

全国大学英语考试研究系列丛书

总主编 彭建武

解析深入透彻

——直击考点

# 大学英语四级考试 真题解析 与实战

编 宋燕 李莉

**8** 套真题解析

**4** 套专家预测



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北京航空航天大学出版社

全国大学英语考试研究系列丛书

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# 大学英语四级考试

## 真题解析与实战

北京航空航天大学出版社

## 内 容 简 介

本书是根据《大学英语课程教学要求(试行)》编写的大学英语四级考试考前辅导书,原为山东科技大学外国语学院大学英语辅导小组进行全国大学英语四级考试辅导时使用的讲义。因为教学效果良好,通过率远远高于全国大学平均水平,2008年6月的一次通过率达到了93%——特此汇编成册,以期为更多考生提供帮助。本书作者从研究的角度详细系统地分析了历年全国大学英语四级考试(新题型)中所涉及的各种题型,选题角度新颖,内容设计精巧实用,选材既注意到语言的丰富性又兼顾到文章的科学性和思想性,不但给考生提供了足够的练习,而且更主要的是交给了他们解决问题的钥匙,使考生真正通过本书的学习,上一个台阶,从而顺利地通过考试。另外,本书除了对历年真题进行分析并提供相应的理论指导及解题技巧外,还提供了专家预测试题,力求把理论指导和具体训练相结合,做到既讲又练。本书对学生准备和参加全国大学英语四级考试及有关教师进行大学英语四级考试辅导具有较强的指导性,可供其他高校借鉴。

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# 前言

《大学英语四级考试真题解析与实战》是一本供大学英语四级考生使用的应试指导性用书,按照真题和专家预测试题分章编写,每一章均严格依照考试大纲厘定的内容和新题型要求,对试题进行了深入、细致、系统的分析和归纳,简明扼要地概括出命题的规律、重要知识点及常见的考试技巧。

本书由山东科技大学外国语学院大学英语辅导小组进行全国大学英语四级考试辅导时使用的讲义汇编而来,凝结了我院大学英语部全体教师多年课堂教学与大学英语四级辅导的知识沉淀和真知灼见;针对历年全国大学英语四级考试中出现的不同题型,紧扣《大学英语课程教学要求(试行)》,分别从不同的层面进行分析;选题角度新颖,内容设计精巧实用,选材既注意到语言的丰富性又兼顾到文章的科学性和思想性,不但给考生提供了足够的练习,而且更主要的是交给了他们解决问题的钥匙;能够很好地帮助学习者正确地认识大学英语四级考试的本质与特性,引导他们避开偏斜、费时、低效之路,在扎实学习、构建完整知识体系的基础上,以优异的成绩顺利通过大学英语四级考试。

本书从策划到成稿历时数载,是在学院领导和出版社同志的关心与帮助下逐渐完成的,是我院全国大学英语四级考试辅导小组全体教师分工、合作的结晶,体现了大学英语教师立足教学、不忘科研、锐意进取的精神风貌。

智者千虑,难免有失。尽管各位教师本着严谨、细致的原则,认真完成各个章节的写作,书中仍不免有疏漏与错误,恳请诸位专家、学子予以谅解并批评指正。

编者

2010年1月

于山东科技大学外国语学院

# 目 录

2009 年 12 月四级真题 .....	1
2009 年 12 月四级真题详解及听力原文 .....	18
2009 年 6 月四级真题 .....	33
2009 年 6 月四级真题详解及听力原文 .....	50
2008 年 12 月四级真题 .....	64
2008 年 12 月四级真题详解及听力原文 .....	80
2008 年 6 月四级真题 .....	95
2008 年 6 月四级真题详解及听力原文 .....	111
2007 年 12 月四级真题 .....	125
2007 年 12 月四级真题详解及听力原文 .....	141
2007 年 6 月四级真题 .....	156
2007 年 6 月四级真题详解及听力原文 .....	172
2006 年 12 月四级真题 .....	186
2006 年 12 月四级真题详解及听力原文 .....	201
2006 年 6 月四级真题 .....	216
2006 年 6 月四级真题详解及听力原文 .....	231
专家预测试题 1 .....	247
专家预测试题 1 答案及听力原文 .....	262
专家预测试题 2 .....	272
专家预测试题 2 答案及听力原文 .....	287
专家预测试题 3 .....	296
专家预测试题 3 答案及听力原文 .....	312
专家预测试题 4 .....	322
专家预测试题 4 答案及听力原文 .....	338

## 2009 年 12 月四级真题

### Part I Writing (30 minutes)

注意：此部分试题在答题卡 1 上。

**Directions:** For this part, you are allowed 30 minutes to write a short essay on the title of **Creating a Green Campus**. You should write at least 120 words following the outline given below:

#### Creating a Green Campus

1. 建设绿色校园十分重要
2. 绿色校园不仅指绿色环境
3. 为了建设绿色校园,我们应该……

### 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.

#### Colleges taking another look at value of merit-based aid

Good grades and high test scores still matter — a lot — to many colleges as they award financial aid.

