

Internet-Based College  
English Test Band 4



刘健刚 姜浩 等→著

IB-CET 4

# 英语四级网考 710 实战

● 直击命题思路

◎ 网考实战演练

● 体验真实状态

◎ 即时显示成绩

4



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# IB-CET 4 英语四级网考 710 实战

刘健刚 姜 浩 黄 涛 储琢佳 著

东南大学出版社

• 南京 •

## 内 容 提 要

本书采用最新的计算机评分系统,独领科技成果风骚,充分体现了英语计算机网考的实际场景。本书的价值在于通过技术手段,真正对读者进行网考打分,让学生明白网考是如何进行的。

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# 前 言

## Foreword

大学英语四级网考的英语全称为 Internet-Based College English Test Band 4, 我们简称为四级网考。四级网考始于 2008 年 12 月全国 50 所高校的网考试考, 到今天已经有两个年头了。从网考试点开始, 市面上鲜有关于网考内容和考试方式的资料。许多想进行网考的学生比较迷茫, 不知道如何进行复习和备战。

其实四级网考和托福网考在考试形式上有许多相似之处, 可以说是四级考试的一场革命, 也是今后四级考试的方向。2006 年 5 月新托福, 即托福网络考试登陆中国。从 2005 年开始, 大学英语四、六级考试成绩采用满分 710 分的记分制。2006 年 6 月开始试点的新题型中, 听力部分从以前的 20% 上升到 35%。四级网考后, 增加了说的部分, 口语分值占 10%, 实际听力分值占 40%。由于写作的难度加大, 将听力内容介入到写作内容, 也可以将分值提高到 55%。也就是说, 听说的分值上升到 65%, 即视听理解 25%, 听力综合 40%。其具体构成如图所示:

题型构成	任 务	题 型	题 量	分 值
视听理解	理解主旨大意 获取重要信息	多项选择(单选)	18 题	25%
听力综合	Task 1 单词和词组听写	听写	15 题	15%
	Task 2 句子跟读	跟读	10 题	10%
	Task 3 写总结和评论	短文写作	1 题	15%
阅读理解	Task 1 快速阅读理解	多项选择(单选) 句子填空	10 题	10%
	Task 2 仔细阅读理解	多项选择(单选)	10 题	20%
	Task 3 语法结构	填空	10 题	5%

由此看来, 四级网考在内容上与四级新题型差不多, 在形式上增加了口语测试和加大了听力的范围。

四级网络考试并不神秘, 作者认为这样的考试形式只不过是托福网考的变通手法而已, 也是今后大学英语考试的必然方向。应该说四级网考有许多优势和好

处：一是杜绝了作弊行为；二是防止了四级辅导成灾的现象，大大减轻了学生迎考的经济成本；三是指导了大学英语教学的方向，关闭了将考试经济作为教育产业链的大门。

应该看到，由于各个方面的利益所在，目前四级网考并不被所有人看好。但是，我们相信好的东西终究会得到社会的认同。

目前，四级网考口试的主要形式放在语音模仿上面，其内容为句子跟读。考生在考试时只要大声朗读，就容易得到高分。不久的将来，英语网考的口试会增加根据指示来进行自由对话的题型。在目前语音识别软件没有得到根本突破的情况下，其形式不外乎是老师通过听取声音文件后打分。考生在这种情况下，注意围绕指示的主题词来发挥即可，同样可以达到取得高分的效果。以后，作者将开发出计算机智能打分的口语评分软件，届时与读者共享。

