

# 新题型

## 大学英语四级 阅读特训

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**CET-4**

据2013年8月  
四级题型改革  
全新改版



新东方  
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新东方考试研究中心 编著

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## 大学英语四级 阅读特训

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# Preface

## 前言

2013年8月全国大学英语四、六级考试委员会正式公布,自2013年12月考试起,全国大学英语四、六级考试委员会将对四、六级考试的试卷结构和测试题型作局部调整。调整后,四级和六级的试卷结构和测试题型相同。四级和六级的试卷结构、测试内容、测试题型、分值比例和考试时间如下表所示:

试卷结构	测试内容		测试题型	分值比例	考试时间
写作	写作		短文写作	15%	30分钟
听力理解	听力对话	短对话	多项选择	8%	30分钟
		长对话	多项选择	7%	
	听力短文	短文理解	多项选择	10%	
		短文听写	单词及词组 听写	10%	
阅读理解	词汇理解		选词填空	5%	40分钟
	长篇阅读		匹配	10%	
	仔细阅读		多项选择	20%	
翻译	汉译英		段落翻译	15%	30分钟
总计				100%	130分钟

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全国大学英语四、六级考试委员会对题型的局部调整对“特训”系列丛书进行了全面修订。改版后本丛书紧扣四、六级考试改革要求,深入剖析四、六级考试新题型,集指导、练习于一体,是不可多得的四、六级备考辅导丛书。

《大学英语四级阅读特训》为本丛书中的四级阅读专项图书,准确把握四级阅读的出题思路,选材新颖,能迅速帮助广大考生提高英语阅读水平。本书的特点归纳如下:

## 最新题型, 全面涵盖

本书依照最新四级改革方案, 囊括所有阅读题型: 篇章词汇理解、长篇阅读理解和仔细阅读理解。题型涵盖全面, 讲解深入透彻, 为考生备战改革后的四级阅读提供了切实有效的辅导及练习。

需要特别指出的是, 本书以四、六级试卷结构调整后样卷中的长篇阅读新题型为例, 详细讲解了这种阅读新题型的出题点、解题技巧, 以使考生能够更好地应对这种新题型。

## 题材分类, 步步进阶

本书依照四级历年真题仔细阅读文章将四级仔细阅读题材划分为人文、科技、经济、环境和综合五大类, 按照这五类题材在四级真题中的分配比例进行选材, 精挑细选优秀阅读文章, 设置贴近真题标准的试题, 供考生练习。另外, 本书还将每类题材中的文章按其难易程度分为“标准篇”(与真题难度相当)、“提高篇”(与真题难度相当, 但超纲词有所增加)和“挑战极限篇”(高于真题难度)三个级别。所选文章及题目难度逐步增加, 让考生的阅读能力在练习过程中不断进阶, 使考生的信心不断增强。

## 核心词汇, 边读边记

大纲中的四级核心词汇是四级阅读考查的重点之一, 也是考生感到头疼的难点之一。本书精选的 118 篇阅读文章涵盖了四级考试中最常出现的核心词及短语。“仔细阅读”部分还将所涉及的这些核心词汇或短语用彩色字体标出, 并在文章后面的“阅读小帮手”栏目中集中列出, 配备中文释义, 以帮助考生在做阅读练习的同时, 复习巩固四级核心词汇。同时, 仔细阅读部分每章末尾还以“词汇大本营”的形式汇总该类文章经常出现的其他四级核心词汇或短语, 供考生复习备考。

## 难句点津, 排除障碍

阅读文章中的长难句是考生面临的又一个难点。句子读不懂, 既影响做题又打击自信。本书考虑到考生的这一需求, 在“阅读小帮手”栏目中特设绿色通道,

为文章中出现的长难句配备精准译文，并给出部分句子中所含词汇或短语的特殊用法，以帮助考生更好地理解文章，加深对有特殊用法的词汇和短语的记忆，使考生真正感受到无障碍阅读的乐趣。

### 以人为本，“试”在必得

阅读理解在某种程度上不仅考查考生的英语水平，同时也考查考生的知识面和知识结构。本书为一些文章提供了实用的背景知识，这既能增强考生对短文的理解，又有助于拓展考生的知识面。同时，每篇文章都标出词数及建议答题时间，以训练考生更好地掌握考试节奏。

