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英语四级考试

高分突破

阅读理解

苏宗文 龙金顺 编著

✧ 历次真题及精辟解析

✧ 核心考点与解题方略



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前言

大学英语四级考试分为阅读、听力、完形填空和写作与翻译四部分,注重对考生英语实际应用能力的考查。就阅读理解这一部分而言,其分值权重达35%,因此,考生们想要在四级考试中取得具有较强竞争力的成绩,阅读理解能力的高低,极为重要,因为它关系着考试的成败。

本书就是为帮助考生适应大学英语四级考试,做好阅读理解试题,高分通过四级考试而编写的。全书共分为“大学英语四级考试阅读理解真题剖析”、“大学英语四级考试阅读理解核心考点与解题方略”、“全真模拟试题与答案”三大部分。

本书第二部分为“大学英语四级考试阅读理解核心考点与解题方略”,这部分是本书的重点。它上承“大学英语四级考试阅读理解真题剖析”,下启“全真模拟试题与答案”,从关于阅读理解、快速阅读理解解题方略、选词填空解题方略、篇章简答解题方略和短文理解解题方略等多个角度,较为全面地阐述了四级阅读理解的核心考点与解题方法,尤其是提供了如何解答快速阅读和选词填空这两种较新题型的应试技巧,以便使考生对大学英语四级考试有一个更深入、更全面的了解。这些应试技巧简洁明了,容易掌握。这无疑将为考生树立信心,提高他们的英语阅读能力,帮他们为应对大学英语四级考试阅读理解试题打下坚实的基础。

虽然真题重现考试的可能性非常小,但是,这些题目多数乃专家们经过深思熟虑反复推敲打造出来的佳作名篇,最能反映命题的意向。它们所测试的考点必将在未来的试题里再现;它们所体现的出题原则、组合规律以及命题风格必定在今后的试卷上延续。因此,本书第一部分为“大学英语四级考试阅读理解真题剖析”。这部分收录了2006年6月—2010年12月大学英语四级考试的共10份试卷中的阅读理解试题。考生们可以通过解题并阅读其后的剖析,了解命题特点与规律,熟悉答题技巧。毋庸置疑,考生要想顺利通过大学英语四级考试,最可取的方法就是在对历年实考试题分析与研究的基础上进行归纳和总结,并进行有针对性的练习。

本书第三部分“全真模拟试题与答案”为读者提供了6套热身自测试题及详尽解析。试题中所选的阅读文章覆盖面广,材料鲜活,语言地道,剖析深刻,其中仔细阅读部分有些短文还是历年四级考卷上出现过的真题。这些热身训练自测试题与“大学英语四级考试阅读理解真题剖析”中的题目相互呼应、相互补充。考生在涉足这些试题进行热身训练时,可以反复演练有关的应试技巧,从而在较短的时间内,明确并掌握大学英语四级考试阅读理解部分经常测试的重点和难点,进一步加深对大学英语四级考试的认识,找出其中的规律,提高应试速度和答题准确率。

大学英语四级考试中的阅读理解部分,既考查考生的阅读速度又测试考生理解的精确度。诚然,提高英语阅读理解的速度与准确度,绝非一蹴可就。然而,通过较短时间的强化训练,掌握必要的阅读技巧,摒弃不良习惯,同样对考生们阅读能力的提高有不可小视的作用。据此,编者结合自己多年教授大学英语的实践与经验编写了本书,祈望能对广大青年学子与英语爱好者学习大学英语,迅速提高阅读理解能力,备考大学英语四级等考试有所裨益。

作者在编写本书的过程中参考并借鉴了国内外许多图书资料,难以逐一罗列,特此说明,并向原作者表示感谢。与此同时,编者还有幸得到了美国友人 Whitney 夫妇和 Pongrass 先生,澳大利亚友人 Kenneth Evans 先生以及英国友人 Melville 夫妇的鼎力支持与悉心指导;集美大学与福建其他一些高校的同仁也对本书的编写提出了不少宝贵的建议。值此本书付梓之际,同此表示诚挚的谢意。

编者

2011年1月

目 录

大学英语四级考试 阅读理解真题剖析

2010 年 12 月大学英语四级考试试卷·阅读部分	2
2010 年 6 月大学英语四级考试试卷·阅读部分	18
2009 年 12 月大学英语四级考试试卷·阅读部分	34
2009 年 6 月大学英语四级考试试卷·阅读部分	52
2008 年 12 月大学英语四级考试试卷·阅读部分	69
2008 年 6 月大学英语四级考试试卷·阅读部分	85
2007 年 12 月大学英语四级考试试卷·阅读部分	103
2007 年 6 月大学英语四级考试试卷·阅读部分	120
2006 年 12 月大学英语四级考试试卷·阅读部分	136
2006 年 6 月 710 分大学英语四级考试试卷·阅读部分	151

