

大学英语四级 综合特训

新东方考试研究中心 编著

- ✓ 涵盖完型、翻译、简答三种题型
- ✓ 分类点拨解题技巧 突出考点
- ✓ 全真模拟训练 再现考试情景
- ✓ 归纳惯用搭配 学习事半功倍



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大学英语四、六级考试已经全面改革，计分体制改为了710分标准分制。2006年6月进行了第一次试点院校新四级考试，2006年11月《大学英语四级考试大纲（2006修订版）》正式公布，2006年12月开始全面实施改革后的四级考试。为了帮助考生全面了解并从容应对改革后的四级考试，新东方考试研究中心特根据“最新四级考试大纲”编写了“冲击710分”系列丛书。本丛书紧扣四、六级考试改革要求，深入剖析四、六级考试新题型，是集指导、练习于一体的特训练习册。

本丛书之一的《大学英语四级综合特训》紧扣四级改革要求，全面深入地解析了完形填空、简答和翻译三种题型。本书特点如下：

透析新题型，传授真技巧

本书全面而系统地剖析了四级综合测试部分的三种题型，于细微处着眼，层层分析，一一击破，为考生更快、更好地突破四级综合测试部分提供制胜之道。

本书前三章全面介绍了三种题型的设置及评分标准，并为考生提供了根据不同题型量身定做的实用应试技巧。在介绍了解题步骤和应试技巧等理论知识后，密切结合实际，通过对历年四级真题的详尽解析向考生具体介绍各个步骤和技巧的操作方法。

由点及面，归纳考点

本书严格按照最新考试大纲编写，精心挑选了大部分习题，供考生在前三章的“第三节 专项练习”中对各题型一一突破，并在“第四章 模拟考场”中进行考前热身训练。书中所收录的大部分习题在解析之后附有相关的考点归纳，总结以往考试中出现过的相关词组、相近句型、经典语法等，如随堂老师般授业解惑，拓展考生解题思路，培养考生举一反三的学习技能。

本书得以顺利完成，要特别感谢世纪友好工作室的金利、蒋志华、何静、周利芬、李岩岩、张继龙、黄娜、袁士情、赵兴涛等老师。他们对英语教学和研究的热爱和投入才使得本书能在第一时间与考生见面。

相信考生在深入了解各个题型且掌握重要考点及有效的技巧后，定能从容应对四级考试的综合测试。最后，祝所有备战四级的考生征途顺利，马到成功！

新东方考试研究中心

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第一章 完形填空

第一节 题型分析

一、题型介绍

完形填空的目的是测试考生综合运用语言的能力,即理解篇章和正确使用词汇、语法的能力。该部分的基本形式是:在一篇题材熟悉、难度适中的短文(220~260词)内留有20个空白,每个空白为一题,每题四个选项,要求考生在全面理解内容的基础上选择一个最佳答案,使短文的意思和结构恢复完整。一般来说,做题时间为15分钟,分值比例为10%。完形填空题有如下特点:

1. 考查考生对文章的整体理解。文章中被抽去的20个空并不影响考生对整篇文章的理解和对主旨的把握,如果考生无法做到把整篇文章看作一个整体去理解,就很难根据上下文选出正确的答案。
2. 考查考生正确运用词汇和语法的能力。文章中每个词的选择除了需要考生考虑上下文以外,还需要考生使用自己的词汇、语法知识,看句子结构、词语搭配等是否正确、恰当。

二、真题分析

完形填空题真题分析

考试时间	体裁	题材	词数	题 型			
				词义 辨析题	惯用 搭配题	逻辑 衔接题	语法 结构题
2012.6	议论文	社会生活	298	13	5	2	0
2011.12	议论文	社会生活	284	14	2	3	1
2011.6	议论文	社会生活	278	13	5	1	1
2010.12	议论文	社会生活	235	13	3	4	0
2010.6	说明文	社会文化	242	15	2	2	1
2009.12	说明文	社会生活	275	17	2	0	1
2009.6	说明文	社会生活	267	10	4	6	0
2008.12	议论文	文化教育	250	16	1	3	0
2008.6	说明文	文化教育	221	11	7	2	0
2007.12	说明文	科普环境	229	14	2	4	0

续表

考试时间	体裁	题材	词数	题 型			
				词义 辨析题	惯用 搭配题	逻辑 衔接题	语法 结构题
2007.6	议论文	社会生活	255	12	4	3	1
2006.12	议论文	文化教育	261	13	3	4	0
2006.6	说明文	科普环境	295	8	5	6	1
2005.12	说明文	医疗健康	277	12	3	3	2
2004.12	议论文	社会生活	207	13	5	0	2
2004.6	议论文	文化教育	214	9	2	8	1
2003.12	议论文	文化教育	246	7	4	8	1
总数	/	/	平均 255	210	59	59	12
比例	/	/	/	61.8%	17.3%	17.3%	3.6%

