

最新大学英语四级过关丛书

# COLLEGE ENGLISH BAND FOUR

# 4级

## 阅读 翻译 简答

赵仕凤 编著 赵亚翘 主审



大连理工大学出版社

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## 前 言

本书是根据《大学英语教学大纲》、《大学英语四级考试大纲》和《全国大学英语四、六级考试新题型》的要求编写的。旨在提高参加全国大学英语四级考试的大学生在语篇水平上的综合运用英语语言的能力,并切实增强考生的应试能力。

全书由三部分组成。内容包括阅读理解、英译汉和简短回答问题。第一部分共分三章,着重从理论上结合针对性强的实例向考生介绍答题技巧。第一章重点介绍阅读理解题常见的设题形式、设题思路和解题技巧。第二章针对四级考试中英译汉题型的特点,介绍并归纳英译汉常用的基本翻译技巧。因为英译汉在四级考试中是一种新题型,为了使考生更好地熟悉并掌握这一题型的解题技巧,笔者在介绍翻译技巧之前,简明扼要地论述了翻译的几个基本概念:翻译的标准、翻译的过程和翻译的方法,并阐述了英汉语言在词汇和句法两大方面的主要区别。这样考生不仅知道怎样翻译,而且清楚为什么这样翻译。第三章介绍另一种新题型:简短回答问题。简短回答题与阅读理解题同属语篇水平上的理解题,设题思路相似。本章着重从答题技巧和答题时应注意的事项两方面介绍简短回答题这一题型,并附实例供考生从实践中更深更好地掌握这一题型的答题技巧,以便在考试中取得好成绩。

第二部分是由精选的 60 篇文章组成的阅读理解、英译汉和简短回答模拟练习题。这部分共 12 个单元。每一个单元里有 5 篇文章。第一到第四篇文章,约 1000 英语词,设 20 个阅读理解题(相当于一套全国大学英语四级统考试卷中的阅读理解题)和 8 个英译汉题(四级考试中只设 5 个英译汉题,本书多设 3 个。目的是为考

生多提供些练习的机会)。第五篇文章,按照四级考试新题型的要求,设5个简短回答题。所选60篇文章体裁题材多样,文章长短和难易程度均符合大纲要求。文章全部选自英语原文材料。笔者根据大纲对四级词汇的要求,对其中一些原文做了部分改动。本书所有问题均按照《大学英语四级考试大纲》的要求设计。

为方便考生自学,第三部分给出所有模拟练习题的参考答案,并对阅读理解题附以难点注释。

本书同时兼顾具有一定英语水平欲进一步提高或准备参加中高级英语水平考试(如全国研究生入学考试,研究生英语学位课程通过考试,全国外语水平考试(WSK)、托福考试(TOEFL)等)的应试人员的需要。

承蒙赵亚翘副教授审阅全稿,并提出许多宝贵意见,对此深表谢意。

在本书编写过程中,得到隋玉玮副教授的帮助,在此一并表示衷心的感谢。

由于笔者水平及经验所限,书中错误及不当之处难免,敬请广大读者批评指正。

**编 者**

1997年2月

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# 第一部分 答题技巧

大学英语教学大纲明确规定：“理工科大学英语教学的目的是培养学生具有较强的阅读能力，一定的听的能力和初步的写、说能力，能以英语为工具，获取本专业所需要的信息。”由此可见，阅读能力的培养是大学英语教学的主要任务。针对教学大纲的规定，无论是大学英语等级考试还是研究生入学考试，阅读理解题都占有相当大的比例。大学英语四级考试中阅读理解题占整套试卷总分的40%，新题型中的英译汉占10%，简短回答题占10%。因此，无论试卷选取哪一种新题型，英译汉或简短回答题，语篇水平上的理解题（阅读理解+英译汉或简短回答题）都占了全卷总分的一半，可见分量之重。

## 第一章 阅读理解

阅读理解共设20题，分布在四篇短文中，每题2分，共40分。要求在35分钟内完成。总阅读量约为1000词（四级）（六级可达1400词）。

阅读理解测试是一种综合性的技能测试，它不仅要求考生具有较强的理解能力，还要求考生要有一定的速度。考生要在这一项上取得高分，除了平时注重阅读能力的培养外，了解一下这部分试题的基本设题思路及解题方法与技巧也很重要。同时，再做一些模拟练习，使自己在实践中进一步领悟这部分试题解题的技巧。这样，考生就能更好地把平时所学用于考试的实践中，从而取得好成绩。

绩。

阅读理解题中,各种问题归纳起来大致可分为以下七种题型:

- 一、主题思想题;
- 二、主要事实和细节题;
- 三、推理性题;
- 四、词汇题;
- 五、难句、长句理解题;
- 六、询问作者的写作目的和态度题;
- 七、篇章结构题。