本书的宗旨就是打开英语四级网考的神秘大门，让更多的考生，特别是从事大学英语教学的老师了解四级网考的真相。本书的特点如下：

一、以英语四级真题为主要内容，让考生了解英语四级考试的命题思路。

二、以网考实战为考试背景，让考生亲身体验四级网考的真实状态。

三、以网考科技为评分依据，使学生发现自己存在的问题，了解自己在四级网考中能够得到的分数。

四、以兼容并蓄为编书手段，结合当前英语考试的现实情况，使本书既可以作为四级网考的实战参考书，也可以作为普通四级和托福考试的实战参考书。

最后，对于本书所选用的音频和视频材料的广播公司和研发软件的科技人员，作者在此表示万分感谢。

作者

2010年1月于东南大学六朝松下

# 目 录

<b>第一部分:英文快速打字 Fast Typing in English .....</b>	<b>1</b>
<b>第二部分:试题 Tests .....</b>	<b>4</b>
Test One .....	4
Test Two .....	19
Test Three .....	34
Test Four .....	49
Test Five .....	64
<b>第三部分:原文与答案 Scripts and Keys .....</b>	<b>79</b>
Test One .....	79
Test Two .....	87
Test Three .....	93
Test Four .....	101
Test Five .....	109

## 第一部分:英文快速打字

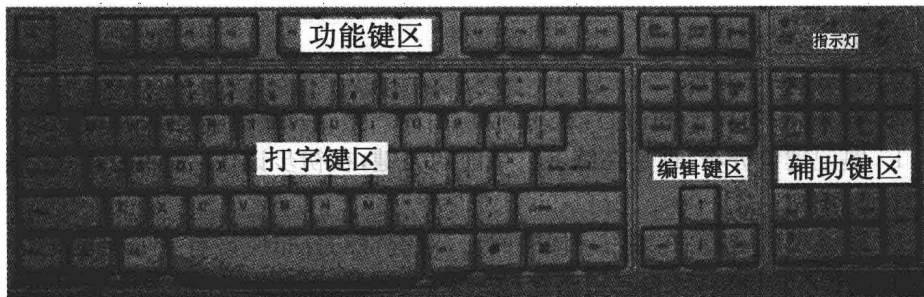
### Fast Typing in English

由于四级网考是通过计算机来进行的,打字的速度也会间接地影响到写作的质量和速度。在写作任务下达期间,电脑屏幕上有几个键:复制 剪切 粘贴 撤销 恢复 隐蔽单词数。因此,学生在观看或听录像的时候,应该做笔记。听完后,用复制键将记录下来的内容复制下来,然后用粘贴键将笔记粘贴到写作的框里,作为写作的要点和思路。当然,这个笔记是电脑笔记,而不是传统的纸质笔记。为了使同学们能够在较短的时间内掌握英文打字技巧,本书专门撰写了练习打字的软件,帮助学生提高打字的质量和速度(见光盘)。

作者所指的打字质量,就是指英文的盲打。所谓“盲打”,即不看键盘而能正确、迅速地击键。作者强调提高“盲打”的目的,主要是培养学生的手对键盘的感觉,将手锻炼得像眼睛一样的精确,用思维控制双手,用感觉去打。作者所指的打字速度,就是指学生每分钟内准确无误地打出的英文词数。四级考试写文章长度的要求是120到150词。一般来说,学生打字的速度不是问题,但是对于托福考生来说,文章长度要求要达到500词,这种情况下对打字速度的要求就比较高。作者在长期的教学中体会到,学生打字的速度在60字/分钟就基本上符合要求,当然能够达到80字/分钟就更好了。作者希望,学生通过本书的练习,能够达到35字/分钟。

#### 一、键盘和常用键功能的介绍

键盘是计算机用来输入信息的设备,它上面有很多按键。这些键按照不同的功能,分布在不同的区域内,整个键盘可分为4个区,如下图所示:



