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大学英语

四级考试710分快速突破

模拟试题



710

方振宇英语
Zhenglish

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

2008年
最新版

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前言

(修订版)

《大学英语四级考试710分快速突破》系列丛书自出版以来,受到了广大考生的欢迎。为了响应很多考生希望改版的强烈要求,更好地为考生服务,我们本着高度的责任感对该系列丛书进行了修订。现在呈现在广大读者面前的正是精心修订后的全新版本。

为适应我国高等教育新的发展形势,培养学生的英语综合应用能力,大学英语四级考试改革势在必行。2004年年初,教育部高教司组织制定并在全国部分高校开始试点《大学英语课程教学要求(试行)》。为了与新的教学要求相适应,全国大学英语四、六级考试改革项目组和考试委员会制定了《全国大学英语四、六级考试改革方案(试行)》,并据此设计了四级考试新题型试卷,于2005年6月进行了较大规模的试测。2006年6月24日,全国180所试点高校的学生参加了改革后的第一次新四级考试。2007年1月全面实施改革后的四级考试。

《大学英语四级考试710分快速突破》系列丛书就是在此新形势下精心策划与编写的一套考试辅导用书,目的在于更好地指导广大考生备战新四级考试,通过大量有针对性的考前练习来提高四级应试能力。

本丛书严格遵照《全国大学英语四、六级考试改革方案(试行)》的精神,在题型设置上与大学四级考试新题型完全一致,在试题的选择和设置上保证整体难度与真题基本一致,目的是希望广大考生在备战阶段能够从严训练,真正提高自己的应试能力和英语综合应用水平。只有进行严格的考前冲刺训练,才能有考场上“一览众山小”的自信与从容。

本丛书包括《模拟试题》、《阅读》、《写作》、《听力》、《综合测试》、《核心词汇》以及《预测试卷》共七册,每册选材新颖、设计合理,具有以下共同特点:

(一) **权威性**: 各册均由北京高校从事大学英语四级教学与研究的专家与一线教师精心编写,部分试题在四级培训中心与高校大学英语部试用,取得理想的效果,受到教师与学生的一致好评。

(二) **实用性**: 各册体现了大学英语四级考试的难度和合理性,在材料的选择与题型设置上尽量与真题一致,而且对相应试题给出了详细的解释,突出了本丛书的实用性,考生完全可以在没有教师指导的情况下进行自我测试和提高。

(三) **新颖性**: 各册完全按照新题型进行设计,在材料选择上突出了时尚性和新颖性,如阅读内容和听力材料涉及到2006年德国世界杯、北京“绿色奥运”与场馆建设等热点问题,写作部分有关“2008年奥运会志愿者招募自荐信”等话题无一不体现了本系列丛书的新颖性和前瞻性。

《大学英语四级考试710分快速突破——模拟试题》由10套标准模拟试题和两套最新真题组成,试题后给出了练习答案及详细解析,以便于练习者对每道练习题知其然并知其所以然。

建议练习者在使用本册书时一定要严格按照考试要求,在规定的答题时间内完成每套练习。例如,必须在前45分钟完成写作与快速阅读部分,后80分钟完成剩下练习,养成良好的做题习惯。

《模拟试题》本次修订主要是更换了部分写作试题,并修订了部分快速阅读试题,以及增加了2007年和2008年四级考试真题及其参考答案和听力原文,使得本书更加完整、充实,更具预测性。

感谢参与本丛书编写的郭效东、诸允孟、郑辉、雷静、郭红莲、李晋荣、孟琦、代静、鲍莉、蒋岳春、滕飞、李双、王颖冲、杨燕平等老师,他们在保持日常教学工作的同时,严格认真、保质保量地完成了本系列丛书的编写工作;他们以高度的责任心和丰富的专业知识对文稿进行了多次润色与修改,从而使本系列丛书在质量上有了可靠的保障。

最后,要特别感谢外语教学与研究出版社祝文杰先生和程序女士,是二位老师对我们的鼓励以及专业性的指导使得本系列丛书得以顺利完成,也要特别感谢本书的责任编辑及外研社各位专家,是他们高效、务实的工作作风和严谨的工作态度,使本系列丛书得以保质保量并按时与广大读者见面。

由于时间仓促,以及水平有限,本书难免有错误和不足之处,希望得到教育界同仁和广大学生朋友的不吝赐教。您的意见及建议请直接发往本人信箱:zhenglish@126.com,以便本书再版时进行更正和完善。谢谢!