大学英语四级考试 阅读理解核心考点与解题方略

关于阅读理解	166
快速阅读解题方略	183
选词填空解题方略	187
短文理解解题方略	189

全真模拟试题与答案

全真模拟试题与答案 (1)	196
全真模拟试题与答案 (2)	213

全真模拟试题与答案 (3)	228
全真模拟试题与答案 (4)	244
全真模拟试题与答案 (5)	260
全真模拟试题与答案 (6)	277

大学英语四级考试阅读理解

真题剖析

2010年12月大学英语四级考试试卷

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 questions 1—7, choose the best answer from the four choices marked A), B), C) and D). For questions 8—10, complete the sentences with the information given in the passage.

A Grassroots Remedy

Most of us spend our lives seeking the natural world. To this end, we walk the dog, play golf, go fishing, sit in the garden, drink outside rather than inside the pub, have a picnic, live in the suburbs, go to the seaside, buy a weekend place in the country. The most popular leisure activity in Britain is going for a walk. And when *joggers* (慢跑者) jog, they don't run the streets. Every one of them instinctively heads to the park or the river. It is my profound belief that not only do we all need nature, but we all seek nature, whether we know we are doing so or not.

But despite this, our children are growing up *nature-deprived* (丧失). I spent my boyhood climbing trees on Streatham Common, South London. These days, children are robbed of these ancient freedoms, due to problems like crime, traffic, the loss of the open spaces and old new perceptions about what is best for children, that is to say, things that can be bought, rather than things that can be found.

The truth is to be found elsewhere. A study in the US: families had moved to better housing and the children were assessed for ADHD — *attention deficit hyperactivity disorder* (多动症). Those whose accommodation

had more natural views showed an improvement of 19%; those who had the same improvement in material surroundings but no nice view improved just 4%.

A study in Sweden indicated that kindergarten children who could play in a natural environment had less illness and greater physical ability than children used only to a normal playground. A US study suggested that when a school gave children access to a natural environment, academic levels were raised across the entire school.

Another study found that children play differently in a natural environment. In playgrounds, children create a *hierarchy* (等级) based on physical abilities, with the tough ones taking the lead. But when a grassy area was planted with bushes, the children got much more into fantasy play, and the social hierarchy was now based on imagination and creativity.

Most *bullying* (恃强凌弱) is found in schools where there is a *tarmac* (柏油碎石) playgrounds; the least bullying is in a natural area that the children are encouraged to explore. This reminds me unpleasantly of Sunnyhill School in Streatham, with its harsh tarmac, where I used to hang about in corners fantasising about wildlife.

But children are frequently discouraged from involvement with natural spaces, for health and safety reasons, for fear that they might get dirty or that they might cause damage. So, instead, the damage is done to the children themselves; not to their bodies but to their souls.

One of the great problems of modern childhood is ADHD, now increasingly and expensively treated with drugs. Yet one study after another indicates that contact with nature gives huge benefits to ADHD children. However, we spend money on drugs rather than on green places.

The life of old people is measurably better when they have access to nature. The increasing emphasis for the growing population of old people is in quality rather than quantity of years. And study after study finds that a garden is the single most important thing in finding that quality.

In wider and more difficult areas of life, there is evidence to indicate that natural surroundings improve all kinds of things. Even problems with crime and aggressive behavior are reduced when there is contact with the

natural world.

Dr William Bird, researcher from the Royal Society for the Protection of Birds, states in his study, "A natural environment can reduce violent behaviour because its restorative process helps reduce anger and impulsive behaviour." Wild places need encouraging for this reason, no matter how small their contribution.

We tend to look on nature conservation as some kind of favour that human beings are granting to the natural world. The error here is far too deep: not only do humans need nature for themselves, but the very idea that humanity and the natural world are separable things is profoundly damaging. Human beings are a species of *mammals* (哺乳动物). For seven million years they lived on the planet as part of nature. Our ancestral selves miss the natural world and long for contact with nonhuman life. Anyone who has patted a dog, stroked a cat, sat under a tree with a pint of beer, given or received a bunch of flowers or chosen to walk through the park on a nice day, understands that.