But with low-income students projected to make up an ever-larger share of the college-bound population in coming years, some schools are re-examining whether that aid, typically known as “merit aid”, is the most effective use of precious institutional dollars.

George Washington University in Washington, D.C., for example, said last week that it would cut the value of its average merit scholarships by about one-third and reduce the number of *recipients* (接受者), pouring the savings, about \$2.5 million, into need-based aid. Allegheny College in Meadville, Pa., made a similar decision three years ago.

Now, Hamilton College in Clinton, N.Y., says it will phase out merit scholarships altogether. No current merit-aid recipients will lose their scholarships, but need-based aid alone will be awarded beginning with students entering in fall 2008.

Not all colleges offer merit aid; generally, the more selective a school, the less likely it is to do so. Harvard and Princeton, for example, offer generous need-based packages, but many families who don't meet need *eligibility* (资格) have been willing to pay whatever they must for a big-name school.

For small regional colleges that struggle just to fill seats, merit aid can be an important revenue-builder because many recipients still pay enough tuition dollars over and above the scholarship amount to keep the institution running.

But for rankings-conscious schools in between, merit aid has served primarily as a tool to recruit top students and to improve their academic profiles. "They're trying to buy students," says Skidmore College economist Sandy Baum.

Studies show merit aid also tends to benefit disproportionately students who could afford to enroll without it.

"As we look to the future, we see a more pressing need to invest in need-based aid," says Monica Inzer, dean of admission and financial aid at Hamilton, which has offered merit scholarships for 10 years. During that time, it rose in *US News & World Report's* ranking of the best liberal arts colleges, from 25 to 17.

Merit aid, which benefited about 75 students a year, or about 4% of its student body, at a cost of about \$1 million a year, "served us well," Inzer says, but "to be discounting the price for families that don't need financial aid doesn't feel right anymore."

Need-based aid remains by far the largest share of all student aid, which



includes state, federal and institutional grants. But merit aid, offered primarily by schools and states, is growing faster, both overall and at the institutional level.

Between 1995—1996 and 2003—2004, institutional merit aid alone increased 212%, compared with 47% for need-based grants. At least 15 states also offer merit aid, typically in a bid to enroll top students in the state's public institutions.

But in recent years, a growing *chorus* (异口同声) of critics has begun pressuring schools to drop the practice. Recent decisions by Hamilton and others may be “a sign that people are starting to realize that there's this destructive competition going on,” says Baum, co-author of a recent College Report that raises concerns about the role of institutional aid not based on need.

David Laird, president of the 17-member Minnesota Private College Council, says many of his schools would like to reduce their merit aid but fear that in doing so, they would lose top students to their competitors.

“No one can take one-sided action,” says Laird, who is exploring whether to seek an *exemption* (豁免) from federal anti-trust laws so member colleges can discuss how they could jointly reduce merit aid. “This is a merry-go-round that's going very fast, and none of the institutions believe they can sustain the risks of trying to break away by themselves.”

A complicating factor is that merit aid has become so popular with middle-income families, who don't qualify for need-based aid, that many have come to depend on it. And, as tuitions continue to increase, the line between merit and need blurs.

That's one reason Allegheny College doesn't plan to drop merit aid entirely.

“We still believe in rewarding superior achievements and know that these top students truly value the scholarship,” says Scott Friedhoff, Allegheny's vice president for enrollment.

Emory University in Atlanta, which boasts a \$4.7 billion endowment, meanwhile, is taking another tack. This year, it announced it would eliminate loans for needy students and cap them for middle-income families. At the same time, it said it would expand its 28-year-old merit program.

“Yeah, we’re playing the merit game,” acknowledges Tom Lancaster, senior associate dean for undergraduate education. But it has its strong points, too, he says. “The fact of the matter is, it’s not just about the lowest-income people. It is the average American middle-class family who is being priced out of the market.”

**\*A few words about merit-based aid:**

Merit-based aid is aid offered to students who achieve excellence in a given area, and is generally known as academic, athletic and artistic merit scholarships.

Academic merit scholarships are based on students’ grades, GPA and overall academic performance during high school. They are typically meant for students going straight to college right after high school. However, there are scholarships for current college students with exceptional grades as well. These merit scholarships usually help student pay tuition bills, and they can be renewed each year as long as the recipients continue to qualify. In some cases, students may need to be recommended by their school or a teacher as part of the qualification process.

Athletic merit scholarships are meant for students that *excel* (突出) in sports of any kind, from football to track and field events. Recommendation for this scholarships is required, since exceptional athletic performance has to be recognized by a coach or a *refere* (裁判). Applicants need to send in a tape containing their best performance.