另外，本书的练习均附有“答案速查”，方便考生在做完题后迅速核对答案。仔细阅读部分的“答案速查”还设有专门的区域，供考生总结自己的错误类型或错题原因，方便日后进行针对性复习。方寸之间皆显匠心，愿考生能感受到本书的便利性及实用性，阅读水平稳步提升！

本书得以顺利完成，要特别感谢汇智博纳工作室的金利、蒋志华、何静、李岩岩、陈娜、张继龙、梅晓燕、李珊珊、杨金宝、白敏、肖琦等老师。是他们对于英语教学和研究的热爱与投入，使得本书能在第一时间与考生见面。最后，预祝广大考生在四级考试中取得好成绩！

新东方考试研究中心

# Contents

## 目 录

### 第一部分 篇章词汇理解与长篇阅读

第一章 技巧攻略 .....	3
第一节 篇章词汇理解 .....	3
第二节 长篇阅读 .....	6
第二章 篇章词汇理解 .....	14
第三章 长篇阅读 .....	45

### 第二部分 仔细阅读

第一章 技巧攻略 .....	91
第一节 现状与趋势 .....	91
第二节 对策与技巧 .....	92
第二章 人文类 .....	99
标准篇 .....	99
提高篇 .....	144
挑战极限篇 .....	163
人文类词汇大本营 .....	173
第三章 科技类 .....	175
标准篇 .....	175
提高篇 .....	184
挑战极限篇 .....	193
科技类词汇大本营 .....	204

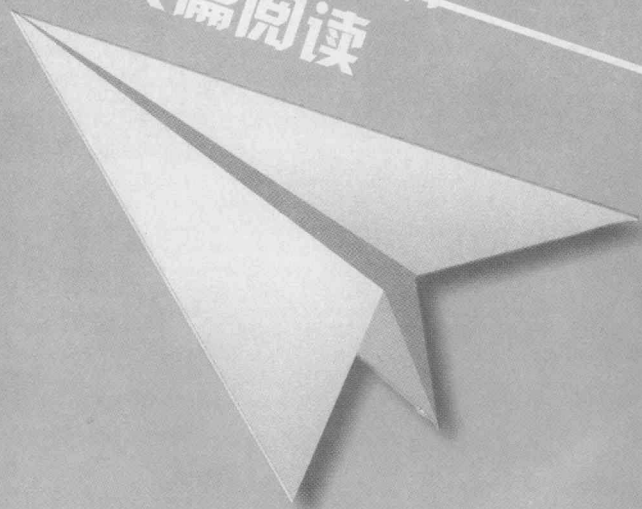
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第四章 经济类 .....	206
标准篇 .....	206
提高篇 .....	224
挑战极限篇 .....	234
经济类词汇大本营 .....	245
第五章 环境类 .....	247
标准篇 .....	247
提高篇 .....	256
挑战极限篇 .....	265
环境类词汇大本营 .....	275
第六章 综合类 .....	276
标准篇 .....	276
提高篇 .....	285
挑战极限篇 .....	305
综合类词汇大本营 .....	316

## 附录 熟词僻义表



第一部分 篇章词汇理解  
与长篇阅读





# 第一章 技巧攻略

## 第一节 篇章词汇理解

篇章词汇理解题综合了“词汇与语法结构”和“仔细阅读理解”两种题型的测试内容。该部分的测试重点在于检验考生把握文章结构，从文章的连贯性、一致性、逻辑联系等语篇、语段整体特征解读文章的能力，以及结合选项单词的用法和语法知识，根据上下文还原文章语境的能力。篇章词汇理解题和单纯的词汇题相比，更注重实际运用，从对句子的考查上升到了对篇章理解的考查。

篇章词汇理解的考查形式为：一篇词数为200~250的文章留出10个空，考生需从所提供的15个备选单词中选出10个填入文章空格处，使文章意思通顺，表达正确。

下面，我们先分析2013年8月全国大学英语四、六级考试委员会公布的四级考试样题中的篇章词汇理解题。

**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 the bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the centre. You may not use any of the words in the bank more than once.*

**Questions 36 to 45 are based on the following passage.**

One in six. Believe it or not, that's the number of Americans who struggle with hunger. To make tomorrow a little better, Feeding America, the nation's largest 36 hunger-relief organization, has chosen September as Hunger Action Month. As part of its 30 Ways in 30 Days program, it's asking 37 across the country to help the more than 200 food banks and 61,000 agencies in its network provide low-income individuals and families with the fuel they need to 38.