通过分析历年真题,我们将完形填空的命题规律总结如下:

1. 文章特点:体裁以议论文和说明文为主。题材涉及文化教育、科普环境、医疗健康等,其中与考生密切相关的文化教育选材的重点。
2. 考查题型:完形填空有四种题型——词义辨析题、惯用搭配题、逻辑衔接题和语法结构题。从真题统计分析来看,词义辨析题、惯用搭配题和逻辑衔接题是考查的重点。

第二节 应试技巧

一、词义辨析题

词义辨析题主要是对实义词的辨析。此类题的四个选项或词形相似,如 begin 和 benign; 或词义相近,如 speak 和 talk, 需要考生具备一定的阅读辨识能力,能够结合上下文提供的信息,分辨选项之间的细微差别,作出正确选择。

例1:

Children in low-income families and poor communities are less likely to take organized youth sports for granted because they often lack the resources needed to pay for participation 72, equipment, and transportation to practices and games...(CET-4, 2008.12)

72. [A] bill [C] fees

[B] accounts [D] fare

解析:

选C, 词义辨析题。本题由participation _____, equipment, and transportation 可知此处应选与equipment和transportation构成同义复现的词, participation fee指“参与费用”, fee意为“费(如会费、学费等)”, 故选C。bill意为“账单”, account意为“账目”, fare意为“车船费”。



- 通过判断逻辑关系确定答案。主要通过连接词判断逻辑关系, 这些连接词对理解句子的结构和意思有很大的帮助。如: 表并列关系的连接词(and, or等)的前后应为语法意义相同的词; 表转折关系的连接词(but, however等)前后应为反义或意思相对的词。
- 通过常识或结合生活中的习惯思维或说法来确定答案。如: 对于“竞争”, 我们习惯上会说“激烈的竞争”, 英语中也有相对应的表达“fierce competition”。
- 养成看英文释义的习惯。由于文化背景和语言的差异, 英语单词的一些意义无法用汉语表达出来, 很多汉语释义无法确切体现出英语单词之间的细微差异, 因此要根据单词本身的英文释义来理解单词的含义, 进而区分同义词之间的细微差别。

二、惯用搭配题

惯用搭配题主要考查动词与介词的搭配, 也包括名词、形容词与介词的搭配, 动词和名词的搭配, 以及一些习惯短语的搭配等。

例2:

The emphasis given to each of these functions varies from university to university, according to the views of the people in 69 and according to the resources available. (CET-4, 2008.6)

69. [A] prospect [C] control
[B] place [D] favor

解析:

选C, 惯用搭配题。in control意为“控制, 掌握, 管理”, 原句意为“由于管理的人观点不同和可用的资源不同...”, 故选C。in prospect意为“可期待; 在考虑中”, in place意为“在适当的地方, 适当地”, in favor of意为“赞同; 有利于”。



- a. 如果所考查搭配的主词相同,而介词或副词不同(即要求空格处填入与主词搭配的介词或副词),可根据介词与副词本身的含义推测搭配的意思。介词或副词一般表示地点、方向、方法、来源等,在遇到不熟悉的搭配时,如掌握了其中介词或副词的含义,就不难猜出整个搭配的意思。如:hang on和hang up,介词on意为“在…之上,一直”,表示一种静态,介词up表示一种动态的“向上”,这样hang on就可理解为“坚持(一直挂着)”,hang up就可理解为“把…挂起来”。因此,考生在复习时,应尽量熟悉常用介词或副词的含义,注意在例句语境中把握易混淆短语或搭配之间的不同含义。
- b. 平常多注意相同主词不同搭配之间的细微区别,如:for a moment(一会儿,片刻)和for the moment(暂时,目前)。还需注意积累那些不能从字面上直接看出意义的短语、习语等,如:in the light of(按照,根据)。这些往往都是考点。

三、逻辑衔接题

逻辑衔接题是完形填空中最复杂的题型,它往往和其他三种题型交融在一起,全面考查考生对文章的理解和把握。有些题目,如果只从单句或单个段落入手,很难作出正确的判断。因此,考生要对文章进行整体把握,分析句与句或段与段之间的内在逻辑关系,甚至了解整篇文章的主旨与风格。在完形填空的短文中,空格所在的句子通常与上下文构成指代、补充、列举、递进、转折、因果、比较、对比、让步等逻辑关系。我们可以通过相关的连接词,或某些行文结构,如各种复现现象,找到这些逻辑关系。

