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# 大学英语 四级真题 全景解读

英尚主编

# CET-4

标准真题，权威答案  
详尽解析，完整录音

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# 大学英语四级真题全景解读

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# 前 言

大学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语能力的一项非常重要的指标,被大学生称为“大学第一考”,其重要性不言而喻。

但怎样准备四级考试,四级考试都有哪些题型,每种题型应试时又有哪些技巧,不是每个考生都能了然于胸的。或许有的大学生还很茫然,千头万绪,感觉无从下手。别着急,本书就是为参加四级考试的大学生量身打造的,无论你的英语技高一筹,还是基础薄弱,你都能从本书中找到切入点,踏上应对四级考试的轻松之路。

本书收集了大学英语四级考试改革后所出的真题。这些原汁原味的真题可以让考生切实拥有实战的感受,进而从真题中体会四级考试的出题角度和难易程度,了解自己目前的水平和差距,更好地为复习做准备,从而最终能在考场上自如发挥。

本书的特色有以下几个方面:

分析透彻,究根到底。针对调研中发现的考生在四级考试中暴露的问题,本书对每道题和每个选项都进行了细致入微的解析,让考生充分理解每一道题的内涵,深入骨髓地把问题分析透彻。本书全方位、深度挖掘了四级考试的各个考点,揭示了四级考试的命题规律,给出了每道题的答题方法和技巧,值得仔细研究与推敲。把这些问题弄清楚了,便已然抓住了四级考试的命门,相信在应对考试的过程中会收到事半功倍的效果。

内容丰富,鞭辟入里。本书板块丰富,从多个角度解读近几年的四级真题。其中“内容导读”导入文章主题及主要内容,让读者对文章内容有一个大致的把握,为接下来的学习作好充分的准备;“全文翻译”将听力和阅读部分翻译成中文,可以帮助读者更好地理解文章内容,学习更轻松高效;“多维解读”中“题眼”这一板块可以让读者更容易更简便地在听力、阅读理解等文章中找到问题的答案。“全景分析”通过对文章全方面的分析解读,可以使读者更准确到位地理解考点出处。精心设计的“错题克星”这一板块,让读者不仅知道哪个选项正确,同时知道哪个是干扰项,并排除错误答案,进而真正理解命题人的命题思路,把握考试的脉络,轻松应对考试。

词汇贯通、阅读达标、考试过关,是每位英语学习者,尤其是准备参加大学英语四级考试的考生特别关注的,而这也正是本书所努力的方向。希望本书能够真正成为四级考生的学习之需和应考必备之书,并帮助考生们顺利通过考试难关。

使用本书时,建议考生一定要按照考试要求,在规定的答题时间内完成每套练习题。例如,前45分钟必须完成写作及快速阅读部分,后80分钟完成其余的练习,养成良好的做题习惯。预祝大家考试顺利,取得优异的成绩。



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# 2007 年 12 月大学英语四级考试试题

Total score: 710

Total time allowed: 125 minutes

## Part I Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled **What Electives to Choose**. You should write at least 120 words following the outline given below.

1. 各大学为学生开设了多种多样的选修课
2. 学生出于各种原因选择不同的选修课
3. 以我自己为例……

### What Electives to Choose

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## 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.

### Universities Branch Out

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.

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.

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.

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.

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.

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.

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.

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.

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.