四级统考中的阅读理解题,文章体裁多为说明文、议论文、和记叙文。题材涉及自然科学、社会科学及人文科学等各个领域。但内容一般仅仅论及某学科或专题的一般知识,不过多涉及过于专业化的知识和术语。

一般来说,阅读目的不同,采用的阅读方法也各异。略读(skimming)去获取文章的大意,寻读(scanning)去获取某些特定的信息,细读(reading between the lines)去掌握那些需要深入理解的内容。在考试中,解答阅读理解题需要综合运用这几种方法。以下方法可供考生参考:先快读一遍全文,用略读法,获得一个整体印象,了解一下文章主要谈的是什么。接下来读问题,按照问题的要求进行寻读,找到与问题相关部分,然后再细读相关句子及词语,找到问题答案。问题全部回答完后,再快速浏览一遍全文,看看所做答案是否符合文章原意或所作答案之间是否相互矛盾。如果答案互相矛盾,即说明答案之中必有错误,需要重新阅读原文,加深理解,再做选择。

为方便起见,在答题过程中,用笔作些记号很有帮助。

## 第一节 主题思想常见提问方式及答题技巧

主题思想题在考试中出现频率较高,因为这类题是考查考生抓主要信息的能力,能够抓住文章的主要信息是阅读能力的一个极为重要的方面。这类题在设题时常用到 title, main idea, subject, theme, topic 等词。如:

1. What's the best title for the passage?
2. The main idea of the passage is that \_\_\_\_\_.
3. The topic of paragraph 3 is \_\_\_\_\_.
4. Which of the following best states the theme of the passage?
5. The passage illustrates \_\_\_\_\_.
6. What is the subject of this selection?
7. The key point of the passage is that \_\_\_\_\_.
8. The article was written to explain \_\_\_\_\_.

做这类题时常用略读法。把注意力放在抓主要信息上,不去过分注意细节事实。通常的办法是在快速阅读文章时,注意找出各段主题句。英文文章各段主题句常放于段首,有时也放在段尾或段落中间,有时不明确写出。通读文章后把各段主题句联起来,一般即能得出文章主题。

就整篇文章来讲,首段和尾段一般对于解这类题更为重要,一篇逻辑性好的文章往往首尾呼应,表达或归纳主题思想。

有时各段主题句不是很明显,这时可采用找关键词的方法。在通读文章时,把能够传达信息的关键词(一般为实词,即:名、动、形、代、数、副)作个记号,读完文章后,把关键词串起来也能确定文章的主题。如:

例 1 Thousands of years ago, in the middle of an ocean, miles from the nearest island, an undersea volcano broke out. The hot

liquid rock piled higher and higher and spread wider and wider. In this way, an island rose up in the sea.

As time went on, hot sun and cool rains made the rock split and break to pieces. Sea waves dashes against the rock. In this way, soil and sand came into being.

Nothing lived on the naked soil. And then the wind and birds brought plant seeds, spiders and other little creatures there. Only plants could grow first. Only they, in sunlight, could produce food from the minerals of the soil, water and air. While many animals landed on the island, they could find no food. A spider spun its web in vain, because there were no insects for its web to catch. Insects couldn't stay until there were plants for them to eat. So plants had to be the pioneer life on this new island.

The passage centres on \_\_\_\_\_.

- A. how an undersea volcano broke out
- B. how an island rose up in the sea
- C. how soil was formed on a new island
- D. how life began on a volcano-produced island

文章提到了火山爆发但没有讲是怎样爆发的,所以 A 不对。第一段简单介绍了小岛是怎样形成的,第二段简单介绍了土壤的形成,但这两点都是为后面讲述小岛上生命的产生过程做铺垫。因此 B 和 C 都不是文章的主题。我们归纳一下每段段意,即知:第一段讲的是几千年前一次火山爆发形成一个小岛。第二段接着谈到经过日晒雨淋,海浪冲击,岩石破碎,土壤及沙粒形成。第三段开始写小岛上生命的诞生。因此三段联起来便是文章的主题,在一个因火山爆发形成的小岛上,生命是怎样诞生的。故此题答案应该是 D。

例 2 One of the primary materials used in the construction of

buildings and roads is cement, a power made primarily from limestone and clay. Even though the ancient Egyptians and Romans used a kind of cement, it was not until 1824 that an English bricklayer developed a cement strong enough for modern roads and buildings.

While experimenting in his kitchen, the bricklayer found that a mixture of limestone and clay that had been heated together formed a hard, stonelike chunk as it cooled. When this substance was ground into a fine power it could be stored indefinitely.

When the power was mixed with water, it made an excellent quality of cement that quickly hardened in sunlight or even under water. With only a few variations, this is how cement is made today.

What is the main topic of the passage?

