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# 大学英语四级

## 全真题精讲

(第四版)

郑家顺 / 主编



东南大学出版社  
SOUTHEAST UNIVERSITY PRESS

# 大学英语 四级全真题精讲

(第四版)

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## 前言

历年四级考试结果证明:要想考高分,必须做真题!

该书是在广泛征求多所高校四级强化班考生建议的基础上,通过我们在强化班教学的亲身体验而进行编写的。目前图书市场上大量的四级真题集,很多存在着答案错误、解析简单(如“根据原文轻松可知 A、B、D 是错的,因此 C 是对的”)或冗长(如“该句的译文是”、“该题的答案是”等词语反复出现,浪费大量空间)等缺点。遇到疑难问题,则要查词典、问老师。不仅要花费很多时间与精力,还很难掌握考试规律。该书正弥补了这方面的不足,同时增加了四级解题技巧的精讲部分。

1. **题目**:收录了 2015 年 6 月到 2017 年 6 月的 15 套新题型四级实考试题,根据最新题型要求做了调整与增补。考生自测时每套试题须在 130 分钟内完成。

2. **KEYS**:试卷后均有 KEYS,方便考生速查答案。

3. **精讲**:解释部分为该书最显著的特色。

(**Part I**) 作文:给出写作思路点拨、范文及范文闪光点点拨,考生可熟悉行文套路,轻松面对四级作文。(Part II) 听力理解:给出录音的书面材料,答题依据在文中用黑体标出,指导考生学会听前猜测与分析。(Part III) 阅读:①为便于考生理解原文,每篇均给出中文译文,主题或主题句均用黑体字注出。②选择项均用精练的语言给出答题依据,培养考生形成良好的定位阅读思维习惯。(Part IV) 翻译:给出翻译方法与视角,辨析语法及固定搭配。

因此该书省去了考生查词典、问老师等不必要的麻烦。通过做题,掌握应试技巧,举一反三,每周 3~4 套真题,1 个月有效突破四级考试难关,轻轻松松提高英语水平。

该书有助于考生对四级考试做题技巧的突破,也适用于六级、研究生入学、雅思与新托福考试以及具有中级英语水平的学生自学考试使用,同时也可作为强化班教师教学参考使用。

本书的解释、译句、例句都经过了反复推敲、实践,但不当之处在所难免,敬请广大读者、同行专家不吝指正,以便改进。

★ 欢迎本书读者光临“郑家顺英语博客”( <http://blog.sina.com.cn/zhengjiashun> ) 以及“中国英语考试网”( <http://www.zgyyksw.com> 或 <http://www.zhengjiashun.com> ) !

这里既有作者在教学中的心得体会,也有英语考前做题技巧分析以及最新试卷与答案;同时也希望能借此收到更多学习者的反馈与意见。让我们一起进步,谢谢参与。

郑家顺

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## 入门分析篇

## 2015 年 6 月大学英语四级试题 (第一套)

## Part I

## Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with **a brief description of the picture** and then **comment on parents' role in their children's growth**. You should state your reasons and write at least 120 words but no more than 180 words.



"Good news mom! I was accepted to the college of your choice."

## Part II

## Listening Comprehension

(30 minutes)

## Section A

**Directions:** In this section, you will hear four news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 1** with a single line through the centre.

Questions 1 and 2 are based on the news report you have just heard.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. A) They set foot in Florida. | B) They were drowned.           |
| C) They were flown to the U. S. | D) They were sent back to Cuba. |
| 2. A) In a small boat.          | B) In an old truck.             |
| C) By swimming.                 | D) By driving.                  |

Questions 3 and 4 are based on the news report you have just heard.

- |           |        |         |        |
|-----------|--------|---------|--------|
| 3. A) 68. | B) 90. | C) 150. | D) 40. |
|-----------|--------|---------|--------|



4. A) The two ferries sank on different days.  
B) The accidents were caused by storms.  
C) The two ferries sank on the same river.  
D) More people were rescued from the first ferry.