1. From the first paragraph we know that present-day universities have become \_\_\_\_\_.  
A) more and more research-oriented                      B) in-service training organizations  
C) more popularized than ever before                      D) a powerful force for global integration
2. Over the past three decades, the enrollment of overseas students has increased \_\_\_\_\_.  
A) by 2.5 million                      B) by 800,000  
C) at an annual rate of 3.9 percent                      D) at an annual rate of 8 percent
3. In the United States, how many of the newly hired professors in science and engineering are foreign-born?  
A) 10%.                      B) 20%.                      C) 30%.                      D) 38%.
4. How do Yale and Harvard prepare their undergraduates for global careers?  
A) They organize a series of seminars on world economy.  
B) They offer them various courses in international politics.  
C) They arrange for them to participate in the Erasmus program.  
D) They give them chances for international study or internship.
5. An example illustrating the general trend of universities' globalization is \_\_\_\_\_.  
A) Yale's collaboration with Fudan University on genetic research  
B) Yale's helping Chinese universities to launch research projects  
C) Yale's student exchange program with European institutions  
D) Yale's establishing branch campuses throughout the world
6. What do we learn about Silicon Valley from the passage?  
A) It houses many companies spun off from MIT and Harvard.  
B) It is known to be the birthplace of Microsoft Company.  
C) It was intentionally created by Stanford University.  
D) It is where the Internet infrastructure was built up.
7. What is said about the U. S. federal funding for research?  
A) It has increased by 3 percent.                      B) It has been unsteady for years.  
C) It has been more than sufficient.                      D) It doubled between 1998 and 2003.
8. The dramatic decline in the enrollment of foreign students in the U. S. after September 11 was caused by \_\_\_\_\_.



9. Many Americans fear that American competitiveness may be threatened by foreign students who will \_\_\_\_\_.
10. The policy of welcoming foreign students can benefit the U. S. in that the very best of them will stay and \_\_\_\_\_.

### 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) She used to be in poor health.                         | B) She was popular among boys.        |
| C) She was somewhat overweight.                               | D) She didn't do well at high school. |
| 12. A) At the airport.  | B) In a restaurant.                   |
| C) In a booking office.                                       | D) At the hotel reception.            |
| 13. A) Teaching her son by herself.                           | B) Having confidence in her son.      |
| C) Asking the teacher for extra help.                         | D) Telling her son not to worry.      |
| 14. A) Have a short break.                                    | B) Take two weeks off.                |
| C) Continue her work outdoors.                                | D) Go on vacation with the man.       |
| 15. A) He is taking care of his twin brother.                 | B) He has been feeling ill all week.  |
| C) He is worried about Rod's health.                          | D) He has been in perfect condition.  |
| 16. A) She sold all her furniture before she moved house.     |                                       |
| B) She still keeps some old furniture in her new house.       |                                       |
| C) She plans to put all her old furniture in the basement.    |                                       |
| D) She bought a new set of furniture from Italy last month.   |                                       |
| 17. A) The woman wondered why the man didn't return the book. |                                       |
| B) The woman doesn't seem to know what the book is about.     |                                       |
| C) The woman doesn't find the book useful any more.           |                                       |
| D) The woman forgot lending the book to the man.              |                                       |
| 18. A) Most of the man's friends are athletes.                |                                       |
| B) Few people share the woman's opinion.                      |                                       |
| C) The man doesn't look like a sportsman.                     |                                       |
| D) The woman doubts the man's athletic ability.               |                                       |

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

- |  |   |
|--|---|
| 19. A) She has packed it in one of her bags. | B) She is going to get it at the airport. |
| C) She has probably left it in a taxi.       | D) She is afraid that she has lost it.    |
| 20. A) It ends in winter.                    | B) It will cost her a lot.                |
| C) It will last one week.                    | D) It depends on the weather.             |
| 21. A) The plane is taking off soon.         | B) The taxi is waiting for them.          |
| C) There might be a traffic jam.             | D) There is a lot of stuff to pack.       |
| 22. A) At home.                              | B) At the airport.                        |

C) In the man's car.

D) By the side of a taxi.

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

23. A) She is thirsty for promotion.

B) She wants a much higher salary.

C) She is tired of her present work.

D) She wants to save travel expenses.

24. A) Translator.

B) Travel agent.

C) Language instructor.

D) Environmental engineer.

25. A) Lively personality and inquiring mind.

B) Communication skills and team spirit.

C) Devotion and work efficiency.

D) Education and experience.

## 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 29 are based on the passage you have just heard.**

26. A) They care a lot about children.

B) They need looking after in their old age.

C) They want to enrich their life experience.

D) They want children to keep them company.

27. A) They are usually adopted from distant places.

B) Their birth information is usually kept secret.

C) Their birth parents often try to conceal their birth information.

D) Their adoptive parents don't want them to know their birth parents.

28. A) They generally hold bad feelings towards their birth parents.

B) They do not want to hurt the feelings of their adoptive parents.

