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710分

四级考前强化模拟训练

王烨　赵立洁　等　编

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内 容 提 要

本书严格按照全国大学英语四级考试改革方案及试点考试样卷编写，立足应试，紧扣四级考试的最近动向。本书根据最近几次四级考试的真题，精心编写 10 套全真模拟题，不但分析历年考试的命题规律以及应试技巧，使考生在最短的时间掌握解题方法，准确地抓住重点、难点，有针对性地进行复习，而且通过大量的考前模拟强化，使考生充分融入临考状态，真正做到"知己知彼，百战不殆"，帮助考生全面熟悉四级考试新题型，做到胸有成竹，顺利通过四级考试。

本书适用于参加大学英语四级考试的读者。

Preface 前 言

英语四级考试是国家教育部主管的一项全国性的教学考试，是用来测评大学生英文能力的一项非常重要的指标，通常在大学生就业的时候也是一个至关重要的因素。全面正式实施改革后的四级考试，无论是考试侧重点还是考试形式都呈现出新的特点，而隐含其后的则是整个测试思路的转变。

《710分单项技能突破》系列就是在此新形势下精心策划与编写的一套考试辅导用书。本书是考前强化模拟训练分册，旨在帮助考生做临考前的自我测试和强化。本书严格遵照《全国大学英语四、六级考试改革方案（试行）》的精神，在题型设置上与考试新题型完全一致，在设置难度上与真题基本一致。具体内容包括：《全国大学英语四、六级考试改革方案（试行）》的解读，尤其是改革后的题型和考核趋势，帮助考生更全面地了解全新四级考试改革的方向，做到心中有数；真题自测，这部分给出了最近几次的大学英语四级考试真题，目的是让考生提前进入考试状态，更好地掌握真题难度和熟悉题型；模拟练习，该部分为考生提供了10套全真模拟试题，每套题都完全按照四级考试新题型的要求设计，并在答案及解析部分提供了详细解答。

本书全面深入大纲思想，强调考试重点和难点的考核。具体来说，有以下几方面的特色。

1. 以最新大学英语四级考试大纲作为命题基础。

2. 对大学英语四级考试的考点、重点和难点做到了全面覆盖和准确把握。

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3. 题型、题量、难易程度和卷面设置等同真题。

4. 试卷中各题都附有翔实的分析解答。

我们希望考生能在深入了解新题型，并且掌握了各个专项训练的重点以及技巧后，留给自己一定的时间完成 10 套模拟测试的训练。测试结束后，要总结自己的知识、能力的不足，然后再进行针对性的复习，并及时巩固和不断提高，在备战四级的征程中取得长足的进步，信心百倍地应对考试。

本书由王烨、赵立洁编写，马云秀、王建军、王海娜、王越、白云飞、刘梅、张世华、张红燕、张娟娟、张静、李光全、李良、李翔、李楚、陈仕奇、罗勇军、姜文琪、董敏、蒋卫华等同志也参与了本书的编写工作，在此一并向他们表示感谢。

由于时间仓促，编者水平所限，书中的不足之处恳请读者批评指正。

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编　者

2009 年 10 月

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《全国大学英语四、六级考试
改革方案（试行）》解读

　　大学英语教学改革是"高等学校教学质量与教学改革工程"的一项重要内容，2004 年，教育部组织制定了《大学英语课程教学要求（试行）》。大学英语四、六级考试（以下简称四、六级考试）改革是大学英语教学改革的重要组成部分。全国大学英语四、六级考试委员会（以下简称考委会）和大学英语四、六级考试改革项目组在广泛听取多方意见的基础上，经过近一年的研究和论证，根据《大学英语课程教学要求（试行）》，制定了本方案。

一、四、六级考试改革的指导思想、目标和原则

　　四、六级考试是为教学服务的标准化考试。考试改革的指导思想是在保持科学性、客观性和公正性的同时，使考试最大限度地对大学英语教学产生正面的导向作用，即：通过改革，引导师生正确处理教学与考试的关系，更合理地使用四、六级考试，使考试更好地为教学服务。考试改革的目标是更准确地测量我国在校大学生的英语综合应用能力，尤其是英语听说能力，以体现社会改革开放对我国大学生英语综合应用能力的要求。改革要按照前瞻性与可行性相结合、分步实施的原则进行，既有近期改革目标，又有中长期规划。

