

大学英语 四级新题型 备考宝典

主 编 刘须明 副主编 彭 静

4 级 真题详解
+
标准模拟

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大学英语 四级新题型 备考宝典

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内 容 简 介

本书根据《全国大学英语四、六级考试改革方案(试用)》和2015年底教育部大学英语考试委员会公布的2016年新题型编写。全书分“最新真题与解析”“模拟试题与解析”“解题步骤与技巧”三部分。本书收录了2017年12月以来的四套大学英语四级真题。书中模拟题共八套,题型与真题保持一致。“解题步骤与技巧”部分凝聚了老师们多年的教学经验,针对四级考试各个环节的难点和常出现的问题,提供答题指导和解析,以帮助考生有效地提高应试能力。

本书可用于大学英语四级考试的考前应试训练,也可以作为大学英语教师的教学辅助材料。

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前言

P R E F A C E



大学英语四、六级考试是教育部设立的一项教学水平考试，也是一项被社会广泛接受和认可的全国性大学英语考试。自从教育部于2004年3月正式启动大学英语四、六级考试改革项目以来，该考试为我国大学英语教学质量提高做出了巨大的贡献。多年来，全国大学英语四、六级考试委员会对大学英语四、六级的试题做出了几次调整。最近的一次题型改革是2016年6月对四、六级考试的听力试题的局部调整。从这些年考试题型的变化可以看出，每次的调整和改革都是为了让该考试成为大学期间值得学生去认真备战的能力性考试。改进后的考试无疑在出题形式上结合了国内外众多考试形式之精华，比如，改革后听力部分由原来的30分钟改为25分钟，题型则更加接近雅思和托福的听力考试题型。作文题型也在不断地调整，主题更接近学生的日常生活和社会热点。可以看出，这些变化的宗旨是力图让考试本身最大限度地反映考生的实际能力和水平，并促使学生根据相应的题型去进行必要的学习准备。改革之后的题型难度虽然有所提升，但是也更加注重实用性。

2016年6月大学英语四级试题改革后的试卷结构、测试内容、测试题型、分值比例和考试时间分布如下：

试卷结构	测试内容	测试题型	分值比例	考试时间
写作	写作	短文写作	15%	30分钟
听力理解	短篇新闻3段	选择题(单选)	7%(每题1分)	25分钟
	长对话2篇	选择题(单选)	8%(每题1分)	
	听力篇章3篇	选择题(单选)	20%(每题2分)	
阅读理解	词汇理解	选词填空	5%	40分钟
	长篇阅读	匹配	10%	
	仔细阅读	选择题(单选题)	20%	
翻译	汉译英	段落翻译	15%	30分钟
合计			100%	125分钟

本书编者在反复研究 2016 年以来新题型变化的基础上，挑选了 2017 年 12 月和 2018 年 6 月的 4 套国家大学英语四级考试真题，并配上试题分析和详解，以便考生更真切地了解 and 感受四级考试题型结构、出题趋势以及难易度。同时，我们还广泛收集最新的素材，精心编写了 8 套模拟试题，并为每套模拟题配上答案和详细的解析。真题和模拟试题的听力部分均配有二维码，使用者可以扫描二维码即时听音。使用方便，学习途径网络化。

本书除了真题和模拟题以及解析外，还特别为考生准备了“解题步骤与技巧”，对试卷每个部分的应试步骤进行分析，并提出一些实用的解题思路 and 技巧，以及考试中要避免出现的问题。这部分内容是老师们多年教学经验的积累，希望通过这些教学实例 and 出题心得，能为考生提供实用可循的解题技巧和案例。

本书由东南大学成贤学院数位大学英语老师编写。由于编者的水平有限，编写时间仓促，书中如有疏漏，恳请读者见谅并指正。

编者

2019 年 2 月

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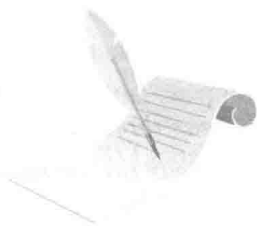
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第一章

大学英语四级真题与解析





- C) Her wedding anniversary.
 - D) A special gift from the man.
9. A) Gave her a big model plane.
 B) Bought her a good necklace.
 C) Took her on a trip overseas.
 D) Threw her a surprise party.
10. A) The gift her husband has bought.
 B) The trip her husband has planned.
 C) What has been troubling her husband.
 D) What her husband and the man are up to.
11. A) He will be glad to be a guide for the couple's holiday trip.
 B) He will tell the women the secret if her husband agrees.
 C) He is eager to learn how the couple's holiday turns out.
 D) He wants to find out about the couple's holiday plan.

Questions 12 to 15 are based on the conversation you have just heard.