方振宇

北京千鹤园

2008年8月

《全国大学英语四、六级考试 改革方案(试行)》解读

2004年初,教育部高教司组织制定并在全国部分高校开始试点《大学英语课程教学要求(试行)》。《大学英语课程教学要求(试行)》规定,大学英语课程的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流。

2005年2月15日,国家教育部正式通知:从2006年6月开始,在全国180个试点高校进行四、六级考试改革,采用710分计分体制。

1 改革方向与目的

不难看出,新要求是为进一步彻底贯彻《大学英语课程教学要求(试行)》的培养目标:强化英语综合应用能力,尤其是英语听说能力。大学英语四、六级考试是一种为教学服务的标准化考试。考试改革的方向是:在保持考试的科学性、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,即通过四、六级考试的改革,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。开始改革的目标是更准确地测试我国在校大学生英语综合应用能力,尤其是英语听说能力,以体现改革开放对我国大学生的综合英语应用能力的要求。

2 改革计分体制与成绩报道方式

新要求的主要举措之一是改革计分体制与成绩报道方式。自2005年6月考试(试点)起,四、六级考试成绩采用满分为710分的计分体制,最低分为290分,平均分为500分,不设及格线;成绩报道方式由考试合格证书改为成绩报告单,即考试后向每位考生发放成绩报告单,报道内容为:总分、单项分等。

试点阶段四级考试单项分的报道分四个部分:听力(35%),阅读理解(35%),完形填空或改错(10%),作文和翻译(20%)。各单项报道满分分别为:听力249分,阅读249分,完形填空或改错70分,作文和翻译142分,总分为710分。

为使学校理解考试含义并根据学校的实际情况合理使用考试测量的结果,四、六级考试委员会将向学校提供考试分数的解释。

3 改革后的考试内容与形式

新题型的最大特点是加大了听力理解的题量和比例,增加了快速阅读测试,增加了非选择性试题的比例,即主观试题比例增加。

具体地说,试点阶段的四、六级考试由四个部分组成:听力理解、阅读理解、综合测试和写作测试。

(1) 听力理解的比例提高到35%,其中听力对话部分比例占15%,听力短文占20%。听力对话包括短对话和长对话的听力理解;听力短文包括短文复合式听写和选择题形式的短文理解;听力题材选用对话、讲座、广播电视节目等更真实性的材料。

(2) 阅读理解部分的比例调整为35%,增加了比例为10%的快速阅读。传统的仔细阅读部分比例为25%。快速阅读部分测试各种快速阅读技能,试题形式为是非判断或句子填空等。仔细阅读部分包括测试篇章阅读理解,以及对篇章语境中的词汇理解。

(3) 综合测试由两部分组成,比例为15%。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%。

(4) 写作测试部分比例为15%,体裁包括议论文、说明文、应用文等。

试点阶段四、六级考试各部分测试内容、题型和所占比例如下表:

表一:

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		
	篇章回答或句子翻译	简短回答		
		中译英		
第四部分： 写作	写作	短文写作		15%

4 改革后的试卷结构与时间分配

改革后的全部考试时间为125分钟。具体程序为:开考后的前30分钟,考生需在答题卡1上完成写作部分。30分钟后,监考员发试题册,考生需在15分钟内完成快速阅读理解部分。然后,监考员收回答题卡1。剩下的80分钟内,考生需完成答题卡2上的其余部分试题。

根据《全国大学英语四、六级考试改革方案(试行)》,全国大学英语四、六级考试改革项目组和考试委员会设计了四级考试新题型试测卷,并于2005年6月进行了较大规模的试测。

根据考生答题的顺序，样卷共分为六个部分：写作测试、快速阅读理解、听力理解、仔细阅读理解、完形填空（或改错）和翻译。

样卷结构、各部分答题时间和所用答题卡如下表：

表二：2007年—2008年大学英语四级考试真题 1

样卷结构	试题内容	答题时间	答题卡
Part I	Writing	30 minutes	Answer Sheet 1
Part II	Reading Comprehension (Skimming and Scanning)	15 minutes	
Part III	Listening Comprehension	35 minutes	Answer Sheet 2
Part IV	Reading Comprehension (Reading in Depth)	25 minutes	
Part V	Cloze	15 minutes	
Part VI	Translation	5 minutes	

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2007年12月真题

Part I Writing (30 minutes)
Directions: Write a composition on the topic "The Role of English in the 21st Century". You should write at least 120 words but not more than 180 words.

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)
Directions: In this part, you will have 15 minutes to read the passage and answer questions 1-15. Choose the best answer from the four choices marked A, B, C and D.

2007年 - 2008年大学英语四级考试真题



2007 年 12 月真题

Part I Writing (30 minutes)

注意：此部分试题在答题卡 1 上。

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.

注意：此部分试题请在答题卡 1 上作答。

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.

29. 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.

注意：此部分试题请在答题卡2上作答。

Questions 11 to 18 are based on the conversation you have just heard.

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| 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 work. |
| 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.

注意：此部分试题请在答题卡2上作答。

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.

注意：此部分试题请在答题卡 2 上作答。

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**