

CET FOUR

4级

2004.1-2008.1

庆学先 主编

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历年大学英语四级考试

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修订说明

编者除详尽讲解四级新题型真题卷以外,还将近三年的四级旧题型真题按照新题型方式改编,使考生能够更加充分地准备新题型考试。

前言

本书专为参加全国大学英语四级考试的考生编写。出版多年来,受到全国广大考生的肯定与欢迎,并被北京、上海、南京、西安、武汉等城市的一些高校和社会辅导班作为四级考试辅导的首选教材,其销量一直位居同类书的最前列。

经过多年的使用,编者发现仍有不少地方需要进一步完善,以更好地贴近广大考生。全国各地的考生也经常来信、来电或通过 E-mail,向编者提出一些非常中肯的建议。为使考生通过本书的学习,进一步领悟四级考试的真谛、解题思路和解题技巧,获取理想的考试成绩,编者特根据四级考试的发展趋势,并结合考生提出来的种种需求,对本书进行了修订。其特色主要体现在:

题型全面升级。编者按照四级考试改革精神,将近三年的四级旧题型真题按照新题型方式改编,改编后的新题型试卷难度和信度接近真题。

解析中肯、透彻到位。书中解析部分由全国著名四级考试辅导专家根据其十多年语言教学的经验,从命题和实战的角度,作出详尽的分析与解释。每道试题的解析思路清晰,过程简明,给出译文,指明考点,力图使考生举一反三,触类旁通。

编排方式独特、新颖。本书双色印刷,层次感强,内容鲜明突出,使考生更容易抓住试题解析的要义所在。

编者特别建议考生在使用本书时,先做题自测,再仔细阅读解析,及时进行归纳总结,以提高应试能力。我们相信,当做完全部试题,同时掌握了应试技巧后,考生朋友的四级综合应试水平会得到很大地提高。

本书不仅给广大考生提供了真题实时操练的机会,同时也是四级辅导班学员的理想教材。

编者



2008 年 1 月大学英语四级考试(全真卷)

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic: **What Electives to Choose**. You should write at least 120 words, and base your composition on the outline given below in Chinese.

1. 各大学开设了各种各样的选修课
2. 学生因为各种原因选择了不同的选修课
3. 以你自己为例……

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
 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 the visa process.
 9. Many Americans fear that American competitiveness may be threatened by foreign students who will take their
 10. The policy of welcoming foreign students can benefit the U. S. in that the very best of them will stay and strengthen the nation knowledge and skills back home

Part III

Listening Comprehension

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 the 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 financial 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 industrialised 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.

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.

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. The children, after learning to resolve conflicts, took on the role 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, as peacemakers studied human rights and poverty issues in Colombia, eventually forming a group with five other schools in Bogotá known as The Schools of Peace.

The classroom provides opportunities for children to replace angry, violent behaviors with peaceful ones. It is in the classroom that caring and respect for each person empowers children to take a step toward becoming peacemakers. Fortunately, educators have access to many online resources that are useful when helping children along the path to peace. The Young Peacemakers Club, started in 1992, provides a Website with resources for teachers and on starting a Kindness Campaign. The World Centers of Compassion for Children International call attention to children's rights and how to help the victims 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 school.

- | | | | | | | | |
|------------------|----------|---------------|---------|--------------|---------|---------------|-------|
| A) acting | vt.ing | E) entire | adj.完整的 | information | 信息 n | M) role | n.角色 |
| B) assuming | 假 vt.ing | F) especially | adv.特别地 | offers | 提供 v | N) technology | 技术 n |
| C) comprehensive | adj | G) forward | adv | projects | 项目 n | O) victims | 受害者 n |
| D) cooperative | 合作的 | H) images | 图像 v | respectively | 相关地 adv | | |

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 dropout 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. X
C) It boasts the largest number of students on campus. X
D) Anyone taking its online courses is sure to get a degree. X

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 occupies 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). 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 67A a temporary and mild positive or negative feeling that is generalized and not tied 68 any particular 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 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 consumers' moods which, in 86, are capable of influencing consumers' reactions to products.

- | | | | |
|----------------|--------------|-------------|------------------|
| 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. A) resistant B) persistent C) insistent D) consistent
 78. A) consumers B) businessmen C) retailers D) manufacturers
 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 sentences by translating into English the Chinese given in brackets. Please write your translation on Answer Sheet 2.