Artistic merit scholarships require that applicants excel in a given artistic area. This generally includes any creative field such as art, design, fashion, music, dance or writing. Applying for artistic merit scholarships usually requires that students submit a *portfolio* (选辑) of some sort, whether that includes a collection of artwork, a recording of a musical performance or a video of them dancing.

**注意:** 此部分试题请在答题卡 1 上作答。

1. With more and more low-income students pursuing higher education, a number of colleges are \_\_\_\_\_.

A) offering students more merit-based aid

- B) revising their financial aid policies  
C) increasing the amount of financial aid  
D) changing their admission processes
2. What did Allegheny College in Meadville do three years ago?  
A) It tried to implement a novel financial aid program.  
B) It added \$2.5 million to its need-based aid program.  
C) It phased out its merit-based scholarships altogether.  
D) It cut its merit-based aid to help the needy students.
3. The chief purpose of rankings-conscious colleges in offering merit aid is to \_\_\_\_\_.  
A) improve teaching quality      B) boost their enrollments  
C) attract good students      D) increase their revenues
4. Monica Inzer, dean of admission and financial aid at Hamilton, believes \_\_\_\_\_.  
A) it doesn't pay to spend \$1 million a year to raise its ranking  
B) it gives students motivation to award academic achievements  
C) it's illogical to use so much money on only 4% of its students  
D) it's not right to give aid to those who can afford the tuition
5. In recent years, merit-based aid has increased much faster than need-based aid due to \_\_\_\_\_.  
A) more government funding to colleges  
B) fierce competition among institutions  
C) the increasing number of top students  
D) schools' improved financial situations
6. What is the attitude of many private colleges toward merit aid, according to David Laird?  
A) They would like to see it reduced.  
B) They regard it as a necessary evil.  
C) They think it does more harm than good.  
D) They consider it unfair to middle-class families.
7. Why doesn't Allegheny College plan to drop merit aid entirely?  
A) Rising tuitions have made college unaffordable for middle-class families.

- B) With rising incomes, fewer students are applying for need-based aid.  
C) Many students from middle-income families have come to rely on it.  
D) Rising incomes have disqualified many students for need-based aid.
8. Annual renewal of academic merit scholarships depends on whether the recipients remain \_\_\_\_\_.  
9. Applicants for athletic merit scholarships need a recommendation from a coach or a referee who \_\_\_\_\_ their exceptional athletic performance.  
10. Applicants for artistic merit scholarships must produce evidence to show their \_\_\_\_\_ in a particular artistic field.

### Part III Listening Comprehension (35 minutes)

#### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

注意:此部分试题请在答题卡 2 上作答。

11. A) Get some small change.                      B) Find a shopping center.  
    C) Cash a check at a bank.                    D) Find a parking meter.
12. A) Shopping with his son.                      B) Buying a gift for a child.  
    C) Promoting a new product.                  D) Bargaining with a salesgirl.
13. A) Taking photographs.                        B) Enhancing images.  
    C) Mending cameras.                          D) Painting pictures.
14. A) He moved to Baltimore when he was young.  
    B) He can provide little useful information.  
    C) He will show the woman around Baltimore.  
    D) He will ask someone else to help the woman.
15. A) He is rather disappointed.  
    B) He is highly ambitious.

- C) He can't face up to the situation.  
 D) He knows his own limitations.
16. A) She must have paid a lot for the gym.  
 B) She is known to have a terrific figure.  
 C) Her gym exercise has yielded good results.  
 D) Her effort to keep fit is really praiseworthy.
17. A) Female students are unfit for studying physics.  
 B) He can serve as the woman's tutor.  
 C) Physics is an important course at school.  
 D) The professor's suggestion is constructive.
18. A) Indifferent.      B) Doubtful.      C) Pleased.      D) Surprised.

**Questions 19 to 22 are based on the conversation you have just heard.**

19. A) He prefers the smaller evening classes.  
 B) He has signed up for a day course.  
 C) He has to work during the day.  
 D) He finds the evening course cheaper.
20. A) Learn a computer language.      B) Learn data processing.  
 C) Buy some computer software.      D) Buy a few coursebooks.
21. A) Thursday evening, from 7:00 to 9:45.  
 B) From September 1 to New Year's Eve.  
 C) Every Monday, lasting for 12 weeks.  
 D) Three hours a week, 45 hours in total.
22. A) What to bring for registration.      B) Where to attend the class.  
 C) How he can get to Frost Hall.      D) Whether he can use a check.