#### 二、英文打字键盘指法

指法是指10个手指协调配合、分工合作地击键。指法与键盘的键位是紧密相

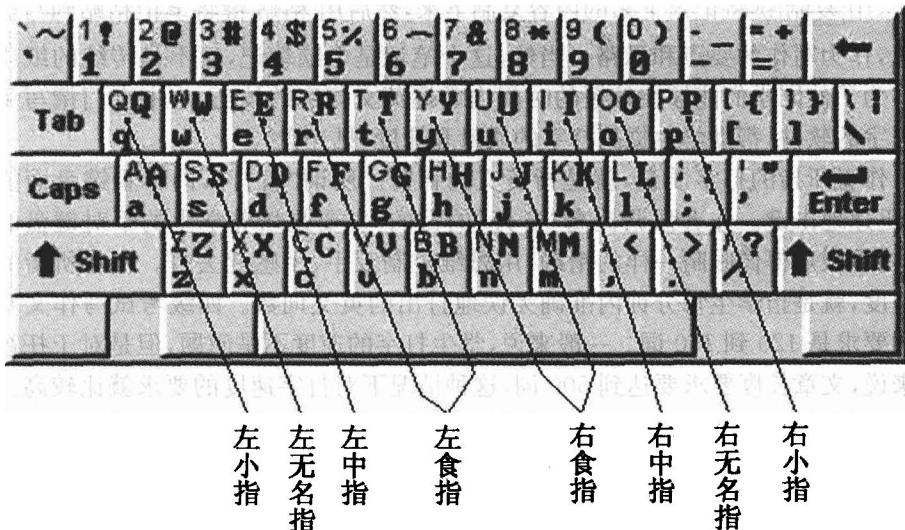
## Internet-Based College English Test Band 4

关的。所谓的键位,就是字符在键盘上的分布位置。下面将指法与键位相结合,介绍打字的基本指法。

键盘上的字母键位置是按照各字母在文字中出现的几率来排列的。在 26 个字母中,选出了用得比较多的 7 个字母和一个标点键作为基本的字键,这就是基准键,也叫做原位键。这 8 个基准键是:

A—左手小指      S—左手无名指      D—左手中指      F—左手食指  
J—右手食指      K—右手中指      L—右手无名指      ;—右手小指

在左、右手的食指对应的 F 和 J 键上,都有微微的突起,这样就可以使操作者很容易地将两个食指定位在这两个基准键上。这两个手指定位后,其余的手指定位就简单多了。



各手指在计算机键盘上的指法分工如下:

左小手指—QAZ      左无名指—WSX      左中指—EDC      左食指—RFVTGB  
右食指—YHNUJM      右中指—IK,      右无名指—OL.      右小手指—P;/  
大拇指—空格键

### 三、英文打字要领

学习打字要有耐心和恒心,从易到难,由简入繁。打字的一些基本要领如下:

1. 熟记键符分布:这是在练习打字前的关键,在初步记住后,再在练习中加强记忆。

2. 眼睛不看键盘:在练习一段时间后,对键符的分布应该有了一定的记忆,此时就加强到不看键盘,让自己更清楚地感觉到各键符的相对位置,以便养成盲打的习惯。

3. 掌握击键要领:击键正确与否,花的时间是否适当,是直接影响到打字速度



## Fast Typing in English

的。应该要做到轻轻一按就要放开,时间不要太长,力气不用太大。按键时间长了,也就是单个字符所花的时间长了,就影响效率。时间太长的话甚至会出现连码(错误击打导致连续出现两次以上);力气大了,长时间打字后更加疲劳。击键的频率要均匀,不要同时击打两个键,应该是一个接一个地打,听起来是有节奏的。击键完后,要迅速返回相应手指所在的基准键,以便准备下一次击键。

**四、打字练习及速度成绩评定**

(略)见光盘

## 第二部分: 试题

## Tests

## Test One

Internet-Based College English Test Band 4  
(IB-CET 4)

This test consists of 3 sections with different types of tasks to test your abilities of English listening, speaking, writing and reading. It will take approximately 2 hours to complete.

## Section A Listening Comprehension(Questions 1~18; 25~30 minutes)

**Directions:** This section contains 18 multiple choice questions based on four audio and one video clips. You should select the best answer to each question. All audio and video clips will be played twice. When they are played for the first time, you should pay attention to the main idea and answer some general comprehension questions. When they are played for the second time, you should focus on the important details and answer some specific comprehension questions.

**Question 1 will be based on the following news item.**

Glossary	
1) peacekeeping 维和	3) grief 悲伤
2) earthquake 地震	4) dispatch 派遣

## Question 1

What does the news mainly tell about?