二、四、六级考试改革的措施

（一）全面改革计分体制和成绩报导方式

　　自 2005 年 6 月起，面向所有考生，四、六级考试成绩将采用满分为 710 分的计分体制，不设及格线；成绩报导方式由考试合格证书改为成绩报告单，即考后向每位考生发放成绩报告单，报导内容包括：总分、单项分等；为使学校理解考试分数的含义并根据各校的实际情况合理使用考试测量的结果，考委会将向学校提供四、六级考试分数的解释。

（二）考试内容改革

按照《大学英语课程教学要求（试行）》修订考试大纲，开发新题型，加大听力理解部分的题量和分值比例，增加快速阅读理解测试，增加非选择性试题的题量和分值比例。试行阶段的四、六级考试内容由四部分构成：听力理解、阅读理解、综合测试和写作测试。听力理解部分的比例提高到35%，其中听力对话占15%，听力短文占20%。听力对话部分包括短对话和长对话的听力理解；听力短文部分包括短文听写和选择题型的短文理解。听力题材选用对话、讲座、广播电视节目等更具真实性的材料。阅读理解部分比例调整为35%，其中仔细阅读部分（Careful Reading）占25%，快速阅读部分（Fast Reading）占10%。仔细阅读部分除测试篇章阅读理解外，还包括对篇章语境中的词汇理解的测试；快速阅读部分测试各种快速阅读技能。综合测试比例为15%，由两部分构成。第一部分为完形填空或改错，占10%；第二部分为短句问答或翻译，占5%。写作测试部分比例为15%，体裁包括议论文、说明文、应用文等。试行阶段四、六级考试各部分测试内容、题型和所占分值比例如下表所示。

试卷构成	测试内容		测试题型	比　例
第一部分：听力理解	听力对话	短对话	多项选择	35%
		长对话	多项选择	
	听力短文	短文理解	多项选择	
		短文听写	复合式听写	
第二部分：阅读理解	仔细阅读理解	篇章阅读理解	多项选择	35%
		篇章词汇理解	选词填空	
	快速阅读理解		是非判断＋句子填空或其他	
第三部分：综合测试	完形填空或改错		多项选择	15%
			错误辨认并改正	
	篇章问答或句子翻译		简短回答	
			中译英	
第四部分：写作测试	写作		短文写作	15%

近期内，四、六级考试口语考试仍将与笔试分开实施，继续采用已经实施了五年的面试型的四、六级口语考试（CET-SET）。同时，考委会将积极研究开发计算机化口语测试，以进一步扩大口语考试规模，推动大学英语口语教学。

（三）考务管理体制改革

2005 年 6 月起，教育部考试中心将启用新的四、六级考试报名和考务管理系统，严格认定考生报名资格，加强对考场组织和考风考纪的管理，切实做好考试保密工作。从 2006 年 1 月考试起，逐步将参加考试的考生范围尽可能限制在高等学校内部。有关报名要求等考务管理方面的事宜由教育部考试中心另行通知。

（四）改革工作进程

（1）自 2006 年 1 月的考试开始，参加大学英语教学改革试点的学生，以自愿为原则，试行新题型的四级考试，自 2006 年 6 月开始以同等方式试行新的六级考试；在此期间，非试点考生仍采用旧题型进行考试。

（2）初步定于 2007 年 1 月全面实施改革后的四级考试，2007 年 6 月全面实施改革后的六级考试。

考委会按照《大学英语课程教学要求（试行）》制定新的四、六级考试大纲和样题，并将及时向教师和学生公布。

三、四、六级考试中、长期改革规划

四、六级考试经过 17 年的发展历程证明，任何一项大规模标准化考试的发展都是一个不断改进和完善的过程。国家改革开放对我国大学生的英语交际能力不断提出更高的要求，因此，四、六级考试中、长期改革任务仍十分艰巨。考委会将不断研究开发适合四、六级考试的新题型，研究改革后的四、六级考试对教学的后效；同时，充分利用高科技手段，完善考务管理系统，实现四、六级考试网上阅卷（CET-Online Marking），研究计算机化的四、六级考试（CET-CBT），争取在一定考生范围内或在某种能力测试中实现四、六级机考。