*Questions 5 and 6 are based on the news report you have just heard.*

5. A) a US company and a UK company.                      B) a Swiss company and a UK company.  
C) two Taiwanese companies                                  D) a mainland company and a US company.  
6. A) Unilever.                      B) Nestle.                      C) PepsiCo.                      D) Coca Cola.

*Questions 7 and 8 are based on the news report you have just heard.*

7. A) The soldiers.                      B) The peace camp.  
C) The militants.                      D) The hardliners.  
8. A) 13 soldiers were killed last week.  
B) 100,000 people participated in the protest.  
C) The protesters demanded a pullout from Gaza.  
D) The Prime Minister rejected the pullout plan.

## Section B

**Directions:** In this section, you will hear two long conversations. At the end of each conversation, you will hear questions. Both the conversation 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 1** with a single line through the centre.

*Questions 9 to 12 are based on the conversation you have just heard.*

9. A) It specializes in safety from leaks.                      B) It is headquartered in London.  
C) It has a partnership with LCP.                                  D) It has a chemical processing plant.  
10. A) He is Mr. Grand's friend.                                  B) He is a safety inspector.  
C) He is a salesman.    D) He is a chemist.  
11. A) Director of the safety department.                      B) Mr. Grand's personal assistant.  
C) Head of the personnel department.                      D) The public relations officer.  
12. A) Wait for Mr. Grand to call back.  
B) Leave a message for Mr. Grand.  
C) Provide details of their products and services.  
D) Send a comprehensive description of their work.

*Questions 13 to 15 are based on the conversation you have just heard.*

13. A) She learned playing the violin from a famous French musician.  
B) She dreamed of working and living in a European country.  
C) She read a lot about European musicians and their music.  
D) She listened to recordings of many European orchestras.  
14. A) She began taking violin lessons as a small child.  
B) She was a pupil of a famous European violinist.  
C) She gave her first performance with her father.  
D) She became a professional violinist at fifteen.



15. A) It gave her a chance to explore the city.  
 B) It was the chance of a lifetime.  
 C) It was a great challenge to her.  
 D) It helped her learn classical French music.

### Section C

**Directions:** In this section, you will hear 3 passages. At the end of each passage, you will hear three or four 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 1** with a single line through the centre.

Questions 16 to 18 are based on the passage you have just heard.

16. A) There are mysterious stories behind his works.  
 B) There are many misunderstandings about him.  
 C) His works have no match worldwide.  
 D) His personal history is little known.
17. A) He moved to Stratford-on-Avon in his childhood.  
 B) He failed to go beyond grammar school.  
 C) He was a member of the town council.  
 D) He once worked in a well-known acting company.
18. A) Writers of his time had no means to protect their works.  
 B) Possible sources of clues about him were lost in a fire.  
 C) His works were adapted beyond recognition.  
 D) People of his time had little interest in him.

Questions 19 to 21 are based on the passage you have just heard.

- |                                  |                              |
|----------------------------------|------------------------------|
| 19. A) Theft.                    | B) Cheating.                 |
| C) Air crash.                    | D) Road accidents.           |
| 20. A) Learn the local customs.  | B) Make hotel reservations.  |
| C) Book tickets well in advance. | D) Have the right documents. |
| 21. A) Contact your agent.       | B) Get a lift if possible.   |
| C) Use official transport.       | D) Have a friend meet you.   |

Questions 22 to 25 are based on the passage you have just heard.