C) They have mixed feelings about finding their natural parents.

D) They are fully aware of the expenses involved in the search.

29. A) Early adoption makes for closer parent-child relationship.

B) Most people prefer to adopt children from overseas.

C) Understanding is the key to successful adoption.

D) Adoption has much to do with love.

### Passage Two

**Questions 30 to 32 are based on the passage you have just heard.**

30. A) He suffered from mental illness.

B) He bought *The Washington Post*.

C) He turned a failing newspaper into a success.

D) He was once a reporter for a major newspaper.

31. A) She was the first woman to lead a big U. S. publishing company.

B) She got her first job as a teacher at the University of Chicago.

C) She committed suicide because of her mental disorder.

D) She took over her father's position when he died.

32. A) People came to see the role of women in the business world.  
B) Katharine played a major part in reshaping Americans' mind.  
C) American media would be quite different without Katharine.  
D) Katharine had exerted an important influence on the world.

### Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) It'll enable them to enjoy the best medical care.  
B) It'll allow them to receive free medical treatment.  
C) It'll protect them from possible medical crises.  
D) It'll prevent the doctors from overcharging them.
34. A) They can't immediately get back the money paid for their medical cost.  
B) They have to go through very complicated application procedures.  
C) They can only visit doctors who speak their native languages.  
D) They may not be able to receive timely medical treatment.
35. A) They don't have to pay for the medical services.  
B) They needn't pay the entire medical bill at once.  
C) They must send the receipts to the insurance company promptly.  
D) They have to pay a much higher price to get an insurance policy.

### Section C

**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.

More and more of the world's population are living in towns or cities. The speed at which cities are growing in the less developed countries is (36) \_\_\_\_\_. Between 1920 and 1960 big cities in developed countries (37) \_\_\_\_\_ two and a half times in size, but in other parts of the world the growth was eight times their size.

The (38) \_\_\_\_\_ size of growth is bad enough, but there are now also very (39) \_\_\_\_\_ signs of trouble in the (40) \_\_\_\_\_ of percentages of people living in towns and percentages of people working in industry. During the nineteenth century, cities grew as a result of the growth of industry. In Europe the (41) \_\_\_\_\_ of people living in cities was always smaller than that of the (42) \_\_\_\_\_ working in factories. Now, however, the (43) \_\_\_\_\_ is almost always true in the newly industrialized world: (44) \_\_\_\_\_.

Without a base of people working in industry, these cities cannot pay for their growth; (45) \_\_\_\_\_. There has been little opportunity to build water supplies or other facilities. (46) \_\_\_\_\_, a growth in the number of hopeless and despairing parents and starving children.

## 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.**

As war spreads to many corners of the globe, children sadly have been drawn into the center of conflicts. In Afghanistan, Bosnia, and Colombia, however, groups of children have been taking part in peace education 47. The children, after learning to resolve conflicts, took on the 48 of peacemakers. The Children's Movement for Peace in Colombia was even *nominated* (提名) for the Nobel Peace Prize in 1998. Groups of children 49 as peacemakers studied human rights and poverty issues in Colombia, eventually forming a group with five other schools in Bogota known as The Schools of Peace.

The classroom 50 opportunities for children to replace angry, violent behaviors with 51, peaceful ones. It is in the classroom that caring and respect for each person empowers children to take a step 52 toward becoming peacemakers. Fortunately, educators have access to many online resources that are 53 useful when helping children along the path to peace. The Young Peacemakers Club, started in 1992, provides a Website with resources for teachers and 54 on starting a Kindness Campaign. The World Centers of Compassion for Children International call attention to children's rights and how to help the 55 of war. Starting a Peacemakers' Club is a praiseworthy venture for a class and one that could spread to other classrooms and ideally affect the culture of the 56 school.

A) acting	F) especially	K) projects
B) assuming	G) forward	L) respectively
C) comprehensive	H) images	M) role
D) cooperative	I) information	N) technology
E) entire	J) offers	O) victims

## Section B

**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 57 to 61 are based on the following passage.**

By almost any measure, there is a boom in Internet-based instruction. In just a few years, 34 percent of American universities have begun offering some form of distance learning (DL), and among the larger schools, it's closer to 90 percent. If you doubt the popularity of the trend, you probably haven't heard of the University of Phoenix. It grants degrees entirely on the basis of online instruction. It enrolls 90,000 students, a statistic used to support its claim to be the

largest private university in the country.