四、六级考试还将进一步完善其考试系列，更好地适应不同层次学校的需要，更有利于分层管理、分类指导。考委会将根据对目

前国内外语言测试理论和实践的研究和分析，制定以中国英语学习者为对象，能与国际接轨的英语语言能力等级量表，以更准确地描述我国大学生的英语能力。同时，研究开发入学水平考试（CET-Placement Test），用以测量大学生入学时的英语水平，为学校制定切实可行的教学目标提供依据。采用"平均级点分"等统计手段，更准确地反映教学水平的提高幅度，以调动广大师生的教与学的积极性。此外，还将研究开发高端考试（CET-Advanced Level），用于测试学生是否达到《大学英语课程教学要求（试行）》中"更高要求"所规定的英语综合应用能力，即能以英语为工具，直接参与国际学术会议、国际学术交流等。

四、六级考试改革是一项复杂的系统工程。要加大宣传力度，使教师和学生了解改革的目的和举措，并通过教师培训等手段使改革思想融入教学。要密切关注改革后效，跟踪改革对教学所产生的影响，及时调整改革措施，使四、六级考试更好地为教学服务。

目　录

大学英语四级考试模拟试题

Model Test 1

Part I Writing (30 minutes)

Directions: *For this part, you are allowed 30 minutes to write a composition on the topic Choosing an Occupation. You should write at least 120 words following the outline given below in Chinese:*

（1）选择职业是一个人要面对的众多难题之一。

（2）需要花时间去选择职业。

（3）选择职业时可以向多人寻求建议和帮助。

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 question on Answer Sheet 1.*
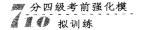
For questions 1-7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8-10, complete the sentences with the information given in the passage.

Computer Crime

A computer crime is generally defined as one that involves the use of computers and software for illegal purposes. This doesn't mean that all the crimes are new types of crime. On the contrary, many of these crimes, such as embezzlement of funds, the alteration of records, theft, vandalism, sabotage, and terrorism, can be committed without a computer. But with a computer, these offenses can be carried out more quickly and with less chance that the person responsible for the crime will be discovered.

Computer crimes are on the rise and have been for the last twelve years. Just how much these computer crimes cost the American public is in dispute, but estimates range from $3 billion to $5 billion annually. Even the FBI, which attempts to keep track of the growth or decline of all kinds of crimes, is unable to say precisely how large a loss is involved; however, it estimates that the average take from a company hit by computer crime is $600,000. A number of reasons are given for the increase in computer crime: (A) more computers in use and, thus, more people who are familiar with basic computer operation; (B) more computers tied together in satellite and other data — transmission networks; and (C) the easy access of microcomputers to huge mainframe data bases.

The Criminal

Movies and newspaper stories might lead us to believe that most computer crimes are committed by teenage "hackers" — brilliant and basically good children who let their imagination and technical genius get them into trouble. But a realistic look at the crimes reveals that the offender is likely to be an employee of the firm against which the crime has been committed, i. e., an "insider".

Difficulty of Detection and Prevention

Given the kind of person who commits a computer crime and the environment in which the crime occurs, it is often difficult to detect who

the criminal is. First of all, the crime may be so complex that months or years go by before anyone discovers it.

Second, once the crime has been revealed, it is not easy to find a clear trail of evidence that leads back to the guilty party. After all, looking for "weapons" or fingerprints does not occur as it might in the investigation of more conventional crimes.
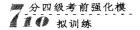
Third, there are usually no witnesses to the computer crime, even though it may be taking place in a room filled with people. Who is to say if the person at the next terminal, calmly keying in data, is doing the company's work or committing a criminal act?

Fourth, not enough people in management and law enforcement know enough about computer technology to prevent the crimes. Authorities have to be familiar with the computer's capabilities within a given situation to guard against its misuses. In some large cities, such as Los Angeles, police departments have set up specially trained computer crime units.

But even when an offender is caught, the investigators, attorneys (律师), judges, or juries may find the alleged crime too complicated and perplexing to handle. More attorneys are specializing in computer law and studying the computer's potential for misuse.

After a computer crime has been discovered, many companies do not report it or prosecute (起诉) the person responsible. A company may not announce the crime out of fear that the pubic will find out the weaknesses of its computer system and lose confidence in its organization. Banks, credit card companies, and investment firms are especially sensitive about revealing their vulnerabilities (脆弱性) because they rely heavily on customer trust.

To avoid public attention, cautious companies will often settle cases of computer tampering out of court. And if cases do go to trial and the offenders are convicted, they may be punished only by a fine or light sentence because the judge or jury isn't fully trained to understand the nature and seriousness of the crime.