- |   |  |                |                 |
|---|--|----------------|-----------------|
| 22. A) Cut down production cost.                          | B) Sell inexpensive products.                  |                |                 |
| C) Specialise in gold ornaments.                          | D) Refine the taste of his goods.              |                |                 |
| 23. A) At a national press conference.                    | B) During a live television interview.         |                |                 |
| C) During a local sales promotion campaign.               | D) At a meeting of top British businesspeople. |                |                 |
| 24. A) Insulted.  | B) Puzzled.                                    | C) Distressed. | D) Discouraged. |
| 25. A) The words of some businesspeople are just rubbish. |  |                |                 |
| B) He who never learns from the past is bound to fail.    |  |                |                 |
| C) There should be a limit to one's sense of humour.      |  |                |                 |
| D) He is not laughed at, that laughs at himself first.    |  |                |                 |

## Part III

## Reading Comprehension

(40 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 26 to 35 are based on the following passage.

As a teacher, you could bring the community into your classroom in many ways. The parents and grandparents of your students are resources and 26 for their children. They can be 27 teachers of their own traditions and histories. Immigrant parents could talk about their country of 28 and why they emigrated to the United States. Parents can be invited to talk about their jobs or a community project. Parents, of course, are not the only community resources. Employees at local businesses and staff at community agencies have 29 information to share in classrooms.

Field trips provide another opportunity to know the community. Many students don't have the opportunity to 30 concerts or visit museums or historical sites except through field trips. A school district should have 31 for selecting and conducting field trips. Families must be made 32 of field trips and give permission for their children to participate.

Through school projects, students can learn to be 33 in community projects ranging from planting trees to cleaning up a park to assisting elderly people. Students, 34 older ones, might conduct research on a community need that could lead to action by a city council or state government. Some schools require students to provide community service by 35 in a nursing home, child care center or government agency. These projects help students understand their responsibility to the larger community.

A) assets	F) expensive	K) observe
B) attend	G) guidelines	L) origin
C) aware	H) involved	M) recruited
D) especially	I) joining	N) up-to-date
E) excellent	J) naturally	O) volunteering

### 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**.

#### Reaping the Rewards of Risk-Taking

[A] Since Steve Jobs resigned as chief executive of Apple, much has been said about him as a peerless business leader who has created immense wealth for shareholders, and guided the design of hit products that are transforming entire industries, like music and mobile communications.

[B] All true, but let's think different, to borrow the Apple marketing slogan of years back. Let's

look at Mr. Jobs as a role model.

[C] Above all, he is an *innovator*(创新者). His creative force is seen in products such as the iPod, iPhone, and iPad, and in new business models for pricing and distributing music and mobile software online. Studies of innovation come to the same conclusion: you can't engineer innovation, but you can increase the odds of it occurring. And Mr. Jobs' career can be viewed as a consistent pursuit of improving those odds, both for himself and the companies he has led. Mr. Jobs, of course, has enjoyed singular success. But innovation, broadly defined, is the crucial ingredient in all economic progress—higher growth for nations, more competitive products for companies, and more prosperous careers for individuals. And Mr. Jobs, many experts say, exemplifies what works in the innovation game.

[D] “We can look at and learn from Steve Jobs what the essence of American innovation is,” says John Kao, an innovation consultant to corporations and governments. Many other nations, Mr. John Kao notes, are now ahead of the United States in producing what are considered the raw materials of innovation. These include government financing for scientific research, national policies to support emerging industries, educational achievement, engineers and scientists graduated, even the speeds of Internet broadband service.

[E] Yet what other nations typically lack, Mr. Kao adds, is a social environment that encourages diversity, experimentation, risk-taking, and combining skills from many fields into products that he calls “*recombinant mash-ups*(打碎重组),” like the iPhone, which redefined the smartphone category. “The culture of other countries doesn't support the kind of innovation that Steve Jobs exemplifies, as America does,” Mr. John Kao says.

[F] Workers of every rank are told these days that wide-ranging curiosity and continuous learning are vital to thriving in the modern economy. Formal education matters, career counselors say, but real-life experience is often even more valuable.