While the kinds of instruction offered in these programs will differ, DL usually signifies a course in which the instructors post *syllabi* (课程大纲), reading assignments, and schedules on Websites, and students send in their assignments by e-mail. Generally speaking, face-to-face communication with an instructor is minimized or eliminated altogether.

The attraction for students might at first seem obvious. Primarily, there's the convenience promised by courses on the Net: you can do the work, as they say, in your *pajamas* (睡衣). But figures indicate that the reduced effort results in a reduced commitment to the course. While drop-out rates for all freshmen at American universities is around 20 percent, the rate for online students is 35 percent. Students themselves seem to understand the weaknesses inherent in the setup. In a survey conducted for eCornell, the DL division of Cornell University, less than a third of the respondents expected the quality of the online course to be as good as the classroom course.

Clearly, from the schools' perspective, there's a lot of money to be saved. Although some of the more ambitious programs require new investments in servers and networks to support collaborative software, most DL courses can run on existing or minimally *upgraded* (升级) systems. The more students who enroll in a course but don't come to campus, the more the school saves on keeping the lights on in the classrooms, paying doorkeepers, and maintaining parking lots. And, while there's evidence that instructors must work harder to run a DL course for a variety of reasons, they won't be paid any more, and might well be paid less.

57. What is the most striking feature of the University of Phoenix?
- A) All its courses are offered online.
  - B) Its online courses are of the best quality.
  - C) It boasts the largest number of students on campus.
  - D) Anyone taking its online courses is sure to get a degree.
58. According to the passage, distance learning is basically characterized by \_\_\_\_\_.  
A) a considerable flexibility in its academic requirements  
B) the great diversity of students' academic backgrounds  
C) a minimum or total absence of face-to-face instruction  
D) the casual relationship between students and professors
59. Many students take Internet-based courses mainly because they can \_\_\_\_\_.  
A) earn their academic degrees with much less effort  
B) save a great deal on traveling and boarding expenses  
C) select courses from various colleges and universities  
D) work on the required courses whenever and wherever
60. What accounts for the high drop-out rates for online students?  
A) There is no strict control over the academic standards of the courses.  
B) The evaluation system used by online universities is inherently weak.  
C) There is no mechanism to ensure that they make the required effort.  
D) Lack of classroom interaction reduces the effectiveness of instruction.

61. According to the passage, universities show great enthusiasm for DL programs for the purpose of \_\_\_\_\_.  
A) building up their reputation  
B) cutting down on their expenses  
C) upgrading their teaching facilities  
D) providing convenience for students

### Passage Two

Questions 62 to 66 are based on the following passage.

In this age of Internet chat, videogames and reality television, there is no shortage of mindless activities to keep a child occupied. Yet, despite the competition, my 8-year-old daughter Rebecca wants to spend her leisure time writing short stories. She wants to enter one of her stories into a writing contest, a competition she won last year.

As a writer I know about winning contests, and about losing them. I know what it is like to work hard on a story only to receive a rejection slip from the publisher. I also know the pressures of trying to live up to a reputation created by previous victories. What if she doesn't win the contest again? That's the strange thing about being a parent. So many of our own past scars and dashed hopes can surface.

A *revelation* (启示) came last week when I asked her, "Don't you want to win again?" "No," she replied, "I just want to tell the story of an angel going to first grade."

I had just spent weeks correcting her stories as she *spontaneously* (自发地) told them. Telling myself that I was merely an experienced writer guiding the young writer across the hall, I offered suggestions for characters, conflicts and endings for her tales. The story about a fearful angel starting first grade was quickly "guided" by me into the tale of a little girl with a wild imagination taking her first music lesson. I had turned her contest into my contest without even realizing it.

Staying back and giving kids space to grow is not as easy as it looks. Because I know very little about farm animals who use tools or angels who go to first grade, I had to accept the fact that I was *co-opting* (借用) my daughter's experience.