We need the wild world. It is essential to our well-being, our health, our happiness. Without the wild world we are not more but less civilized. Without other living things around us we are less than human.

Five ways to find harmony with the natural world:

Walk: Break the rhythm of permanently being under a roof. Get off a stop earlier, make a circuit of the park at lunchtime, walk the child to and from school, get a dog, feel yourself moving in moving air, look, listen, absorb.

Sit: Take a moment, every now and then, to be still in an open space. In the garden, anywhere that's not in the office, anywhere out of the house, away from the routine. Sit under a tree, look at water, feel refreshed, ever so slightly renewed.

Drink: The best way to enjoy the natural world is by yourself; the second best way is in company. Take a drink outside with a good person, a good gathering: talk with the sun and the wind with birdsong for background.

Learn: Expand your boundaries. Learn five species of birds, five

butterflies, five trees, five bird songs. That way, you see and hear more: and your mind responds gratefully to the greater amount of wildness in your life.

Travel: The places you always wanted to visit: by the seaside, in the country, in the hills. Take a weekend break, a day-trip, get out there and do it: for the scenery, for the way through the woods, for the birds, for the bees. Go somewhere special and bring specialness home. It lasts forever, after all.

注意:此部分试题请在答题卡1上作答。*

1. What is the author's profound belief?
 - A) People instinctively seek nature in different ways.
 - B) People should spend most of their lives in the wild.
 - C) People have quite different perceptions of nature.
 - D) People must make more efforts to study nature.
2. What does the author say people prefer for their children nowadays?
 - A) Personal freedom.
 - B) Things that are natural.
 - C) Urban surroundings.
 - D) Things that are purchased.
3. What does a study in Sweden show?
 - A) The natural environment can help children learn better.
 - B) More access to nature makes children less likely to fall ill.
 - C) A good playground helps kids develop their physical abilities.
 - D) Natural views can prevent children from developing ADHD.
4. Children who have chances to explore natural areas _____.
 - A) tend to develop a strong love for science
 - B) are more likely to fantasise about wildlife
 - C) tend to be physically tougher in adulthood
 - D) are less likely to be involved in bullying
5. What does the author suggest we do to help children with ADHD?
 - A) Find more effective drugs for them.
 - B) Provide more green spaces for them.
 - C) Place them under more personal care.
 - D) Engage them in more meaningful activities.
6. In what do elderly people benefit from their contact with nature?

* 为保持试题的完整性,此处仍保留这句话。考生在进行练习时,只需在原题上作答即可。

- A) They look on life optimistically.
 B) They enjoy a life of better quality.
 C) They are able to live longer.
 D) They become good-humoured.
7. Dr William Bird suggests in his study that _____.
 A) humanity and nature are complementary to each other
 B) wild places may induce impulsive behaviour in people
 C) access to nature contributes to the reduction of violence
 D) it takes a long time to restore nature once damaged
8. It is extremely harmful to think that humanity and the natural world can be _____.
9. The author believes that we would not be so civilised without _____.
10. The five suggestions the author gives at the end of passage are meant to encourage people to seek _____ with the natural world.

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 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.

What determines the kind of person you are? What factors make you more or less bold, intelligent, or able to read a map? All of these are influenced by the interaction of your genes and the environment in which you were 47. The study of how genes and environment interact to influence 48 activity is known as behavioral genetics. Behavioral genetics has

made important 49 to the biological revolution. Providing information about the extent to which biology influences mind, brain and behavior.

Any research that suggests that 50 to perform certain behaviors are based in biology is controversial. Who wants to be told that there are limitations to what you can 51 based on something that is beyond your control, such as your genes? It is easy to accept that genes control physical characteristics such as sex, race and eye color. But can genes also determine whether people will get divorced, how 52 they are, or what career they are likely to choose? A concern of psychological scientists is the 53 to which all of these characteristics are influenced by nature and *nurture* (养育), by genetic makeup and the environment. Increasingly, science 54 that genes lay the groundwork for many human traits. From this perspective, people are born 55 like undeveloped photographs: The image is already captured, but the way it 56 appears can vary based on the development process. However, the basic picture is there from the beginning.

