  | D) with      |
| 15. A) effect    | B) use         | C) usage       | D) affect    |
| 16. A) education | B) sleep       | C) exercise    | D) rest      |
| 17. A) one day   | B) a day       | C) everyday    | D) someday   |
| 18. A) But if    | B) But         | C) If          | D) And if    |
| 19. A) working   | B) walking     | C) exercising  | D) breathing |
| 20. A) enough    | B) much        | C) too much    | D) much too  |

### Exercise 5

Reading involves looking at graphic symbols and formulating mentally the sounds and ideas they represent. Concepts of reading have changed 1 over the centuries. During the 1950's and 1960's especially, increased attention has been devoted to 2 the reading process. 3 specialists agree that reading 4 a complex organization of higher mental 5, they disagree 6 the exact nature of the process. Some experts, who regard language primarily as a code using symbols to represent sounds, 7 reading as simply the decoding of symbols into the sounds they stand 8.

These authorities 9 that meaning, being concerned with thinking, must be taught independently of the decoding process. Others maintain that reading is 10 related to thinking, and that a child who pronounces sounds without 11 their meaning is not truly reading. The reader, 12 some, is not just a person with a theoretical ability to read but one who 13 reads.

Many adults, although they have the ability to read, have never read a book in its 14. By some expert they would not be 15 as readers. Clearly, the philosophy, objectives, methods and materials of reading will depend on the definition one use. By the most 16 and satisfactory definition, reading is the ability to 17 the sound-symbols code of the language, to interpret meaning for various 18, at various rates, and at various levels of difficulty, and to do 19 widely and enthusiastically. 20 reading is the interpretation of ideas through the use of symbols representing sounds and ideas.

1. A) substantively      B) substantially      C) substitutively      D) subjectively

- |                            |                               |
|----------------------------|-------------------------------|
| 2. A) define and describe  | B) definition and description |
| C) defining and describing | D) have defined and described |
| 3. A) Although             | B) If                         |
| C) Unless                  | D) Until                      |
| 4. A) involves             | B) involves to                |
| C) is involved             | D) involves of                |
| 5. A) opinions             | B) effects                    |
| C) manners                 | D) functions                  |
| 6. A) of                   | B) about                      |
| C) for                     | D) into                       |
| 7. A) view                 | B) look                       |
| C) reassure                | D) agree                      |
| 8. A) by                   | B) to                         |
| C) off                     | D) for                        |
| 9. A) content              | B) contend                    |
| C) contempt                | D) contact                    |
| 10. A) inexplicably        | B) inexpressibly              |
| C) inextricably            | D) inexpediently              |
| 11. A) interpreting        | B) saying                     |
| C) explaining              | D) reading                    |
| 12. A) like                | B) for example                |
| C) according to            | D) as                         |
| 13. A) sometimes           | B) might                      |
| C) practical               | D) actually                   |
| 14. A) entire              | B) entirety                   |
| C) entirely                | D) entity                     |
| 15. A) classed             | B) granted                    |
| C) classified              | D) graded                     |
| 16. A) inclusive           | B) inclinable                 |
| C) conclusive              | D) complicated                |
| 17. A) break up            | B) elaborate                  |
| C) define                  | D) unlock                     |
| 18. A) purposes            | B) degrees                    |
| C) stages                  | D) steps                      |
| 19. A) such                | B) so as                      |
| C) so                      | D) such as                    |
| 20. A) By the way          | B) In short                   |
| C) So far                  | D) On the other hand          |

## 参考答案

### Exercise 1

1-5 DACBB      6-10 AACCD      11-15 DBABC      16-20 DDBCA

### Exercise 2

1-5 BDABD      6-10 CACDB      11-15 ADBAA      16-20 CDBCA

### Exercise 3

1-5 BADCA      6-10 BACCB      11-15 CDABD      16-20 DBACD

### Exercise 4

1-5 DCBCD      6-10 ADABB      11-15 CBACA      16-20 CBACC

### Exercise 5

1-5 BCAAD      6-10 BADBA      11-15 ACDBC      16-20 CDACB

## 自主测试

For many people today, reading is no longer relaxation. To keep up their work they must read letters, reports, trade publications, interoffice communications, not to mention newspapers and magazines: a never-ending flood of words. In 1 a job or advancing in one, the ability to read and comprehend 2 can mean the difference between success and failure. Yet the unfortunate fact is that most of us are 3 readers. Most of us develop poor reading 4 at an early age, and never get over them. The main deficiency 5 in the actual stuff of language itself—words. Taken individually, words have 6 meaning until they are strung together into phrases, sentences and paragraphs. 7, however, the untrained reader does not read groups of words. He laboriously reads one word at a time, often regressing to 8 words or passages. Regression, the tendency to look back over 9 you have just read, is a common bad habit in reading. Another habit which 10 down the speed of reading is vocalization—sounding each word either orally or mentally as 11 reads. To overcome these bad habits, some reading clinics use a device called an 12, which moves a bar (or curtain) down the page at a predetermined speed. The bar is set at a slightly faster rate 13 the reader finds comfortable, in order to “stretch” him. The accelerator forces the reader to read fast, 14 word-by-word reading, regression and subvocalization, practically impossible. At first 15 is sacrificed for speed. But when you learn to read ideas and concepts, you will not only read faster, 16 your comprehension will improve. Many people have found 17 reading skill drastically improved after some training. 18 Charlee Au, a business manager, for instance, his reading rate was a reasonably good 172 words a minute 19 the training, now it is an excellent 1,378 words a minute. He is delighted that how he can 20 a lot more reading material in a short period of time.