87. Thanks to a series of ^{new} inventions (多亏了一系列的新发明), doctors can treat this disease successfully. *to am more inclined to get tired*
 88. In my sixties, one change I notice is that I feel more ^{than before} (我比以前更容易累了).
 89. I am going to pursue this course, ^{no matter what kind of sacrifice} (无论我要作出什么样的牺牲). *sacrifice*
 90. I would prefer shopping online to shopping in a department store because ^{the former is more convenient and time-saving} (它更加方便和省时). *will*
 91. Many Americans live on credit, and their quality of life ^{is measured by how much they can borrow} (是用他们能够借到多少来衡量的), not how much they can earn. *is measured by how much they can borrow*

is measured by how much they can borrow

No matter what kind of sacrifice the former is more.

Thanks to

owing to a series of new invention.

to the former is

more convenient

and time-saving

I feel tired than before.

I am more inclined to get tired.

2008 年 1 月大学英语四级考试(全真卷)

Part I Writing

What Electives to Choose

In recent years, there has been a growing emphasis on elective courses in colleges and universities across China, as part of China's reform in higher education. As a result, students are provided with a great variety of electives, which enable them to study courses outside of their disciplinary fields.

Certainly, students have different reasons to choose their own electives. For some, how to broaden their horizons is of essential importance. For example, a science student may choose to study liberal arts while a student majoring in humanities may opt for science basics. For others, the consideration is largely influenced by earning enough credits for graduation.

As far as I am concerned, I would view electives as part of higher education, which weighs not only heavily on one's education but also on one's future career. Therefore I would choose those electives which focus on my personal interests and prepare me for my own future.

Part II Reading Comprehension(Skimming and Scanning)

大学的历史虽然悠久,但是从来没有像现在这样,成为增强国力和推动和平的工具。大学是开展科研的场所,而科研则能推动经济的发展。随着国境的开放而涌入的商品、服务、信息,尤其是人员,这一切使得大学成为推动全球一体化、相互理解和地理政治稳定的强大力量。为了与时俱进,大学正在进行变革,以适应全球化的需要。

1. 答案为 D 作者在文章的第一段指出,随着国境的开放而涌入的商品、服务、信息,尤其是人员,这一切使得大学成为推动全球一体化、相互理解和地理政治稳定的强大力量。
2. 答案为 C 在文章的第三段第二句,作者指出在过去的 30 年里,出国留学的学生每年以 3.9% 的速度增长,从 1975 年的 80 万,到 2004 年的 250 万。
3. 答案为 B 在文章第 3 段的最后一句,作者介绍美国大学新近聘用的理工科教授中有 20% 是在国外出生的。
4. 答案为 D 在文章第 4 段第 3 句,作者介绍美国的大学安排学生暑假到国外实习,像耶鲁大学和哈佛大学至少会给学生安排一次到国外学习或实习的机会,并会提供经济支持。
5. 答案为 A 在文章第 5 段开头,作者指出全球化正在改变科研的方式。接着,作者举例介绍了耶鲁大学和复旦大学进行的科研合作。
6. 答案为 C 在文章的第 6 段,作者指出研究型大学(research-based education)和工业化应用(industrial application)之间常常没有直接关系,但在有时两者之间的关系却又非常明显,例如硅谷就是斯坦福大学有意建立的。
7. 答案为 B 在文章的第 7 段,作者指出美国对研究型大学的支持非常犹豫。大多数政客认识到支持科研有助于提高国家的经济实力(economic strength),但是对科研的资助却一直不稳定。
8. 答案为 changes in the visa process 在文章的第 8 段,作者认为在 911 事件之后,签证过程的变化导致国外学生申请就读美国大学的人数急剧下降。
9. 答案为 take their knowledge and skills back home 在文章的第 9 段,作者介绍大多数美国人知道大学进行科研能够提高人民的生活水平,但是许多人担心外国留学生学成回国以后会威胁到美国的竞争力。
10. 答案为 strengthen the nation 在文章的最后一段,作者指出大多数美国人没有能认识到,欢迎外国学生在美国求学有两个好处,其中之一是加强了国家的实力(strengthen the nation)。

Part III Listening Comprehension

Section A

11. 答案为 C 女士说那天见到了萨莉。男士回答萨莉以前身材有点走样,并问萨莉的体重是否有所减少。据此可知萨莉以前有点胖。

W: I ran into Sally the other day. I could hardly recognize her. Do you remember her from high school?

M: Yeah, she was a little out of shape back then. Well, has she lost a lot of weight?

Q: What does the man remember of Sally?

12. 答案为 D 女士说没有男士的订房记录,男士回答他的秘书在这里订了房间,而且他在今天早晨上飞机之前给她打了电话。故可以判断对话是在宾馆接待处进行的。

W: We don't seem to have a reservation for you, Sir. I'm sorry.

M: But my secretary said that she had reserved a room for me here. I phoned her from the airport this morning just before I got on board the plane.

Q: Where does the conversation most probably take place?