**Questions 23 to 25 are based on the conversation you have just heard.**

23. A) A training coach.      B) A trading adviser.  
 C) A professional manager.      D) A financial trader.
24. A) He can save on living expenses.  
 B) He considers cooking creative.  
 C) He can enjoy healthier food.  
 D) He thinks take-away is tasteless.
25. A) It is something inevitable.      B) It is frustrating sometimes.  
 C) It takes patience to manage.      D) It can be a good thing.

## Section B

**Directions:** In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

### Passage One

Questions 26 to 28 are based on the conversation you have just heard.

- 26. A) There were no planets without moons.  
B) There was no air or water on Jupiter.  
C) Life was not possible in outer space.  
D) The mystery of life could not be resolved.
- 27. A) It has a number of active volcanoes.  
B) It has an atmosphere like the earth's.  
C) It has a large ocean under its surface.  
D) It has deep caves several miles long.
- 28. A) Light is not an essential element to it.  
B) Life can form in very hot temperatures.  
C) Every form of life undergoes evolution.  
D) Oxygen is not needed for some life forms.

### Passage Two

Questions 29 to 31 are based on the passage you have just heard.

- 29. A) Whether they should take the child home.  
B) What Dr. Meyer's instructions exactly were.  
C) Who should take care of the child at home.  
D) When the child would completely recover.
- 30. A) She encourages them to ask questions when in doubt.  
B) She makes them write down all her instructions.  
C) She has them act out what they are to do at home.  
D) She asked them to repeat what they are supposed to do.
- 31. A) It lacks the stability of the printed word.

**Questions 32 to 35 are based on the passage you have just heard.**

32. A) Job security. B) Good labor relations.  
C) Challenging work. D) Attractive wages and benefits.
33. A) Many tedious jobs continue to be done manually.  
B) More and more unskilled workers will lose jobs.  
C) Computers will change the nature of many jobs.  
D) Boring jobs will gradually be made enjoyable.
34. A) Offer them chances of promotion.  
B) Improve their working conditions.  
C) Encourage them to compete with each other.  
D) Give them responsibilities as part of a team.
35. A) They will not bring real benefits to the staff.  
B) They concern a small number of people only.  
C) They are arbitrarily set by the administrators.  
D) They are beyond the control of ordinary workers.

**Directions:** *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46, you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.*

In the humanities, authors write to inform you in many ways. These

methods can be (36) \_\_\_\_\_ into three types of informational writing: factual, descriptive, and process. Factual writing provides (37) \_\_\_\_\_ information on an author, composer or artist or on a type of music, literature, or art. Examples of factual writing include notes on the book jacket or (38) \_\_\_\_\_ cover and longer pieces, such as an article describing a style of music which you might read in a music (39) \_\_\_\_\_ course. This kind of writing provides a (40) \_\_\_\_\_ for your study of humanities. As its name (41) \_\_\_\_\_, descriptive writing simply describes or provides an (42) \_\_\_\_\_ of, a piece of music, art or literature. For example, descriptive writing might list the colors an artist used in a painting or the (43) \_\_\_\_\_ a composer included in the musical composition. So as to make pictures or sounds in the readers' mind by calling up the specific details of the work. (44) \_\_\_\_\_

\_\_\_\_\_. Process writing explains a series of actions that bring about a result. (45) \_\_\_\_\_

\_\_\_\_\_. This kind of writing is often found in art, where understanding how an artist created a certain effect is important. (46) \_\_\_\_\_

## 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 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 47 to 56 are based on the following passage.

注意:此部分试题请在答题卡 2 上作答。

In families with two working parents, fathers may have more impact on a



child's language development than mothers, a new study suggests.

Researchers 47 92 families from 11 child care centers before their children were a year old, interviewing each to establish income, level of education and child care arrangements. Overall, it was a group of well-educated middle-class families, with married parents both living in the home.

When the children were 2, researchers videotaped them at home in free-play sessions with both parents, 48 all of their speech. The study will appear in the November issue of *The Journal of Applied Developmental Psychology*.

The scientists measured the 49 number of *utterances* (话语) of the parents, the number of different words they used, the complexity of their sentences and other 50 of their speech. On average, fathers spoke less than mothers did, but they did not differ in the length of utterances or proportion of questions asked.

Finally, the researchers 51 the children's speech at age 3, using a standardized language test. The only predictors of high scores on the test were the mother's level of education, the 52 of child care and the number of different words the father used.

The researchers are 53 why the father's speech, and not the mother's, had an effect.

"It's well 54 that the mother's language does have an impact," said Nadya Pancsofar, the lead author of the study. It could be that the high-functioning mothers in the study had 55 had a strong influence on their children's speech development, Ms. Pancsofar said, "or it may be that mothers are 56 in a way we didn't measure in the study."

A. already	F. describing	K. recruited
B. analyzed	G. established	L. total
C. aspects	H. quality	M. unconscious
D. characters	I. quoted	N. unsure
E. contributing	J. recording	O. yet