完形文章中的复现现象指的是某些词汇或内容以一定形式在上下文中重复出现,包括原词复现,同义词、反义词复现,概括词复现,代词复现,结构复现,与语篇话题相关、意义相关词汇的复现等。

常见的连词有:

1. 表并列: and, or
2. 表让步或转折: although, but, however, nevertheless, nonetheless, though, yet, still, in spite of, in any case
3. 表原因: because, since, as, now that...
4. 表结果: as a result, so, therefore, thus, hence, accordingly, consequently

5. 表对照: by contrast, in comparison, to the contrary, on the contrary, in contrast, by comparison
6. 表条件: in case, if, unless, so /as long as, so far as, on condition (that), provided (that), given that
7. 表补充和递进: also, further, furthermore, likewise, moreover, in addition, too, either, neither, not...but..., not only...but also...

例3:

Thus, for example, we should expect to see consumers in a positive mood state evaluate products in more of a favorable manner than they would when not in such a state. 80, mood states appear capable of enhancing a consumer's memory. (CET-4, 2007.12)

80. [A] However [C] Moreover
[B] Otherwise [D] Nevertheless

解析:

选C, 逻辑衔接题。此句与前一句在逻辑上是递进关系, 该句意为“此外, 心情状态可以增强消费者的记忆”, moreover意为“此外”, 故选C。however意为“无论如何”, otherwise表转折, 意为“否则”, nevertheless意为“然而”。

四、语法结构题

通过分析历年真题, 我们把完形填空题涉及的语法知识归纳为以下五类:

1. 句法: 如名词要用形容词、名词、冠词、非谓语动词、词组及定语从句修饰; 动词要用副词修饰; 及物动词后应加宾语等。
2. 从句: 主要涉及定语从句、宾语从句和状语从句, 主要考查连接词的选择以及从句的判别(区分定语从句和其他主从复合句)。
3. 非谓语动词: 包括对动词不定式、现在分词、过去分词和动名词充当不同句子成分的考查。
4. 主谓一致: 包括人称、数、时态、语态、语气等的一致。
5. 句型或句式结构: 包括简单句、并列句和复合句的区分, 对称结构、省略、倒装的辨别, 以及相关连接词的选择等。

例4:

The major portion of our education budget is spent on people below the age of 25. 77 people are changing their jobs, homes, partners and lifestyles more often than ever, they need opportunities to learn at every age.

(CET-4, 2009.12)

87. [A] When [C] Whether

[B] Until [D] Before

解析:

选A, 语法结构题。此空所在分句是句子的状语从句。本句句意为: 当人们开始比从前更频繁地更换工作、住处、伴侣和生活方式时, 他们在任何年龄都需要获得学习的机会。四个选项中只有when可以表示“当…时”, 故本题选A。

第三节 专项练习

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked [A], [B], [C] and [D]. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage 1

In every cultivated language, 1. [A] at [C] by
there are two great classes of words [B] with [D] through
which, taken together, comprise the 2. [A] study [C] stimulate
whole vocabulary. First, there are [B] imitate [D] learn
those words 1 which we become 3. [A] mates [C] members
acquainted in daily conversation, [B] relatives [D] fellows
which we 2, that is to say, from 4. [A] which [C] those
the 3 of our own family and from [B] that [D] ones
our familiar associates, and 4 we 5. [A] mind [C] care
should know and use even if we [B] concern [D] involve
could not read or write. They 5 the 6. [A] hire [C] adopt
common things of life, and are the [B] apply [D] use
stock in trade of all who 6 the 7. [A] Both [C] Such
language. 7 words may be called [B] Each [D] All
“popular”, since they belong to the 8. [A] right [C] share
[B] privilege [D] possession

people at large and are not the exclusive 8 of a limited class. On the other hand, our language 9 a multitude of words which are comparatively 10 used in ordinary conversation. Their meanings are known to every 11 person, but there is little 12 to use them at home or in the marketplace. Our 13 acquaintance with them comes not from our mother's 14 or from the talk of our schoolmates, 15 from books that we read, lectures that we 16, or the more 17 conversation of highly educated speakers who are discussing some particular 18 in a style appropriately elevated above the habitual 19 of everyday life. Such words are called "20", and the distinction between them and the "popular" words is of great importance to a right understanding of linguistic process.