13. 答案为 B 女士问男士如果处在她的位置会怎么办。男士回答要是保罗是他的儿子,他才不会担心。因为现在保罗的老师给他额外的帮助,而且他也很努力,所以下一次考试肯定会考好。故可判断出男士劝女士要对自己的儿子有信心。

W: What would you do if you were in my place?

M: If Paul were my son, I just don't worry. Now that his teacher is giving him extra help and he is working hard himself, he is sure to do well in the next exam.

Q: What's the man's suggestion to the woman?

14. 答案为 A 男士认为女士太忙,因而建议她出去呼吸一下新鲜的空气,晒晒太阳。女士回答她也这样想。所以女士很可能会休息一下。

M: You've had your hands full and have been overworked during the last two weeks. I think you really need to go out and get some fresh air and sunshine.

W: You are right. That's just what I am thinking about.

Q: What is the woman most probably going to do?

15. 答案为 D 女士问约翰怎么样,因为她听说他生病了。男士回答她肯定弄混了,他的孪生兄弟罗德病了一个星期,但他的身体却一直挺好。故可判断男士的身体一直很好。

W: Hello, John, how are you feeling now? I hear you've been ill.

M: They must have confused me with my twin brother Rod. He's been sick all week, but I've never felt better in my life.

Q: What do we learn about the man?

16. 答案为 B 男士问女士上个月搬家时是否把所有的家具都给扔了,女士回答只把那些没用的家具扔了,而且她只计划给起居室添置一套意大利家具。据此可以判断她还是为新家保留了一些旧家具。

M: Did you really give away all your furniture when you moved into the new house last month?

W: Just the useless pieces, as I'm planning to purchase a new set from Italy for the sitting room only.

Q: What does the woman mean?

17. 答案为 D 男士说他归还所借的《牛津英国文学指南》,因为她写论文时肯定会用得着。女士说她正不知这本书在什么地方。据此可知女士忘了曾把书借给男士。

M: I've brought back your *Oxford Companion to English Literature*. I thought you might use it for your paper. Sorry not to have returned it earlier.

W: I was wondering where that book was.

Q: What can we infer from the conversation?

18. 答案为 C 女士对托尼说没想到他是一位运动员,男士回答大多数人包括他的一些朋友都没有想到他是运动员。据此可以判断,男士看上去不像运动员。

W: To tell the truth, Tony. It never occurs to me that you are an athlete.

M: Oh, really? Most people who meet me, including some friends of mine, don't think so either.

Q: What do we learn from the conversation?

Conversation One

M: Mary, I hope you're packed and ready to leave.

W: Yes, I'm packed, but not quite ready. I can't find my passport.

M: Your passport? That's the one thing you mustn't leave behind!

W: I know, I haven't lost it. (19) I've packed it, but I can't remember which bag it's in.

M: Well, you'll have to find it at the airport. Come on! The taxi is waiting.

W: Did you say taxi? I thought we were going in your car.

M: Yes, well, I had planned, too. But I'll explain later. You've got to be there in an hour.

W: The plane doesn't leave for two hours. Anyway, I'm ready to go now.

M: Now, you've taking just one case. Is that right?

W: (22) No, there's one in the hall as well.

M: Gosh! What a lot of stuff! (20) You're taking enough for a month instead of a week!

W: Well, you can't depend on the weather. It might be cold.

M: It's never cold in Rome, certainly not in May. Come on, we really must go.

W: Right, we're ready. We've got the bags, I'm sure there's no need to rush.

M: There is. (21) I asked the taxi driver to wait two minutes, not twenty!

W: Look, I'm supposed to be going away to relax. You're making me nervous!

M: Well, I wan you to relax on holiday, but you can't relax yet.

W: Ok. I promise not to relax, at least not until we get into the airport and I find my passport.

Questions 19 to 22 are based on the conversation you've just heard.

19. What does the woman say about her passport? (A)

20. What do we know about the woman's trip? (C)

21. Why does the man urge the woman to hurry? (B)

22. Where does the conversation most probably take place? (A)

Conversation Two

W: Oh! (23) I'm fed up with my job!

M: Hey! There's a perfect job for you in the paper today. You might be interested.

W: Oh? What is it? What do they want?

M: Wait a minute... Ah, here it is. (24) The European Space Agency is recruiting translators.

W: The European Space Agency?

M: Well, that's what it says. They need an English translator to work from French or German.

W: So they need a degree in French or German, I suppose. Well, I've got that. What's more? I've plenty of experience. What else are they asking for?

M: Just that. A university degree, and 3 or 4 years' experience as a translator in a professional environment. They also say, the person should have a lively and inquiring mind, effective communication skills, and the ability to work individually, or as a part of the team.

W: Well, if I stay at my present job much longer, I won't have any mind or skills left. By the way, what about the salary? I just hope it isn't lower than what I get now.