- A. Reconstructing of Haiti's earthquake.
- B. Calling for Haiti's UN mission.
- C. Mourning for eight Chinese peacekeeping police officers.
- D. Returning of Chinese rescue team.

Now listen to the item again and answer Question 2.

Question 2

Since 2000, how many Chinese peacekeeping police officers were sent on UN missions?

- A. 5,100.                      B. 1,500.                      C. 125.                      D. 215.

Question 3 will be based on the following news item.

Glossary	
1) gourmet 美食家	4) hefty 数额巨大的
2) authenticity 真实性	5) Iberian 伊比利亚人的
3) delicacy 精美的食物	

Question 3

What is the topic of this news?

- A. Expensive pig's leg.                      B. Luxurious gourmet.  
C. Hard-working farmer.                      D. Best curer.

Now listen to the item again and answer Question 4.

Question 4

The 7kg Iberico ham costs about \_\_\_\_\_.

- A. £2,000                      B. £50                      C. £1,800                      D. £15

Question 5 will be based on the following news item.

Glossary	
1) alphabet 字母表	3) suffix 后缀
2) domain name 域名	

Question 5

What do Internet users have to do when they name their websites and email addresses?

- A. Use an Arabic-based alphabet.                      B. Use a Chinese-based alphabet.  
C. Use a Korean-based alphabet.                      D. Use a Latin-based alphabet.

Now listen to the item again and answer Question 6.

Question 6

How many people use the Internet speak languages that do not use the alphabet?

- A. 0.8 billion.                      B. 1.6 billion.  
C. 0.8 million.                      D. 1.6 million.

## Internet-Based College English Test Band 4

Questions 7 to 8 will be based on the following conversation.

Glossary	
1) brag 自吹自擂	5) Denmark 丹麦
2) humble 谦逊的, 谦虚的	6) anthem 圣歌; 颂歌
3) Fiji 斐济	7) balance 平衡, 均衡
4) Caribbean 加勒比海	8) herring 鲱鱼

## Question 7

What are the speakers talking about?

- A. The richest country in the world.      B. The poorest country in the world.  
C. The happiest country in the world.      D. The most beautiful country in the world.

## Question 8

On what aspects do the speakers talk about happiness?

- A. Health, wealth and education.      B. Size, landscape and beauty.  
C. Longevity, peace and environment.      D. Nationality, race and religion.

Now listen to the conversation again and answer Questions 9 to 12.

## Question 9

What do we learn from one of the speakers about Fiji?

- A. A country in large size.  
B. A country with modern living-quarters.  
C. A country with a long history.  
D. A country with happy cultural environment.

## Question 10

Why does the Danish Embassy say that its people are happy?

- A. The people there have an optimistic attitude towards their work and their private life.  
B. The people there have a pessimistic attitude towards their work and their private life.  
C. The people there have a balance between their work and their private life.  
D. The people there have a promise for their work and their private life.

## Question 11

How does US rank among 178 countries according to the report from researchers at the University of Leicester in England?

- A. 5<sup>th</sup>.      B. 6<sup>th</sup>.      C. 23<sup>rd</sup>.      D. 32<sup>nd</sup>.

Question 12

When asked if she would like to live in Fiji instead of the US, she answers \_\_\_\_\_.

- A. she would live in Fiji forever      B. she would not live in Fiji forever  
C. she would live in Fiji for a while      D. she would not live in Fiji for a while

**Questions 13 to 14 will be based on the following video clip.**

Glossary	
1) pep rally 动员大会	5) a bang for the buck 钱得到有效使用
2) incentive 刺激;鼓励	6) brag 吹嘘
3) break the bank 赢大钱	7) hesitant 犹豫不决的
4) cash-strapped 拮据的,缺钱的	8) friction 摩擦

Question 13

What does the story mainly tell us about?

- A. A new method to raise testing scores.  
B. Scoring methods in American primary schools.  
C. American history of nationwide tests.  
D. A new method of going to school.

Question 14

How do students think of the money-reward program?

- A. It is bad.      B. It is cool.  
C. It is encouraging.      D. It is frustrating.