注意:此部分试题请在答题卡2上作答。

- | | |
|------------------|------------------|
| A) abilities | I) extent |
| B) achieve | J) indicates |
| C) appeal | K) proceeds |
| D) complaints | L) psychological |
| E) contributions | M) raised |
| F) displayed | N) smart |
| G) essentially | O) standard |
| H) eventually | |

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 **Answer sheet 2** with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

It is pretty much a one-way street. While it may be common for university researchers to try their luck in the commercial world, there is very little traffic in the opposite direction. Pay has always been the biggest deterrent, as people with families often feel they cannot afford the drop in the salary when moving to a university job. For some industrial scientists, however, the attractions of *academia* (学术界) outweigh financial considerations.

Helen Lee took a 70% cut in salary when she moved from a senior post in Abbott Laboratories to a medical department at the University of Cambridge. Her main reason for returning to academia mid-career was to take advantage of the greater freedom to choose research questions. Some areas of inquiry have few prospects of a commercial return, and Lee's is one of them.

The impact of a salary cut is probably less severe for a scientist in the early stage of a career. Guy Grant, now a research associate at the Unilever Centre for a Molecular Informatics at the University of Cambridge, spent two years working *pharmaceutical* (制药的) company before returning to university as a post-doctoral researcher. He took a 30% salary cut but felt it worthwhile for the greater intellectual opportunities.

Higher up the ladder, where a pay cut is usually more significant, the demand for scientists with a wealth of experience in industry is forcing universities to make the *transition* (转换) to academia more attractive, according to Lee. Industrial scientists tend to receive training that academics do not, such as how to build a multidisciplinary team, manage budgets and negotiate contracts. They are also well placed to bring something extra to the teaching side of academic role that will help students get a job when they graduate, says Lee, perhaps experience in manufacturing practice or product development. "Only a small number of graduates will continue an academic career. So someone leaving university who already has the skills needed to work in an industrial lab has far more potential in the job market than someone who has spent all their time on a narrow research project."

注意:此部分试题请在答题卡2上作答。

57. By "a one-way street" (Line 1, Para. 1), the author means _____.
 A) university researchers know little about commercial world
 B) there is little exchange between industry and academia
 C) few industrial scientists would quit to work in a university
 D) few university professors are willing to do industrial research
58. The word "deterrent" (Line 4, Para. 1) most probably refers to something that _____.
 A) keeps someone from taking action
 B) helps to move the traffic
 C) attracts people's attention
 D) brings someone a financial burden
59. What was Helen Lee's consideration when she changed her job in the middle of her career?
 A) Flexible work hours.
 B) Her research interests.
 C) Her preference on the lifestyle on campus.
 D) Prospects of academic accomplishments.
60. Guy Grant chose to work as a researcher at Cambridge in order to _____.
 A) do financially more rewarding work
 B) raise his status in the academic world
 C) enrich his experience in medical research
 D) exploit better intellectual opportunities
61. What contribution can industrial scientists make when they come to teach in a university?
 A) Increase its graduates' competitiveness in the job market.
 B) Develop its students' potential in research.
 C) Help it to obtain financial support from industry.
 D) Gear its research towards practical applications.

Passage Two

Questions 62 to 67 are based on the following passage.

Being sociable looks like a good way to add years to your life. Relationship with family, friends, neighbours, even pets, will do the trick, but the biggest longevity boost seems to come from marriage or even an equivalent relationship. The effect was first noted 1858 by William Farr, who wrote that widows and *widowers* (鳏夫) were at a much higher risk of dying than their married peers. Studies since then suggest marriage could add as much as seven years to a man's life two to a woman's. The effect holds all causes of death, whether illness, accident or self-harm.

Even if the odds are stacked against you, marriage can more than compensate. Linda Waite of University of Chicago has found that a married older man with heart disease can expect to live nearly four years longer than an unmarried man with a healthy heart. Likewise, a married man who smoke more than a pack a day is likely to live as long as a divorced man who doesn't smoke. There is a flip side, however, as partners are more likely to become ill or die in the couple of years following their spouse's death and caring a spouse's mental disorder can leave you with some of the same severe problems. Even so, the odds favour marriage. In a 30-year study of more than 10,000 people, Nicholas Christakis of Harvard Medical School describes how all kinds of social networks have similar effects.

So how does it work? The effects are complex, affected by socio-economic factors, health service provision, emotional support and other more physiological mechanism. For example, social contact can boost development of the brain and immune system, leading to better health and less chance of depression later in life. People in supportive relationships may handle stress better. Then there are the physiological benefits of a supportive partner.

A life partner, children and good friends are all recommended if your aim is to live to 100. The ultimate social network is still being mapped out, but as Christakis says: "people are interconnected, so their health is interconnected."