12. A) They are sensitive to the dynamics of a negotiation.
 B) They see the importance of making compromises.
 C) They know when to adopt a tough attitude.
 D) They take the rival's attitude into account.
13. A) They know how to adapt.
 B) They know when to stop.
 C) They know when to make compromises.
 D) They know how to control their emotion.
14. A) They are patient.
 B) They are good at expression.
 C) They learn quickly.
 D) They uphold their principles.
15. A) Make clear one's intentions.
 B) Clarify items of negotiation.
 C) Formulate one's strategy.
 D) Get to know the other side.

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C), and D). Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

注意：此部分试题请在答题卡 1 上作答。

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

16. A) When America's earliest space program started.
 B) When the International Space Station was built.
 C) How many space shuttle missions there will be.
 D) How space research benefits people on Earth.
17. A) They accurately calculated the speed of the orbiting shuttles.
 B) They developed objects for astronauts to use in outer space.
 C) They tried to meet astronauts' specific requirements.
 D) They tried to make best use of the latest technology.
18. A) They are extremely accurate.
 B) They are expensive to make.
 C) They were first made in space.
 D) They were invented in the 1970s.

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

19. A) It was when her ancestors came to America.
 B) People had plenty of land to cultivate then.
 C) It marked the beginning of something new.
 D) Everything was natural and genuine then.
20. A) They believed in working for goals.
 B) They enjoyed living a life of ease.
 C) They had all kinds of entertainment.
 D) They were known to be creative.
21. A) Chatting with her ancestors.
 B) Furnishing her country house.
 C) Polishing all the silver work.
 D) Doing needlework by the fire.



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

22. A) Use a map to identify your location.
 B) Call your family or friends for help.
 C) Sit down and try to calm yourself.
 D) Try to follow your footprints back.
23. A) You may find a way out without your knowing it.
 B) You may expose yourself to unexpected dangers.
 C) You may get drowned in a sudden flood.
 D) You may end up entering a wonderland.
24. A) Look for food. B) Wait patiently.
 C) Start a fire. D) Walk uphill.
25. A) Inform somebody of your plan.
 B) Prepare enough food and drink.
 C) Check the local weather.
 D) Find a map and a compass.

Part III Reading Comprehension (40 minutes)

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 26 to 35 are based on the following passage.

A rat or pigeon might not be the obvious choice to tend to someone who is sick, but these creatures have some 26 skills that could help the treatment of human diseases.

Pigeons are often seen as dirty birds and an urban 27, but they are just the latest in a long line of animals that have been found to have abilities to help humans. Despite having a brain no bigger than the 28 of your index finger, pigeons have a very impressive 29 memory. Recently it was shown that they could be trained to be as accurate as humans at detecting breast cancer in images.

Rats are often 30 with spreading disease rather than 31 it, but this long-tailed

animal is highly 32. Inside a rat's nose are up to 1,000 different types of *olfactory receptors* (嗅觉感受器), whereas humans only have 100 to 200 types. This gives rats the ability to detect 33 smells. As a result, some rats are being put to work to detect *TB* (肺结核). When the rats detect the smell, they stop and rub their legs to 34 a sample is infected.

Traditionally, a hundred samples would take lab technicians more than two days to 35, but for a rat it takes less than 20 minutes. This rat detection method doesn't rely on specialist equipment. It is also more accurate—the rats are able to find more TB infections and, therefore, save more lives.

注意：此部分试题请在答题卡2上作答。

- | | | | |
|---------------|---------------|----------------|---------------|
| A) associated | B) examine | C) indicate | D) nuisance |
| E) peak | F) preventing | G) prohibiting | H) sensitive |
| I) slight | J) specify | K) superior | L) suspicious |
| M) tip | N) treated | O) visual | |

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

Do In-Class Exams Make Students Study Harder?

Research suggests they may study more broadly for the unexpected rather than search for answers.

- [A] I have always been a poor test-taker. So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago. I am making my way through Columbia University, surrounded by students who quickly supply the verbal answer while I am still processing the question.
- [B] Since there is no way for me to avoid exams, I am currently questioning what kind are the most taxing and ultimately beneficial. I have already sweated through numerous in-class midterms and finals, and now I have a professor who issues take-home ones. I was excited when I learned this, figuring I had a full week to do the research, read the texts, and write it all up. In fact, I was still rewriting my midterm the morning it was due. To say I had lost the thread is putting it mildly.
- [C] As I was suffering through my week of anxiety, over thinking the material and guessing



my grasp of it, I did some of my own polling among students and professors. David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students ultimately learn more and encourages them to form study groups. “That way they socialize over history outside the class, which wouldn’t happen without the pressure of an in-class exam,” he explained, “Furthermore, in-class exams force students to learn how to perform under pressure, and essential work skill.”