**Now watch the video again and answer Questions 15 to 18.**

Question 15

Where does the rewarding money come from?

- A. A businessman in Coshocton.      B. A businessman in Africa.  
C. A businessman in Europe.      D. A businessman in China.

Question 16

According to the Principle of South Lawn Elementary School, what happened to the students after the money-reward program had been carried on?

- A. Students tended to be more obedient to teachers.  
B. Students tended to have more desire to learn.  
C. Students tended to make more friends in school.  
D. Students tended to play truant.

Question 17

According to the story, how much can a student get if he or she passes a subject test?

Internet-Based College English Test Band 4

- A. \$ 10.                      B. \$ 20.                      C. \$ 50.                      D. \$ 85.

Question 18

What happened when some students took the money home?

- A. Their parents took the money.  
B. Their grandparents took the money.  
C. Their brothers and sisters took the money.  
D. Their neighbours took the money.

**Section B Listening-based Integrated Tasks (Questions 19~44; 45~50 minutes)**

**Directions:** In this section, you're going to complete a number of tasks based on the audio clips you listened to or the video clip you watched in Section A.

**Task 1 Listening and dictation (Questions 19~33)**

**Directions:** In this task, part of the video clip will be replayed twice and you are to fill in the blanks numbered 19 to 33 with the exact words you've heard from the clip. At the end of the task, there will be a pause for you to check what you've written.

Please note the clip will be played twice. For the second time, you can use the PAUSE button when writing your answers. Each pause lasts 8 seconds. Remember, you're allowed to use the PAUSE button 15 times only. When you're done, you'll have another 30 seconds to check what you've written.

**JOHN TULENKO:** Stanford University Professor Eric Bettinger helped design the cash reward program and has evaluated its effects.

**ERIC BETTINGER:** So much of our society now is based on incentives. What we're Question 19 with here is, what's something that we can do that just costs us a Question 20, but hopefully gives us a bang for the buck?

**JOHN TULENKO:** Coshocton selected Question 21 the students in third through sixth grades to participate in the program. Students could earn \$ 20 for each subject test they passed, Question 22 a total of \$ 100 paid over the summer.

Did you ever expect that you'd be in a school that pays children?

**FRANCIS BERG, Principal:** No. No. That's a fast no. No, Question 23—I didn't know we'd go this direction.

**JOHN TULENKO:** But South Lawn Elementary Principal Francis Berg quickly saw a place for cash incentives Question 24.

**FRANCIS BERG:** It's hard to say to a child in third, or fourth, or fifth grade,

“But you have to do this, and you have to learn this, and I want you to know this, because you have to get Question 25. ”

Well, getting a good job is the furthest thing from their mind. “Well, if you get a good job, then you’ll make good money, and you can have a house.” Well, this means nothing to them. But Question 26 give them a little paycheck, a little bit of money now, saying, “See, we told you, you know, you do really well, the money comes.”

**JOHN TULENKO:** Knowing that you could get a prize, how did it Question 27 you?

**GINA DODD, Fourth Grader:** It kind of makes you want to, like, get to bed early and study hard. And ...

**STUDENT:** You start studying more for your test. And you want to remember Question 28 that you learned so you could pass the test and get more money.

**FRANCIS BERG:** The kids are aware of it. And some of the kids are almost in a bragging type thing, “Well, yep, I think I’m going to get the whole \$ 100, and then this is what I’m going to Question 29. ”

Concerns about cash rewards

**JOHN TULENKO:** Coshocton has been at this for four years. So what are the results?

**FRANCIS BERG:** I’ve seen Question 30.

**JOHN TULENKO:** Before cash prizes, most students at South Lawn Elementary were failing the state test. Today, South Lawn’s been recognized as a high achieving school of Question 31. So far, so good. But dig deeper and the notion of paying students to learn quickly Question 32.

For one thing, research on incentives warns that prizes may interfere with learning for learning’s sake.

Was the money the thing that motivated you most?