- |                    |                  |               |                  |
|--------------------|------------------|---------------|------------------|
| 1. A) applying     | B) doing         | C) offering   | D) getting       |
| 2. A) quickly      | B) easily        | C) roughly    | D) decidedly     |
| 3. A) good         | B) curious       | C) poor       | D) urgent        |
| 4. A) training     | B) habits        | C) situations | D) custom        |
| 5. A) lies         | B) combines      | C) touches    | D) involves      |
| 6. A) some         | B) a lot         | C) little     | D) dull          |
| 7. A) Fortunately  | B) In fact       | C) Logically  | D) Unfortunately |
| 8. A) reuse        | B) reread        | C) rewrite    | D) recite        |
| 9. A) what         | B) which         | C) that       | D) if            |
| 10. A) scales      | B) cuts          | C) slows      | D) measures      |
| 11. A) some one    | B) one           | C) he         | D) reader        |
| 12. A) accelerator | B) actor         | C) amplifier  | D) observer      |
| 13. A) then        | B) as            | C) beyond     | D) than          |
| 14. A) enabling    | B) leading       | C) making     | D) indicating    |
| 15. A) meaning     | B) comprehension | C) gist       | D) regression    |

- |                |            |            |                |
|----------------|------------|------------|----------------|
| 16. A) but     | B) nor     | C) or      | D) for         |
| 17. A) our     | B) your    | C) their   | D) such a      |
| 18. A) Look at | B) Take    | C) Make    | D) Consider    |
| 19. A) for     | B) in      | C) after   | D) before      |
| 20. A) master  | B) go over | C) present | D) get through |

## 🔊 参考答案与解析

1. D)。本句意思是“谁如果想谋得一份差事”。applying 后需加 for, 意思是“申请”; doing(做); offering(提供)。此三项均不符题意, 只有 getting(获得)符合文义。
2. A)。本句意为“快速阅读与理解的能力, 是关系到成败的关键所在”, 只有 quickly 与原意吻合。easily(容易地), roughly(粗略地), decidedly(果断地)均与原文内容不符。
3. C)。英语中, 阅读速度快的人称为 good reader, 反之, 就是 poor reader。根据上下文的内容, 多数人都属于 poor reader, 因此选 C), 其他选项不妥。
4. B)。此处的意思是“大多数人早期养成看书慢的习惯”, 因此选 habits(习惯)。training(训练, 培训), situations(形势), custom(风俗习惯)与上下文的意思不吻合。
5. A)。此处说的是“主要的困难在于语言的自身要素, 即单词”。combines(联合), touches(接触), involves(包括), 这三项的词义与原文不符。而 lies 与 in 构成搭配, 意为“在于……”。
6. C)。这里的意思是“如果单个地看这些词, 它们并没有什么意义”。some(有点), a lot(许多), dull(单调的), 此三项不合题意。只有 little(很少)是否定词, 合乎逻辑。
7. D)。此句要表达作者对未受过阅读训练的人的不良习惯感到遗憾。Fortunately(幸运地), In fact(事实上), Logically(合乎逻辑地), 均不妥。Unfortunately(不幸地)合乎句义。
8. B)。此句意为“在阅读时经常重读(反复读)”, 因此, 选 reread(重读)。reuse(再使用), rewrite(改写), recite(背诵), 都不符合文义。
9. A)。此处所填的词既是 look back over 的宾语, 又是 you have just read 的宾语, 只有 what 能充当这种双重成分。
10. C)。scales down(按比例减少), cuts down(削减), 此两项不合题意。measures 不能与 down 搭配。只有 slow 与 down 搭配的意思“放慢”, 在此合适。
11. B)。本段前文已经出现 you, 在此选 one(泛指人们, 我们, 你)来代替 you。some one 无此用法。如果用 reader, 前面应加定冠词。he 不能与该段逻辑一致。
12. A)。文章中所讲的训练快速阅读所使用的工具必然与提高阅读速度有关, 因此选 accelerator(快读器)。actor(演员), amplifier(放大器), observer(观察者)都不符合文义。
13. D)。前面的 faster 决定了应当选 than, 构成比较级。
14. C)。此句意为“快速阅读器迫使你加快阅读速度, 使你再也不能逐字阅读, 回顾前文内容或者默读”。enabling 相当于 making possible; leading(引导), indicating(指出, 表明)都不合题意。只有 making(使, 使得)最合适。
15. B)。这里的意思是“速读最初会影响理解”, 所以选 comprehension(理解力)。meaning(意义, 意思), 指词或词组表示的意义; gist(大意, 要旨), regression(回顾)不符合文义。