[G] An adopted child, growing up in Silicon Valley, Mr. Jobs displayed those traits early on. He was fascinated by electronics as a child, building Heathkit do-it-yourself projects, like radios. Mr. Jobs dropped out of Reed College after only a semester and traveled around India in search of spiritual enlightenment, before returning to Silicon Valley to found Apple with his friend, Stephen Wozniak, an engineering *wizard*(奇才). Mr. Jobs was forced out of Apple in 1985, went off and founded two other companies, Next and Pixar, before returning to Apple in 1996 and becoming chief executive in 1997.

[H] His path was unique, but innovation experts say the pattern of exploration is not unusual. “It's often people like Steve Jobs who can draw from a deep reservoir of diverse experiences that often generate breakthrough ideas and insights,” says Hal Gregersen, a professor at the European Institute of Business Administration.

[I] Mr. Gregersen is a co-author of a new book, *The Innovator's DNA*, which is based on an eight-year study of 5,000 *entrepreneurs*(创业者) and executives worldwide. His two collaborators and co-authors are Jeff Dyer, a professor at Brigham Young University, and Clayton Christensen, a professor at the Harvard Business School, whose 1997 book *The Innovator's Dilemma* popularized the concept of “*disruptive*(颠覆性的) innovation.”

[J] The academics identify five traits that are common to the disruptive innovators: questioning, experimenting, observing, associating and networking. Their bundle of characteristics echoes the

ceaseless curiosity and willingness to take risks noted by other experts. Networking, Mr. Hal Gregersen explains, is less about career-building relationships than a consistent search for new ideas. Associating, he adds, is the ability to make idea-producing connections by linking concepts from different disciplines.

[K] “Innovators engage in these mental activities regularly,” Mr. Gregersen says. “It’s a habit for them.” Innovative companies, according to the authors, typically enjoy higher valuations in the stock market, which they call an “innovation premium(溢价).” It is calculated by estimating the share of a company’s value that cannot be accounted for by its current products and cash flow. The innovation premium tries to *quantify*(量化) investors’ bets that a company will do even better in the future because of innovation.

[L] Apple, by their calculations, had a 37 percent innovation premium during Mr. Jobs’ first term with the company. His years in exile resulted in a 31 percent innovation discount. After his return, Apple’s fortunes improved gradually at first, and improved markedly starting in 2005, yielding a 52 percent innovation premium since then.

[M] There is no conclusive proof, but Mr. Hal Gregersen says it is unlikely that Mr. Jobs could have reshaped industries beyond computing, as he has done in his second term at Apple, without the experience outside the company, especially at Pixar—the computer-animation(动画制作) studio that created a string of critically and commercially successful movies, such as *Toy Story* and *Up*.

[N] Mr. Jobs suggested much the same thing during a commencement address to the graduating class at Stanford University in 2005. “It turned out that getting fired from Apple was the best thing that could have ever happened to me,” he told the students. Mr. Jobs also spoke of *perseverance*(坚持) and will power. “Sometimes life hits you in the head with a brick,” he said. “Don’t lose faith.”

[O] Mr. Jobs ended his commencement talk with a call to innovation, both in one’s choice of work and in one’s life. Be curious, experiment, take risks, he said to the students. His advice was emphasized by the words on the back of the final edition of *The Whole Earth Catalog*, which he quoted: “Stay hungry. Stay foolish.” “And,” Mr. Jobs said, “I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.”

36. Steve Jobs called on Stanford graduates to innovate in his commencement address.
37. Steve Jobs considered himself lucky to have been fired once by Apple.
38. Steve Jobs once used computers to make movies that were commercial hits.
39. Many governments have done more than the US government in providing the raw materials for innovation.
40. Great innovators are good at connecting concepts from various academic fields.
41. Innovation is vital to driving economic progress.
42. America has a social environment that is particularly favorable to innovation.
43. Innovative ideas often come from diverse experiences.
44. Real-life experience is often more important than formal education for career success.
45. Apple’s fortunes suffered from an innovation discount during Jobs’ absence.