**STUDENT:** Yes. Really, it was...

**STUDENT:** Sort of.

**STUDENT:** Well, how can I put this? It’s basically like we get rewarded for Question 33 in school, but just the thought of having money as doing good on your test, it motivates you more.

## Task 2 Listening and repeating (Questions 34~43)

**Directions:** In this task, you are going to listen to 10 sentences taken from Section A. You will hear each sentence twice. After hearing the sound of a bell, you are to repeat the sentence exactly as you hear it. In case you’re not satisfied with your first recording, you can click the RE-RECORD button and redo it once. If

## Internet-Based College English Test Band 4

you don't click the RE-RECORD button within five seconds, your recording is automatically submitted.

Question 34:

Question 35:

Question 36:

Question 37:

Question 38:

Question 39:

Question 40:

Question 41:

Question 42:

Question 43:

**Task 3 Listening and Writing (Question 44)**

**Directions:** In this task, you are to write an essay of no less than 120 words based on one of the items you have heard in Section A.

Now watch the video before you start writing. You will have 30 minutes to write your essay based on the outline given below. If you finish this task before the time limit, you can click the SUBMIT button and move on to the next task.

1. Write a summary of comments on money-reward program from students and teachers.

2. Comment on money-reward program and state your own views on how to get the best result of study in school.

**Section C Reading Comprehension(Questions 45~74; 45 minutes)**

**Directions:** In this section, you're going to read one long passage and three short passages, and answer a number of questions.

**Task 1 Skimming and Scanning (Questions 45~54)**

**Directions:** In this task, you'll have 15 minutes to go over the passage quickly and answer questions 45~54. For questions 45~51, choose the best answer from the four choices marked A, B, C and D. For questions 52~54, complete the sentences with the information given in the passage. If you finish the task before the time limit, you can click the SUBMIT button and move on to the next task.

**Family Planning When Cancer Intrudes**

—By Jane E. Brody April 21, 2009

If his mother hadn't struck up a conversation with a stranger in a waiting-



room, Dan Shapiro would never have become the biological father of Alexandra, 13, and Abigail, 9. Dan was a 20-year-old junior in college when doctors diagnosed stage 2 Hodgkin's disease(淋巴肉芽肿病). His treatment was to be six cycles of highly toxic chemotherapy(化学疗法) followed by radiation.

He and his mother were waiting in the doctor's office to discuss therapy when his mother began chatting with a woman whose 14-year-old son was being treated for leukemia(白血病), Dr. Shapiro, now 42 and a professor at Penn State College of Medicine, recounts in his delightful book, *Mom's Marijuana* (Harmony Books, 2000).

"Has he banked sperm(精子)?" the woman asked Mrs. Shapiro. "He should bank sperm. I had my son do it." To which Mrs. Shapiro replied, "I didn't realize the treatment would make him sterile; the doctors haven't said anything."

At Mrs. Shapiro's insistence, Dan's treatment was delayed long enough for him to bank sperm, which for a few hundred dollars a year was kept frozen until he was ready to start a family nine years later.

### A Neglected Issue

Although more attention is now paid to loss of fertility (生育能力) among cancer patients, it is still too often overlooked by oncologists(肿瘤学家) and patients, who may survive their disease but be left unable to reproduce. Neglect of fertility issues is especially common in cases involving children yet to reach puberty(青春期).

Yet in guidelines issued nearly three years ago, the American Society of Clinical Oncology stated that "any oncologist seeing reproductive-aged patients for consideration of cancer therapy should be addressing potential treatment-related infertility with them or, in the case of children, with their parents." The guidelines noted that "sperm and embryo cryopreservation are considered standard practice and are widely available."

What often happens instead is that patients, who are naturally terrified by the diagnosis and focused on survival, fail to ask whether treatment will leave them infertile. And oncologists, who are focused on beginning effective treatment as soon as possible, fail to consider the effects on their patients' future fertility.

The University of North Carolina's Fertility Preservation Program estimates that only a quarter of oncologists nationwide address fertility issues with patients before treatment begins.

In December 2007, Margaret Kresge Poe of Atlanta was 32 and getting ready