16. A)。与前半句中的 not only 相呼应,构成句式“不仅……而且……”,只有选 but,而 nor, or 或 for 均不能构成固定用法。
17. C)。本句中的主语是第三人称复数,物主代词必然是 their。
18. B)。take 与后面的 for instance 构成短语,意为“以……例”,其他三项不能构成搭配。
19. D)。这里提到受训之前与受训之后进行比较、对比,因此选 before。
20. D)。此处意为“在较短时间内,读完众多的材料”。master(掌握),go over(复习),present(呈现,展现),此三项均不妥;只有 get through (读完)最恰当。



## Week 2

### 四级完形考点透视(1)

完形填空主要测试考生综合运用语言的能力,包括词汇、语法的运用能力、对篇章的理解能力及语篇的逻辑推理能力。

#### 词汇运用的能力

- 考查固定搭配:固定搭配是四级完形填空必考的内容,主要包括动词短语、名词短语、形容词短语、介词短语以及其他的习惯性搭配。
- 考查词义辨析:四个选项词性相同、意义相近的情况下,要求我们在特定的语境中区分它们之间的细微差别。一般说来,其中的两个选项容易排除,难辨的是另外两个。词义的辨析和使用有几个误区:只知其一,不知其他;只知大概,不知具体;只知认词,不知辨词;只知词义,不知使用;用中文的思维,替代英文词的词义。
- 考查形近词的辨析:形近词一直是词汇考查中的重点,所考词汇也多是大纲中的高频词,因为形近所以给选择造成了很大的干扰。

#### 热身训练

##### Exercise 1

The war against Iraq will in itself increase instability in the area. So a precondition for 1 peace and security must be a concerted attempt 2 the United Nations, 3 by the members of the present coalition, to reduce the 4 level of armaments in the Middle East and 5 the supply of new weapons from outside. At present, partly 6 a result of the Gulf crisis, exactly the 7 is happening.

Britain, the United States and France are competing to sell arms to their Arab partners, 8 the crisis has shown that weapons cannot provide them with 9. Kuwait, for example, spent billions 10 weapons from the West and from the Soviet Union. 11 one was used 12 the Iraqi invasion, because Washington did not 13 the CIA's warning of an attack.

All the Western governments agree that there is no chance of 14 peace and security in the Middle East 15 a solution of the Palestine (巴勒斯坦) problem. It is not 16 that before the

war is over Israel may have 17 all the Palestinians from the West Bank. This will make a settlement even more 18. These are 19 problems for the distant future. They have to be faced 20 the war with Iraq is over, hopefully in a few weeks at most.

- |                    |                  |                 |               |
|--------------------|------------------|-----------------|---------------|
| 1. A) restocking   | B) reengaging    | C) restoring    | D) reentering |
| 2. A) for          | B) in            | C) by           | D) with       |
| 3. A) led          | B) leading       | C) directing    | D) joining    |
| 4. A) establishing | B) existing      | C) constructing | D) developing |
| 5. A) control      | B) controlling   | C) controls     | D) to control |
| 6. A) with         | B) as            | C) for          | D) from       |
| 7. A) opposite     | B) different     | C) contrary     | D) similar    |
| 8. A) since        | B) when          | C) although     | D) despite    |
| 9. A) security     | B) secure        | C) insecurity   | D) securities |
| 10. A) in          | B) for           | C) on           | D) with       |
| 11. A) Frequently  | B) Consequently  | C) Therefore    | D) Scarcely   |
| 12. A) with        | B) against       | C) to           | D) for        |
| 13. A) pass on     | B) hand down     | C) hand out     | D) pass over  |
| 14. A) last        | B) remaining     | C) lasting      | D) continued  |
| 15. A) unless      | B) until         | C) without      | D) due to     |
| 16. A) probable    | B) possible      | C) infeasible   | D) impossible |
| 17. A) driven away | B) been expelled | C) removed      | D) moved away |
| 18. A) hard        | B) difficult     | C) problematic  | D) impossible |
| 19. A) still       | B) any more      | C) no longer    | D) altogether |
| 20. A) as soon as  | B) before long   | C) unless       | D) until      |

## Exercise 2

When women do become managers, do they bring a different style and different skills to the job? Are they better, or worse, managers than men? Are women more highly motivated and 1 than male managers?

Some research 2 the idea that women bring different attitudes and skills to management jobs, such as greater 3, an emphasis on affiliation and attachment, and a 4 to bring emotional factors to bear 5 making workplace decisions. These differences are 6 to carry advantages for companies, 7 they expand the range of techniques that can be used to 8 the company manage its workforce 9. Study commissioned by the International Women's Forum 10 a management style used by some women managers (and also by some men) that 11 from the command-and-control style 12 used by male managers. Using this "interactive leadership" approach, "women 13 participation, share power and information, 14 other people's self-worth, and get others excited about their work. All these 15 reflect their belief that allowing 16 to contribute and to feel 17 and important is a win-win 18—good for