While stepping back was difficult for me, it was certainly a good first step that I will quickly follow with more steps, putting myself far enough away to give her room but close enough to help if asked. All the while I will be reminding myself that children need room to experiment, grow and find their own voices.

62. What do we learn from the first paragraph?  
A) Children do find lots of fun in many mindless activities.  
B) Rebecca is much too occupied to enjoy her leisure time.  
C) Rebecca draws on a lot of online materials for her writing.  
D) A lot of distractions compete for children's time nowadays.
63. What did the author say about her own writing experience?  
A) She did not quite live up to her reputation as a writer.  
B) Her way to success was full of pains and frustrations.  
C) She was constantly under pressure of writing more.

- D) Most of her stories had been rejected by publishers.
64. Why did Rebecca want to enter this year's writing contest?
- A) She believed she possessed real talent for writing.  
B) She was sure of winning with her mother's help.  
C) She wanted to share her stories with readers.  
D) She had won a prize in the previous contest.
65. The author took great pains to refine her daughter's stories because \_\_\_\_\_.
- A) she believed she had the knowledge and experience to offer guidance  
B) she did not want to disappoint Rebecca who needed her help so much  
C) she wanted to help Rebecca realize her dream of becoming a writer  
D) she was afraid Rebecca's imagination might run wild while writing
66. What's the author's advice for parents?
- A) A writing career, though attractive, is not for every child to pursue.  
B) Children should be allowed freedom to grow through experience.  
C) Parents should keep an eye on the activities their kids engage in.  
D) Children should be given every chance to voice their opinions.

## Part V Cloze

(15 minutes)

**Directions:** There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) on the right side of the paper. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

One factor that can influence consumers is their mood state. Mood may be defined 67 a temporary and mild positive or negative feeling that is generalized and not tied 68 any circumstance. Moods should be 69 from emotions which are usually more intense, 70 to specific circumstances, and often conscious. 71 one sense, the effect of a consumer's mood can be thought of in 72 the same way as can our reactions to the 73 of our friends — when our friends are happy and “up”, that tends to influence us positively, 74 when they are “down”, that can have a 75 impact on us. Similarly, consumers operating under a 76 mood state tend to react to stimuli (刺激因素) in a direction

- |                 |                  |
|-----------------|------------------|
| 67. A) as       | B) about         |
| C) by           | D) with          |
| 68. A) over     | B) under         |
| C) to           | D) up            |
| 69. A) derived  | B) descended     |
| C) divided      | D) distinguished |
| 70. A) related  | B) referred      |
| C) attached     | D) associated    |
| 71. A) On       | B) Of            |
| C) In           | D) By            |
| 72. A) thus     | B) much          |
| C) even         | D) still         |
| 73. A) signal   | B) gesture       |
| C) view         | D) behavior      |
| 74. A) for      | B) but           |
| C) unless       | D) provided      |
| 75. A) relative | B) decisive      |
| C) negative     | D) sensitive     |
| 76. A) given    | B) granted       |
| C) fixed        | D) driven        |



77 with that mood state. Thus, for example, we should expect to see 78 in a positive mood state evaluate products in more of a 79 manner than they would when not in such a state. 80, mood states appear capable of 81 a consumer's memory.

Moods appear to be 82 influenced by marketing techniques. For example, the rhythm, pitch, and 83 of music has been shown to influence behavior such as the 84 of time spent in supermarkets or 85 to purchase products. In addition, advertising can influence customers' moods which, in 86, are capable of influencing consumers' reactions to products.

- |                   |                 |
|-------------------|-----------------|
| 77. A) resistant  | B) persistent   |
| C) insistent      | D) consistent   |
| 78. A) consumers  | B) businessmen  |
| C) retailers      | D) manufactures |
| 79. A) casual     | B) critical     |
| C) serious        | D) favorable    |
| 80. A) However    | B) Otherwise    |
| C) Moreover       | D) Nevertheless |
| 81. A) lifting    | B) enhancing    |
| C) raising        | D) cultivating  |
| 82. A) readily    | B) rarely       |
| C) cautiously     | D) currently    |
| 83. A) step       | B) speed        |
| C) band           | D) volume       |
| 84. A) extent     | B) amount       |
| C) scope          | D) range        |
| 85. A) facilities | B) capacities   |
| C) reflections    | D) intentions   |
| 86. A) turn       | B) total        |
| C) detail         | D) depth        |

## Part VI Translation

(5 minutes)

**Directions:** Complete the sentence by translating into English the Chinese given in brackets. Please write your translation on **Answer Sheet 2**.