It's the kind of work that's done every day at St. Andrew's Episcopal Church in San Antonio. People who 39 at its front door on the first and third Thursdays of each month aren't looking for God—they're there for something to eat. St. Andrew's runs a food pantry (食品室) that 40 the city and several of the 41 towns. Janet Drane is its manager.

In the wake of the 42, the number of families in need of food assistance began to grow. It is 43 that 49 million Americans are unsure of where they will find their next meal. What's most surprising is that 36% of them live in 44 where at least one adult is working. "It used to be that one job was all you needed," says St. Andrew's Drane. "The people we see now have three or four part-time jobs and they're still right on the edge 45."

注意：此部分试题请在答题卡 2 上作答。

- |                |                |
|----------------|----------------|
| A) accumulate  | I) households  |
| B) circling    | J) recession   |
| C) communities | K) reported    |
| D) competition | L) reviewed    |
| E) domestic    | M) serves      |
| F) financially | N) surrounding |
| G) formally    | O) survive     |
| H) gather      |                |

答案：36. E 37. C 38. O 39. H 40. M 41. N 42. J 43. K 44. I 45. F

解答篇章词汇理解的步骤应该是，首先跳读全文，抓住文章的中心——美国人的挨饿现状以及相应的援助行动。下面，我们将通过分析如何填写文章前两个空格来说明怎样解答篇章词汇理解题。

了解了文章的主题后，我们先将选项归类：其中名词有C, D, I, J项；动词有A, H, K, L, M, O项，其中A, H, M, O项为一般现在时态，K, L项是过去时；形容词有E项；副词则为F, G项；动词的-ing形式为B, N项。

接下来，我们再读原文，结合空格前的largest和空格后的hunger-relief可知，36题应该填入一个形容词，而选项中的形容词只有E项，动词的-ing形式也可作形容词，这时，这道题的备选项就从15选1的难度降为了3选1，再将3个备选答案分别代入原文，根据句意可知，E正确。

再分析37题，空格前面出现了动词的现在分词asking，空格后面是介词短语，可知这里要填一个名词，只有C, D, I, J符合。其次，根据后面的动词help及句意可知，这个空格要填一个表示人或组织的名词，所以该题应该选C。

按照这种解题方法，每确定一个答案就将它从备选项中划去（因为每个选项只能选一次），降低了后面解题的难度。最后，再将所选单词代入文章，通读一遍作为检查。



#### 答题技巧

1. 跳读全文，把握大意。考生应该首先跳读全文，根据文章首段以及首末句迅速抓住文章大意，要善于依照首尾句把握文章的背景、主题，结合每段

的首句把握文章的结构。

2. 阅读选项，将其分类。接着要仔细阅读选项。因为选项仅仅是一个个单词，而非句子或者语段，所以考试难度就大大下降了。考生应该根据词性对每个单词进行分类归纳，如名词、动词、形容词、副词、介词、连词等。
3. 前后结合，寻找线索。考生要以整篇文章为基准，从上下文寻找线索。与答题相关的线索一般有以下几种情况：

- 1) 寻找同义转述。由文章前后语义的一致性可断定，空格处的词汇可能是对前后文内容或特定词汇的同义转述，考生应通过上下文进行判断。如：

Weather maps contain a \_\_\_\_\_ amount of information about weather conditions existing at the time of observation over a large geographical area...

备选项：... E) big... H) small...

分析：由后文的over a large geographical area可知，空格中填入的词汇应与amount of information构成一个词组，含有“大量信息”之意，与后文语义形成呼应，E项中big是对large的同义转述，符合前后语义一致性，故正确。

- 2) 判断逻辑关系。考生可以通过判断空格处与上下文的逻辑关系来确定答案，具体的逻辑关系包括指代、列举、因果、比较、对比、让步、并列、补充、递进等。

阅读中常见的表示各种具体的逻辑关系的关联词有：

- 表示转折关系的：but, on the contrary, otherwise, yet（表示前后两个部分内容相反，相互对立，一般其后的内容是重点，极可能是考点）
  - 表示顺承关系的：and, also, furthermore, moreover, first, second, third（通常暗示前后两个部分内容相辅相成）
  - 表示递进关系的：furthermore, moreover
  - 表示因果关系的：consequently, thus, therefore, as a result, so
  - 表示比较关系的：similarly, equally, like, in the same way
  - 表示总结的：in conclusion, finally, in short, in summary, to sum up, in a word, my point is that, that is to say, briefly (frankly, generally) speaking
- 3) 识别固定搭配。考生若能在平时多积累一些固定搭配，在考试中就会达到事半功倍的效果。如：表“利用……”之意的就有take advantage of sth., make use of sth.等不同的搭配。如：

...Until the 19th century, the \_\_\_\_\_ of equal rights to women met with only occasional protest and drew little attention from most people...