Not all companies are timid in apprehending computer criminals. For example, Connecticut General Life Insurance Company decided it had to get tough on violators. So when the company discovered that one of its computer technicians had embezzled $200,000 by entering false benefit claims, it presented it findings to the state's attorney and aided in the prosecution of the technician. The technician was found guilty and sentenced to prison, not just for the computer misuse, but also for grand theft and insurance fraud. Connecticut General now has a policy of reporting all incidents of theft or fraud, no matter how small.

1. The FBI knows exactly how large a loss is involved in computer crimes.

2. It has become easy for microcomputer owners to use huge mainframe data bases.

3. It is implied in the Paragraph 3 that most computer criminals are the employees of the concerned companies.

4. Many companies don't report computer crimes because law procedures against computer crimes usually cost a lot of money.

5. When computer crime takes place in a room filled with people, there are usually many witnesses to the crime.

6. The passage is mainly about the increase of computer crimes in America and the difficulties in combating computer crimes.

7. Computer crimes are on the rise because more cheap microcomputers are available.

8. According to the passage, computer crimes has been on the rise for the last _____ years.

9. Connecticut General Life Insurance company is cited as _____ of companies that took serious measures to fight against computer crimes.

10. Banks, credit card companies, and investment firms are especially sensitive about revealing their vulnerabilities because they place too much reliance on _____ .

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.*

11. A) The man is out of shape.
    B) The man doesn't need a new racket.
    C) The man also needs new tennis shoes.
    D) The man spent too much on his tennis shoes.

12. A) He doesn't think that John is ill.
    B) He thinks that perhaps John is not in very good health.
    C) He is aware that John is ill.
    D) He doesn't think that John has a very good knowledge of physics.

13. A) Before six.   B) At six.
    C) After six.   D) After seven.

14. A) It is bigger.   B) It is of a prettier color.
    C) It has a larger yard. D) It is brighter.

15. A) Australian and American. B) Guest and host.
    C) Husband and wife.   D) Professor and student.

16. A) The woman offered to help the man find his box.
    B) The man doesn't know where to go.
    C) The woman will buy the man's lunch for him.
    D) The woman will give the man a treatment.

17. A) He prefers staying at home because the bus is too late.
    B) He prefers staying at home because he doesn't like to travel.
    C) He prefers taking a bus because the plane makes him nervous.

D) He prefers traveling with the woman.

18. A) Near the stairs.　　　　　　B) On the platform.

　　C) At the ticket office.　　　　D) At the information desk.

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

19. A) A novel about a president.

　　B) A political science book.

　　C) A listing of election results.

　　D) A text for one of his courses.

20. A) To the manager's office.　　B) To the paperback section.

　　C) To the textbook area.　　　D) To the publishers' indexes.

21. A) Only those used in the university.

　　B) Only those printed at the university.

　　C) Only those currently available from publishers.

　　D) Only those in the field of political science.

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

22. A) A mountain resort.

　　B) A seaside resort.

　　C) A desert.

　　D) The outback of Australia.

23. A) Fellow teachers.

　　B) Freshmen of a university.

　　C) Second-year students.

　　D) Either seniors or juniors.

24. A) There are mountains nearby.

　　B) He's been there once.

　　C) He wants to be away from the hustle and bustle.

　　D) He heard it would be fun to be there.

25. A) Finish their course work.

　　B) Plan out their holiday in detail.

　　C) Head for Sydney.

　　D) Buy some necessities for their trip.

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 passage you have just heard.

26. A) From three to five months. B) Three months.
    C) Five months. D) Four months.
27. A) Watch traffic. B) Obey commands.
    C) Cross streets safely. D) Guard the door.
28. A) Three weeks. B) Two weeks.
    C) Four weeks. D) Five weeks.

Passage Two

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

29. A) The games shouldn't be held in Salt Lake City.
    B) The games have met their environmental goals.
    C) The games did little to protect the environment.
    D) The games have caused lasting damages to the area.
30. A) Sports competition. B) Cultural exchange.
    C) Economic development. D) Environmental protection.
31. A) Building ski jumps farther away from the city.
    B) Developing better public transportation in the city.
    C) Planting more trees around the fields.
    D) Promoting the use of cleaner energy.

Passage Three

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

32. A) Diet. B) Weight control.