M: It's said to be negotiable. (25) It depends on the applicant's education and experience. In addition to basic salary, there's a list of extra benefits. Have a look yourself.

W: Em... travel and social security plus relocation expenses are paid. Hey, this isn't bad, I really want the job.

Questions 23 to 25 are based on the conversation you've just heard.

23. Why is the woman trying to find a new job? (C)

24. What position is being advertised in the paper? (A)

25. What are the key factors that determine the salary of the new position? (D)

Section B

Passage One

When couples get married, they usually plan to have children. Sometimes, however, a couple can not have a child of their own. In this case, they may decide to adopt a child. In fact, adoption is very common today. There are about 60,000 adoptions each year in the United States alone. Some people prefer to adopt infants. Others adopt older children. Some couples adopt children from their own countries. Others adopt children from foreign countries. In any case, they all adopt children for the same reason—(26) they care about children and want to give their adopted child a happy life.

Most adopted children know that they are adopted. Psychologists and childcare experts generally think this is a good idea. However, many adopted children or adoptees have very little information about their biological parents. As a matter of fact, (27) it is often very difficult for adoptees to find out about their birth parents because the birth records of most adoptees are usually sealed. The information is secret, so no one can see it.

Naturally, adopted children have different feelings about their birth parents. Many adoptees want to search for them, but others do not. The decision to search for birth parents is a difficult one to make. (28) Most adoptees have

mixed feelings about finding their biological parents. Even though adoptees do not know about their natural parents, (29) they do know that their adoptive parents want them, love them and will care for them.

Questions 26 to 29 are based on the passage you've just heard.

26. According to the speaker, why do some couples adopt children? (A)
27. Why is it difficult for adoptees to find out about their birth parents? (B)
28. Why do many adoptees find it hard to make the decision to search for their birth parents? (C)
29. What can we infer from the passage? (D)

Passage Two

Katharine Graham graduated from the University of Chicago in 1938 and got a job as a news reporter in San Francisco. Katharine's father used to be a successful investment banker. (30) In 1933 he bought a failing newspaper *The Washington Post*. When Katharine returned to Washington and got a job editing letters in her father's newspaper. She married Philip Graham who took over his father-in-law's position shortly after and became publisher of *The Washington Post*. But for many years her husband suffered from mental illness and he killed himself in 1963.

After her husband's death, Katharine operated the newspaper. In the 1970s, the newspaper became famous around the world. And Katharine was also recognized as an important leader in newspaper publishing. (31) She was the first woman to head a major American publishing company, the Washington Post Company. In a few years, she successfully expanded the company to include newspaper, magazine, broadcast and cable companies.

She died of head injuries after a fall when she was 84. More than 3,000 people attended her funeral including many government and business leaders. Her friends said she would be remembered as a woman who had an important influence on events in the United States and the world. Katharine once wrote: "The world without newspapers would not be the same kind of world." After her death, the employees of *The Washington Post* wrote: "(32) The world without Katherine will not be the same at all."

Questions 30 to 32 are based on the passage you've just heard.

30. What do we learn from the passage about Katherine's father? (B)
31. What does the speaker tell us about Katherine Graham? (A)
32. What does the comment by employees of *The Washington Post* suggest? (D)

Passage Three

Obtaining good health insurance is a real necessity while you are studying overseas. (33) It protects you from minor and major medical expenses that can wipe out not only your savings, but your dreams of an education abroad.

There are often two different types of health insurance you can consider buying: international travel insurance and student insurance in the country where you will be going. An international travel insurance policy is usually purchased in your home country before you go abroad. It generally covers a wide variety of medical services, and you are often given a list of doctors in the area where you will travel who may even speak your native language. (34) The drawback might be that you may not get your money back immediately. In other words, you may have to pay all your medical expenses and then later submit your receipts to the insurance company.

On the other hand, getting student health insurance in the country where you will study might allow you to only pay a certain percentage of the medical cost at the time of service (35) and thus, you don't have to have sufficient cash to pay the entire bill at once.

Whatever you decide, obtaining some form of health insurance is something you should consider before you go overseas. You shouldn't wait until you are sick with major medical bills to pay off.

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

33. Why does the speaker advise overseas students to buy health insurance? (C)
34. What is the drawback of students' buying international travel insurance? (A)
35. What does the speaker say about students' getting health insurance in the country where they will study? (B)

Section C

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) alarming. Between 1920 and 1960, big cities in developed countries (37) increased two and a half times in size, but in other parts of the world, the growth was eight times their size.

The (38) sheer size of growth is bad enough, but there are now also very (39) disturbing signs of trouble in the (40) comparison of percentages of people living in towns and percentages of people working in industry. During the 19th century, cities grew as a result of the growth of industry. In Europe, the (41) proportion of people living in cities