备选项：... B) objection... E) denial...

分析：此处要表达的意思是对妇女平等权的否认或反对，objection与介词to搭配，意为“反对”，denial与介词of搭配，表示“对……的否认”，结合句意并根据空格后的介词of可知E项正确。

4) 词义(词性)的关联和平衡。如:

...Weather Bureau issues information about approaching storms, floods, \_\_\_\_\_, droughts, and all climatic conditions in general...

备选项: ... C) frosts... F) forests...

分析: 结合空格前后的storms, floods, droughts, and all climatic conditions in general可知, 空格中也应填入表示天气的词, 所以C选项frosts(严寒, 霜冻)正确。另外, 应注意区分frost与其形近词forest(森林)。

4. 查漏补缺, 核实答案。选择完成后, 考生必须将所选单词代入原文进行复读, 确认上下文的衔接通顺与否并核实答案。值得一提的是, 如果考生觉得某些选项需要调整, 只能进行谨慎微调, 切忌将自己已经做出的选择全部推翻重选, 这样不但浪费时间, 效果还不一定好。

## 第二节 长篇阅读

改革后的四级题型在测试考生的阅读能力方面变得更加多样化, 对考生的阅读能力提出了更高的要求。四级旧题型的阅读理解部分主要考查考生的速读能力, 即在35分钟之内完成词汇理解、快速阅读和仔细阅读。改革后, 快速阅读改为长篇阅读, 篇章长度和难度不变, 时间由原来的35分钟变成40分钟。

2013年12月之前, 快速阅读的考查形式为: 前7题为选择题, 后3题为填空题。而2013年12月改革后的长篇阅读考查形式为: 篇章后附有10个句子, 每句一题; 每句所含的信息出自篇章的某一段落, 要求考生找出与每句所含信息相匹配的段落; 有的段落可能对应两题, 有的段落可能不对应任何一题。

2013年8月全国大学英语四、六级考试委员公布的四级考试题型调整说明中明确指出: 长篇阅读部分采用1篇较长篇幅的文章, 总长度约1000词, 阅读速度为每分钟100词。最新样题中, 长篇阅读理解部分是一篇长度为1016词的文章, 文章介绍了现在大学的重要性和作用, 其实这篇文章就是2007年12月四级快速阅读的文章。

下面, 我们先分析一下四级考试样题中的长篇阅读理解题。

### Section B

**Directions:** *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

### Universities Branch Out

A) As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the

scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

- B) In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative (合作的) research programs to advance science for the benefit of all humanity.
- C) Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U.K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.
- D) Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer internships (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible.
- E) Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement

benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U.S. team.

- F) As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet infrastructure (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.
- G) For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.
- H) American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U.S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U.K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.
- I) Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and—like immigrants throughout history—strengthen the nation; and second, foreign students who study



in the United States become ambassadors for many of its most cherished (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

注意: 此部分试题请在答题卡 2 上作答。

46. American universities prepare their undergraduates for global careers by giving them chances for international study or internship.
47. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent.
48. The enrollment of international students will have a positive impact on America rather than threaten its competitiveness.
49. The way research is carried out in universities has changed as a result of globalization.
50. Of the newly hired professors in science and engineering in the United States, twenty percent come from foreign countries.
51. The number of foreign students applying to U.S. universities decreased sharply after September 11 due to changes in the visa process.
52. The U.S. federal funding for research has been unsteady for years.
53. Around the world, governments encourage the model of linking university-based science and industrial application.
54. Present-day universities have become a powerful force for global integration.
55. When foreign students leave America, they will bring American values back to their home countries.

答案: 46. D 47. C 48. I 49. E 50. C 51. H 52. G 53. F 54. A 55. I

### 如何设题和解题

从四级样题来看, 长篇阅读的段落信息匹配题的出题规律是: 8道题来自段首或段尾的信息, 若在段首或段尾找不到信息点, 那段首第二句或段尾倒数第二句一般可以找到相关信息; 2道题是关于数字信息的, 比如百分比、日期等。

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文中原句: And in the United States, institutions are helping place students in summer internships (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible.

解题: 本题答案的信息来自D段的最后两句话, 题目将D段的最后两句整合到