### Section C

**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 46 to 50 are based on the following passage.

Some of the world's most significant problems never hit headlines. One example comes from agriculture. Food riots and hunger make news. But the trend lying behind these matters is rarely talked about. This is the decline in the growth in yields of some of the world's major crops. A new study by the University of Minnesota and McGill University in Montreal looks at where, and how far, this decline is occurring.

The authors take a vast number of data points for the four most important crops: rice, wheat, corn and soyabeans (大豆). They find that on between 24% and 39% of all harvested areas, the improvement in yields that took place before the 1980s slowed down in the 1990s and 2000s.

There are two worrying features of the slowdown. One is that it has been particularly sharp in the world's most populous (人口多的) countries, India and China. Their ability to feed themselves has been an important source of relative stability both within the countries and on world food markets. That self-sufficiency cannot be taken for granted if yields continue to slow down or reverse.

Second, yield growth has been lower in wheat and rice than in corn and soyabeans. This is problematic because wheat and rice are more important as foods, accounting for around half of all calories consumed. Corn and soyabeans are more important as feed grains. The authors note that "we have preferentially focused our crop improvement efforts on feeding animals and cars rather than on crops that feed people and are the basis of food security in much of the world."

The report qualifies the more optimistic findings of another new paper which suggests that the world will not have to dig up a lot more land for farming in order to feed 9 billion people in 2050, as the Food and Agriculture Organisation has argued.

Instead, it says, thanks to slowing population growth, land currently ploughed up for crops might be able to *revert* (回返) to forest or wilderness. This could happen. The trouble is that the forecast assumes continued improvements in yields, which may not actually happen.

46. What does the author try to draw attention to?

- A) Food riots and hunger in the world.
- B) News headlines in the leading media.
- C) The decline of the grain yield growth.
- D) The food supply in populous countries.

47. Why does the author mention India and China in particular?

- A) Their self-sufficiency is vital to the stability of world food markets.
- B) Their food yields have begun to decrease sharply in recent years.
- C) Their big populations are causing worldwide concerns.
- D) Their food self-sufficiency has been taken for granted.

48. What does the new study by the two universities say about recent crop improvement efforts?

- A) They fail to produce the same remarkable results as before the 1980s.
- B) They contribute a lot to the improvement of human food production.

- C) They play a major role in guaranteeing the food security of the world.  
 D) They focus more on the increase of animal feed than human food grains.
49. What does the Food and Agriculture Organisation say about world food production in the coming decades?
- A) The growing population will greatly increase the pressure on world food supplies.  
 B) The optimistic prediction about food production should be viewed with caution.  
 C) The slowdown of the growth in yields of major food crops will be reversed.  
 D) The world will be able to feed its population without increasing farmland.
50. How does the author view the argument of the Food and Agriculture Organisation?
- A) It is built on the findings of a new study.  
 B) It is based on a doubtful assumption.  
 C) It is backed by strong evidence.  
 D) It is open to further discussion.

### Passage Two

Questions 51 to 55 are based on the following passage.

The endless debate about “work-life balance” often contains a hopeful footnote about stay-at-home dads. If American society and business won’t make it easier on future female leaders who choose to have children, there is still the ray of hope that increasing numbers of full-time fathers will. But based on today’s socioeconomic trends, this hope is, unfortunately, misguided.

It’s true that the number of men who have left work to do their thing as full-time parents has doubled in a decade, but it’s still very small; only 0.8% of married couples where the stay-at-home father was out of the labor force for a year. Even that percentage is likely inflated by men thrust into their caretaker role by a downsizing. This is simply not a large enough group to reduce the social *stigma* (污名) and force other adjustments necessary to supporting men in this decision, even if only for a relatively short time.

Even shorter times away from work for working fathers are already difficult. A study found that 85% of new fathers take some time off after the birth of a child—but for all but a few, it’s a week or two at most. Meanwhile, the average for women who take leave is more than 10 weeks.