87. \_\_\_\_\_ (多亏了一系列的新发明), doctors can treat this disease successfully.
88. In my sixties, one change I notice is that \_\_\_\_\_ (我比以前更容易累了).
89. I am going to pursue this course, \_\_\_\_\_ (无论我要作出什么样的牺牲).
90. I would prefer shopping online to shopping in a department store because \_\_\_\_\_ (它更加方便和省时).
91. Many Americans live on credit, and their quality of life \_\_\_\_\_ (是用他们能够借到多少来衡量的), not how much they can earn.

# 2007 年 12 月大学英语四级考试试题答案与解析

## Part I Writing

### 精彩范文

#### What Electives to Choose

Nowadays, many colleges and universities offer a wide selection of elective courses for their students. These courses can provide the students with a variety of skills and abundant knowledge in addition to what they learn in their daily courses.

There are a number of reasons for the students to choose their electives. Some students may choose to learn a certain course in order to obtain an extra certificate for their job hunting after graduation. Others may have their choices made just for fun. They tend to hold the idea that college life could be more colorful if they could widen their knowledge through elective courses. Besides, there are a handle of students who select electives out of their own interest.

As for me, I put a heavy emphasis on enthusiasm and practicality when choosing electives. I want to obtain some necessary skills to make my college life worthwhile. All in all, when choosing optional courses, college students should not merely focus on their own interest, but take the practicality of the electives into consideration.

### 亮点聚焦

今年的作文考题延续了多年的四级考试作文命题规律,即汉语提纲式命题作文。本文采用典型的三段式。

第一段用 Nowadays 一句阐明主题:现在大学里开设了各式各样的选修课。

第二段从三个方面叙述了学生选择不同选修课的原因。

最后一段用 As for me 和 I think 等短语表明了作者的观点,作者选择选修课时注重自己的兴趣和课程的实用性。

abundant *adj.* 大量的,充足的

in addition to 除了

certificate *n.* 证书

out of 出于,由于

enthusiasm *n.* 热情

practicality *n.* 实用性

optional *adj.* 可选择的,选修的

## Part II Reading Comprehension (Skimming and Scanning)

### 内容导读

说明文,教育类。本文主要讲的是大学在全球的发展。内容主要包括三个方面:大学全球化的积极意义;大学全球化发展所体现的三个方面的美国对科研型大学模式的迟疑态度以及很多美国人对海外留学生抱有的担心。

### 词汇扫雷

1. integration *n.* 综合

3. reverse *adj.* 相反的

5. seminar *n.* 研究班,研究组

7. Silicon Valley 硅谷

9. predictable *adj.* 可预见的

2. in response to 对……的回应

4. participate in 参与

6. genetic *adj.* 基因的

8. inflation *n.* 通货膨胀

10. ambassador *n.* 大使

### 全文翻译

#### 大学在全球开枝散叶

如今,大学已经成为推进国家和平与竞争的工具,这在其历史上是前所未有的。大学是科学发现的前沿,这些发现推动着经济不断发展;并且大学也是培养为了获取并保持竞争优势的优秀人才的主要手段。但同时,国界对商品、服务、信息,尤其是对人才的开放(1)使得大学成为增进世界融合、相互理解和地缘政治稳定的强大动力。

推动世界经济发展的强大动力使大学也自觉趋向全球化:从全球范围内招收代表各种文化及价值观的学生;把自己的学生送往国外,为全球性职业做准备;并开设各类研究的课程,以迎接联系密切的世界所带来的挑战并展开合作性研究项目,从而推动科学发展,造福人类。

在塑造高等教育的所有力量中,没有哪个能够像穿越国界这样具有如此强大的力量。(2)在过去三十几年中,