- A. The development of cement.
- B. The uses for cement.
- C. Various construction materials.
- D. Cement-producing countries.

文章的第一段讲述了水泥是什么,它的构成及它的早期使用。第二段简单介绍了那位英国工人是怎样发明较高强度的水泥的。第三段进一步说明了水泥具有较好的性能,并说明至今水泥的制造和以往相比,变化很小。综上所述,文章的主题应该是水泥的发展史。所以答案应该是 A。

## 第二节 主要事实和细节设题思路及答题技巧

主要事实和细节题就是我们平时所说的“wh”(who, what, where, when, why, which, how)问题。这是非常常见的阅读理解

题。这类题主要是针对论证支持主题的事实/例证设题,可能涉及数字计算、概念理解、是非判断等。

做这类题的方法一般是先用寻读法找出与问题相关的词语或句子,再对相关部分进行细读,找出问题答案。

这类题提问的形式多种多样,如:

1. Which of the following (statements) is NOT mentioned in the passage?
2. According to the passage, which of the following statements is TRUE?
3. How many...?
4. What...?
5. Why...?
6. According to the passage, all of the following are true EXCEPT \_\_\_\_\_.

解这类题时,审题是关键。首先一定得看清问题,所问的是什么。比如...is TRUE or...is NOT true. 等。另外,这类题一般不用文章中的词语或句子提问,注意先正确理解问题,然后确定问题答案。考生如不能果断确定答案,即用排除法解答这类题。如:

**例 1** After inventing dynamite, Swedish-born Alfred Nobel became a very rich man. However, he foresaw its universally destructive powers too late. Nobel preferred not to be remembered as the inventor of dynamite, so in 1895, just two weeks before his death, he created a fund to be used for awarding prizes to people who has made worthwhile contributions to mankind. Originally there were five awards: literature, physics, chemistry, medicine, and peace, Economics was added in 1968, just sixty-seven years after the first awards ceremony.

Nobel's original legacy of nine million dollars was invested, and

the interest on this sum is used for the awards which vary from \$ 30,000 to \$ 125,000.

Every year on December 10, the anniversary of Nobel's death, the awards (gold medal, illuminated diploma, and money) are presented to the winners. Sometimes politics plays an important role in the judges' decisions. Americans have won numerous science awards, but relatively few literature prizes.

No awards were presented from 1940 to 1942 at the beginning of World War II. Some people have won two prizes, but this is rare; others have shared their prizes.

1. When did the first Nobel prize established?  
A. 1895.      B. 1901.      C. 1962.      D. 1968.
2. The Nobel prize was established \_\_\_\_\_.  
A. to recognize worthwhile contributions to humanity  
B. to resolve political differences  
C. to honor the inventor of dynamite  
D. to spend money
3. In which area have Americans received the most award?  
A. Literature.      B. Peace.      C. Economics.      D. Science.
4. Which of the following statements is not true?  
A. Awards vary in monetary value.  
B. Ceremonies are held on December 10 to commemorate Nobel's invention.  
C. Politics plays an important role in selecting the winners.  
D. A few individuals have won two awards.
5. In how many fields prizes bestowed(给予)?  
A. 2.      B. 5.      C. 6.      D. 10.

本文讲述了诺贝尔奖金的设立及颁发。



1. B 这是一个计算题,见第一段最后一句。1968 年是第一次诺贝尔奖金颁发仪式后的 67 年。因此,第一次奖金颁发仪式应该是 1901 年。

2. A 从第一段第二句得知,诺贝尔创立这份基金——诺贝尔奖金——是为了奖励那些对人类做出应有贡献的人。因此答案为 A。

3. D 答案从第三段最后一句可知。

4. B 做此题可用排除法。选择项 A 在第二段,C 在第三段第二句,D 在最后一段最后一句找到。因此答案是 B。

5. C 从第一段后两句话可知诺贝尔奖金设有六个领域。

**例 2** “Fingers were made before forks.” When a person gives up good manners, puts aside knife and fork, and dives into his food, someone is likely to repeat that saying.

The fork was an ancient agricultural tool, but for centuries no one thought of eating with it. Not until the eleventh century, when a young lady from what is now known as Turkey brought her fork to Italy, did the custom reach Europe.

By the fifteenth century the use of the fork was wide spread in Italy. The English explanation was that Italians were averse (不情愿的) to eating food touched with fingers, “seeing all men’s fingers are not alike clean.” English travelers kept their friends in stitches (忍不住大笑) while describing this ridiculous Italian custom.

Anyone who used a fork to eat with was laughed at in England for the next hundred years. Men who used forks were thought to be sissies (有女人气的男人), and women who used them were called show-offs and overnice (过于讲究的). Not until the late 1600’s did using a fork become a common custom.

1. For many years, to English travelers in Italy, the use of forks