Such choices impact who moves up in the organization. While you’re away, someone else is doing your work, making your sales, taking care of your customers. That can’t help you at work. It can only hurt you. Women, of course, face the same issues of returning after a long absence. But with many more women than men choosing to leave the workforce entirely to raise families, returning from an extended parental leave doesn’t raise as many eyebrows as it does for men.

Women would make more if they didn’t break their earning *trajectory* (轨迹) by leaving the workforce, or if higher-paying professions were more family-friendly. In the foreseeable future, stay-at-home fathers may make all the difference for individual families, but their presence won’t reduce the numbers of high-potential women who are forced to choose between family and career.

51. What gives women a ray of hope to achieve work-life balance?
- A) More men taking an extended parental leave.  
 B) People’s changing attitudes towards family.

- C) More women entering business management.  
 D) The improvement of their socioeconomic status.
52. Why does the author say the hope for more full-time fathers is misguided?  
 A) Women are better at taking care of children.  
 B) Many men value work more than their family.  
 C) Their number is too small to make a difference.  
 D) Not many men have the chance to stay at home.
53. Why do few men take a long parental leave?  
 A) A long leave will have a negative impact on their career.  
 B) They just have too many responsibilities to fulfill at work.  
 C) The economic loss will be too much for their family to bear.  
 D) They are likely to get fired if absent from work for too long.
54. What is the most likely reaction to men returning from an extended parental leave?  
 A) Jealousy. B) Surprise.  
 C) Admiration. D) Sympathy.
55. What does the author say about high-potential women in the not-too-distant future?  
 A) They will benefit from the trend of more fathers staying at home.  
 B) They will find high-paying professions a bit more family-friendly.  
 C) They are unlikely to break their career trajectory to raise a family.  
 D) They will still face the difficult choice between career and children.

## Part IV

## Translation

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

在西方人心目中,和中国联系最为密切的基本食物是大米。长期以来,大米在中国人的饮食中占据很重要的地位,以至于有谚语说“巧妇难为无米之炊”。中国南方大多种植水稻,人们通常以大米为主食;而华北大部分地区因为过于寒冷或过于干燥,无法种植水稻,那里的主要作物是小麦。在中国,有些人用面粉做面包,但大多数人用面粉做馒头和面条。



## KEYS

### ★ Part II Listening Comprehension

1 ~ 2	3 ~ 4	5 ~ 6	7 ~ 8	9 ~ 12	13 ~ 15	16 ~ 18	19 ~ 21	22 ~ 25
DB	BA	AC	BD	DCBC	DAB	DCB	ADC	BDAC

### ★ Part III Reading Comprehension

#### Section A

26 ~ 30	AELNB	31 ~ 35	GCHDI
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#### Section B

36 ~ 40	ONMDJ	41 ~ 45	CEHFL
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#### Section C

46 ~ 50	CADDB	51 ~ 55	ACABD
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## 试题精讲

### ★ Part I Writing

#### 【写作思路点拨】

①审题及布局。审题。本次四级作文是解读漫画内容并进行评论。主题应围绕“在子女求学道路上,家长应扮演什么样的角色”来论述。审题完成开始写作时,首先要简要描述漫画内容及其内涵,重点应当阐述家长在选择求学道路的时候,扮演什么样的角色才是恰当的。布局。本题型仍然可以按照传统三段式,第一段从漫画内容着手,引出论点。第二段主要论述家长在子女求学过程中应当给予什么样的指导,或哪方面的指导。第三段可以作为自己观点的总结。注意在写作过程中要有理有据、条理清晰即可。

②语言。在写作的时候,要注意选词的恰当得体,句子语法的前后通顺、连贯性;注意论述时语言表达的条理性,在保证句法通顺的前提下尽可能做到表达的准确和多样化;最后,注意各个部分之间的衔接和连贯。

As is vividly depicted in the picture, a beautiful girl with an **admission** letter in her hand is telling her mom that she was accepted to the college of her mom's choice. Hearing the good news, her mom, sitting in the sofa reading a book, appears to be satisfied and proud.