- | | |
|------------------|-----------------|
| 9. [A] consists | [C] constitutes |
| [B] comprises | [D] composes |
| 10. [A] seldom | [C] never |
| [B] much | [D] often |
| 11. [A] breeding | [C] educated |
| [B] cultivating | [D] learning |
| 12. [A] prospect | [C] reason |
| [B] way | [D] necessity |
| 13. [A] primary | [C] principal |
| [B] first | [D] prior |
| 14. [A] tips | [C] lips |
| [B] mouth | [D] tongue |
| 15. [A] besides | [C] or |
| [B] and | [D] but |
| 16. [A] hear | [C] go |
| [B] attend | [D] listen |
| 17. [A] former | [C] formal |
| [B] formula | [D] formative |
| 18. [A] theme | [C] idea |
| [B] topic | [D] point |
| 19. [A] border | [C] degree |
| [B] link | [D] extent |
| 20. [A] used | [C] known |
| [B] learned | [D] new |

Passage 2

We have spoken of marriage as a formal contract. It should be noted, however, that this contract does not 1 the same form in different societies. In Western societies, the 2 of a man and a

- | | |
|------------------|-------------|
| 1. [A] make | [C] take |
| [B] get | [D] do |
| 2. [A] condition | [C] union |
| [B] difference | [D] divorce |

woman 3 given the status of legal marriage by being registered by an official 4 by the state. In some African cities, 5, marriage has nothing to do 6 an official registration of this kind but is legalized by the formal 7 of goods. Generally 8 is the bridegroom who is required to make a payment of goods to the bride's kin (亲戚), though 9 a payment is also made by the bridegroom's kin to 10 of the bride.

Among the Nuer, a 11 living in Southern Sudan, the payment made over to the bride's kin, 12 as bride-wealth, is in the 13 of cattle. Once the 14 of bride-wealth is agreed 15, and the formal payment is made, the marriage becomes a 16 union and the offspring of the union become the acceptable 17 of the husband. They remain 18 children even 19 the wife subsequently leaves him to live with 20 man.

3. [A] is [C] was
[B] are [D] were
4. [A] recognizing [C] recognizes
[B] recognize [D] recognized
5. [A] however [C] though
[B] yet [D] still
6. [A] with [C] for
[B] from [D] to
7. [A] exchange [C] communication
[B] contact [D] connection
8. [A] that [C] one
[B] this [D] it
9. [A] often [C] always
[B] sometimes [D] sometime
10. [A] that [C] those
[B] it [D] this
11. [A] person [C] man
[B] people [D] couple
12. [A] called [C] named
[B] known [D] looked
13. [A] shape [C] form
[B] size [D] type
14. [A] amount [C] figure
[B] number [D] volume
15. [A] upon [C] to
[B] with [D] for
16. [A] legal [C] direct
[B] casual [D] progressive
17. [A] bride [C] wealth
[B] cattle [D] children
18. [A] his [C] their
[B] her [D] one's
19. [A] before [C] while
[B] because [D] if
20. [A] other [C] more
[B] another [D] farther

Passage 3

Most people hate rock music. While I am not 1 nature an unreasonable or biased person, two 2 and striking personal experiences of rock music 3 the past two weeks have persuaded me that it has become a duty for those of us with enough common 4 to see its potential dangers to point them out. My first experience—perhaps a 5 one, but highly symptomatic (有征兆的)—was the realization that if I spoke to my teenage son when he was listening to rock music through headphones, he replied in an 6 loud voice, as if there was something wrong with his 7. The second occurred when I went with him to a “concert” and witnessed for 8 what these affairs are like.

Till I went to that concert, my first and assuredly my last, I had always 9 the “live-and-let-live” attitude that rock music was simply not my 10 but that other people had every right to enjoy it if it was 11. But what I saw and heard convinced me that we are allowing something very powerful to take 12 of the younger generation. In the first place, I noticed 13 collective madness, brought about by the noise 14. But secondly, and far more dangerously, I observed that after a time everyone was

1. [A] in [C] by
[B] from [D] with
2. [A] lifeless [C] energetic
[B] vivid [D] lively
3. [A] for [C] along
[B] from [D] during
4. [A] sense [C] idea
[B] knowledge [D] feeling
5. [A] major [C] main
[B] minor [D] subordinate
6. [A] unreasonably [C] unfairly
[B] unattractively [D] unnaturally
7. [A] listening [C] hearing
[B] ear [D] mind
8. [A] myself [C] ourselves
[B] himself [D] themselves
9. [A] adapted [C] adjusted
[B] adopted [D] admired
10. [A] belief [C] appetite
[B] desire [D] taste
11. [A] theirs [C] mine
[B] ours [D] his
12. [A] possession [C] care
[B] notice [D] the place
13. [A] such [C] any
[B] the [D] a
14. [A] standard [C] pollution
[B] level [D] grade