- [D] He also says there is less chance of cheating with the in-class variety. In 2012, 125 students at Harvard were caught up in a scandal when it was discovered they had cheated on a take-home exam for a class entitled “Introduction to Congress”. Some colleges have what they call an “honor code”, though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so. As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn’t just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.
- [E] Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school’s professors to refrain from take-home exams. “Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries,” she told me. “Research now shows that regular quizzes, short essays, and other assignments over the course of a term better enhance learning and retention.”
- [F] Most college professors agree the kind of exam they choose largely depends on the subject. A quantitative-based one, for example, is unlikely to be sent home, where one could ask their older brothers and sisters to help. Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing. Chris Koch, who teaches “History of Broadcast Journalism” at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details. “In my field, it’s not what you know—it’s what you know how to find out,” says Koch. “There is way too much information, and more coming all the time, for anyone to remember. I want my students to search out the answers to questions by using all the resources available to them.
- [G] Students’ test-form preferences vary, too, often depending on the subject and course difficulty. “I prefer take-home essays because it is then really about the writing, so you have time to edit and do more research,” says Elizabeth Dresser, a junior at Barnard. Then there is the stress factor. Francesca Haass, a senior at Middlebury, says, “I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the

time is up.” Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-homes true exams. “If you understand the material and have the ability to *articulate* (说出) your thoughts, they should be a breeze.”

- [H] How students ultimately handle stress may depend on their personal test-taking abilities. There are people who always wait until the last minute, and make it much harder than it needs to be. And then there are those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze. And then there are we rare folks who fit both those descriptions.
- [I] Yes, my advanced age must factor into the *equation* (等式), in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, “We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school.”
- [J] If nothing else, the situation has given my college son and me something to share. When I asked his opinion on this matter, he responded, “I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test,” he responded. It seems to me that a compromise would be receiving the exam questions a day or two in advance, and then doing the actual test in class with the ticking clock overhead.
- [K] Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, “It is going to be a piece of cake.” When the students came in, sharpened pencils in hand, there was not a bluebook in sight. Rather, they saw a large chocolate cake and they each were given a slice.

注意：此部分试题请在答题卡2上作答。

36. Elderly students find it hard to keep up with the rapid changes in education.
37. Some believe take-home exams may affect students' performance in other courses.
38. Certain professors believe in-class exams are ultimately more helpful to students.
39. In-class exams are believed to discourage cheating in exams.
40. The author was happy to learn she could do some exams at home.
41. Students who put off their work until the last moment often find the exams more difficult than they actually are.
42. Different students may prefer different types of exams.
43. Most professors agree whether to give an in-class or a take-home exam depends on the type of course being taught.
44. The author dropped out of college some forty years ago.
45. Some students think take-home exams will eat up their free time.



Section C

Directions: *There are two passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

That people often experience trouble sleeping in a different bed in unfamiliar surroundings is a phenomenon known as the “first-night” effect. If a person stays in the same room the following night they tend to sleep more soundly. Yuka Sasaki and her colleagues at Brown University set out to investigate the origins of this effect.

Dr. Sasaki knew the first-night effect probably has something to do with how humans evolved. The puzzle was what benefit would be gained from it when performance might be affected the following day. She also knew from previous work conducted on birds and dolphins that these animals put half of their brains to sleep at a time so that they can rest while remaining alert enough to avoid *predators* (捕食者). This led her to wonder if people might be doing the same thing. To take a closer look, her team studied 35 healthy people as they slept in the unfamiliar environment of the university’s Department of Psychological Sciences. The participants each slept in the department for two nights and were carefully monitored with techniques that looked at the activity of their brains. Dr. Sasaki found, as expected, the participants slept less well on their first night than they did on their second, taking more than twice as long to fall asleep and sleeping less overall. During deep sleep, the participants’ brains behaved in a similar manner seen in birds and dolphins. On the first night only, the left *hemispheres* (半球) of their brains did not sleep nearly as deeply as their right hemispheres did.

Curious if the left hemispheres were indeed remaining awake to process information detected in the surrounding environment, Dr. Sasaki re-ran the experiment while presenting the sleeping participants with a mix of regularly timed *beeps* (蜂鸣声) of the same tone and irregular beeps of a different tone during the night. She worked out that, if the left hemisphere was staying alert to keep guard in a strange environment, then it would react to the irregular beeps by stirring people from sleep and would ignore the regularly timed ones. This is precisely what she found.

注意：此部分试题请在答题卡2上作答。

46. What did researchers find puzzling about the first-night effect?

A) To what extent it can trouble people.