What roles should parents play in their children's growth? In my opinion, parents should behave as **directors** rather than decision makers. With parents giving proper **instructions**, children can avoid making many mistakes and learn to make their own decision when faced with **dilemma** or difficult situation. **However**, when forced to follow their parents' decisions, the children will lose the opportunity to think independently and have vague ideas of what kind of people they will become in the future. **Meanwhile**, a decision-making parent can easily spoil their children's interests and hobbies. This may do harm to children's growth.

In conclusion, parents' role in their children's growth should be instructors, guiding and helping their children to make decisions themselves.

## 【范文闪光点点拨】

①中心突出,思路清晰。第一段首先简单描述漫画的内容。随后作者从正反两个方面论述了家长在子女求学时起的作用,一方面可以帮助孩子少走弯路,避免犯错,与此同时过多的干涉也影响了孩子做出自己的抉择,这样的论述比较全面。最后一段对自己的观点进行了总结。

②语言地道,用词恰当。admission, director, instruction, dilemma 等较为地道的表达和学术化词汇的使用值得学习。

③句子凝练,衔接紧密。however, meanwhile, in conclusion 这些逻辑词使文章显得更加通顺、连贯、有条理。

## ★ Part II Listening Comprehension

## Section A

## News Report One

American coastguard officials in Florida (佛罗里达) say (1) **they have returned to Cuba (古巴) a group of would-be migrants (2) who tried to make their way to the United States in an unusual vessel—a floating truck.** They said one of their planes spotted the Cubans more than half way through their journey, and the coastguard could not believe their eyes when they saw the vessel, the Cubans had attached floats and propellers to (2) **a 1951 shabby truck (破旧的卡车).**

1. What has happened to the Cubans?

D) 【听前猜测】从选项中 set foot, flee to, sent back 推测设问应和到达或逃往某处相关。

【答题点拨】细节题。美方已经遣返了一批来自古巴的非法移民。

2. How did the Cubans try to enter the U. S. ?

B) 【听前猜测】根据选项中 boat, swimming, truck 等词推断考查的是出行的方式。

【答题点拨】细节题。这些古巴难民是乘坐一辆破旧的卡车漂到美国的。

## News Report Two

(4) **Storms sank two river ferries in southern Bangladesh (孟加拉国) on Sunday and (3) some 90 passengers were reported missing** while at least another 68 died. One of the packed ferries carrying around 150 people capsized early on Sunday on the Megna River (梅格纳河:孟加拉境内河流), and (4) **50 were rescued.** A second ferry sank on the same river just one kilometer away leaving 40 passengers missing after **six were rescued.**

3. Altogether how many people were reported missing?

B) 【听前猜测】四个选项均是数字,推断考查的是文中涉及的具体数量。

【答题点拨】细节题。据报道一共有 90 名游客下落不明。

4. Which of the following details is INCORRECT?

A) 【听前猜测】从选项中 ferries, sink, rescued 推测设问应该是沉船或营救的情况。

【答题点拨】归纳题。文中提到了同一天发生的两次沉船事故,在同一条河上,且都是由飓风引起的。第一条船上的获救人数更多。

## News Report Three

(5) **PepsiCo. (百事公司) of the U. S. and Unilever (联合利华) of the U. K. have become the latest foreign entrance in China's competitive bottled tea market.** The two companies launched Lipton's (立顿) iced tea in Guangzhou last week in a 50/50 venture. (6) **PepsiCo. is contributing its bottling facilities and distribution networks to the alliance** while Unilever provides the famous tea brand and recipe, company executives said. China has a growing bottled tea market estimated to be worth 10 billion yuan. It has been dominated in recent years by two Taiwanese brands, Master Kang (康师傅) and Uni-president (统一). Three