

关于英语专业四级考试（TEM4）题型调整的说明

外语专业教学测试专家委员会经过讨论，通过英语专业四级考试（TEM4）题型调整方案，并决定从2016年起对TEM4考试的试卷结构和测试题型作局部调整。

高校外语专业教学测试办公室
2015年8月

总则

一、考试目的：

本考试旨在考核英语专业二年级学生综合运用各项基本技能的能力以及学生对语音、词汇、语法、语篇等英语语言知识的掌握程度。

二、考试性质与范围：

本考试属于标准参照性教学检查类考试。考试范围包括听、读、写技能以及语法、词汇知识。

三、考试时间、对象与命题：

本考试在英语专业本科第四学期举行，每年一次。考试对象为高校英语专业二年级学生。本考试由外语专业教学测试专家委员会组织有关测试专家命题，外语专业教学测试办公室负责考试的实施。

四、考试形式：

为了有效地考核学生综合运用各项基本技能的能力，既兼顾考试的科学性、客观性，又考虑到考试的可行性，本考试采用多种试题形式，以保证考试的效度和信度。

五、考试内容：

本考试共有六个部分：听写、听力理解、语言知识、完型填空、阅读理解、写作。整个考试需时130分钟。

I. 听写 (Part I: Dictation)

1. 测试要求:

- (a) 能在全面理解内容的基础上逐字逐句写出所听材料。
- (b) 考试时间 10 分钟。

2. 测试形式:

本部分采用作答题形式。所听材料共念四遍。第一遍用正常速度朗读, 录音语速为每分钟 120 个单词, 让学生听懂材料大意。第二、三遍朗读时意群、分句和句子之间留出 15 秒的空隙, 让学生书写。第四遍再用正常速度朗读, 让学生检查。

3. 测试目的:

测试学生听力理解能力、拼写熟练程度以及正确运用标点符号的能力。

4. 选材原则:

- (a) 题材广泛, 以学生日常校园和社会生活话题为主。
- (b) 听写材料难度略低于中等难度。
- (c) 听写材料长度约 80-90 个单词。

II. 听力理解 (Part II: Listening Comprehension)

1. 测试要求:

- (a) 能听懂英语国家人士关于日常生活、社会生活和学习的演讲和会话。能理解大意, 领会说话者的态度、感情和真实意图。
- (b) 能做简单笔记。
- (c) 能辨别各种英语变体 (如美国英语、英国英语、澳大利亚英语等)。
- (d) 考试时间约 20 分钟。

2. 测试形式:

本部分采用填空题和选择题, 分两节: Section A 和 Section B, 共 20 题。

Section A: Talk

本部分由一个约 500 个单词的微型讲座和一项填空任务组成。要求学生边听边做笔记, 然后完成填空任务。考试时间 10 分钟。本部分共 10 道填空题。

Section B: Conversations

本部分由两个约 450 个单词的会话组成。会话后有 10 道多项选择题。

本部分每道题后有 10 秒的间隙, 要求学生听到问题后从所给的四个选项中选出一个最佳答案。录音语速为每分钟约 120 个单词, 念一遍。

3. 测试目的:

测试学生获取口头信息的能力。

4. 选材原则:

- (a) 微型讲座和会话部分的内容与日常生活以及社会和学习活动相关。
- (b) 听力材料难度中等。

III. 语言知识 (Part III: Language Knowledge)

1. 测试要求:

(a) 掌握并能正确运用基本语法和句法。

(b) 掌握认知词汇 (5500—6000), 并且能正确、熟练地运用其中的 3000—4000 个单词及其最基本的搭配。

(c) 考试时间 10 分钟。

2. 测试形式:

本部分采用多项选择题, 共 20 道题, 每题有四个选择项。题目中约 50% 为词汇、词组和短语用法题, 其余为语法和句法题。

3. 测试目的:

测试学生掌握词汇、短语、及基本语法、句法概念的熟练程度。

IV. 完型填空 (Part IV: Cloze)

1. 测试要求:

(a) 能在全面理解所给短文内容的基础上, 选择一个最佳答案使短文意思和结构恢复完整。

(b) 考试时间 10 分钟。

2. 测试形式:

本部分采用选择题。在一篇约 250 个单词、题材熟悉、难度中等的短文中留出 10 个空白。每个空白为一题, 要求学生从所给的词库中选择最佳答案。

3. 测试目的:

测试学生的综合语言知识和技能。

V. 阅读理解 (Part V: Reading Comprehension)

1. 测试要求:

(a) 能读懂英美国家出版的中等难度的文章和材料。

(b) 能读懂难度相当于美国 *Newsweek* 的国际新闻报道。

(c) 能读懂难度相当于 *Sons and Lovers* 的文学原著。

(d) 能掌握所读材料的主旨大意, 了解说明主旨大意的事实和细节; 既理解字面意义, 又能根据所读材料进行判断和推理; 既理解个别句子的意义, 也理解上下文的逻辑关系。

(e) 能在阅读中根据需要自觉调整阅读速度和阅读技巧。

(f) 考试时间 35 分钟。

2. 测试形式:

本部分采用多项选择题和简答题形式, 由数篇阅读材料组成。阅读材料共长 1800 个单词左右。学生应根据所读材料内容, 从每题的四个选择项中选出一个最佳答案, 或根据问题做简短回答。共 15 题, 其中 10 道多项选择题, 5 道简答题。

3. 测试目的:

本部分测试学生通过阅读获取和理解有关信息的能力,既要求准确性,也要求一定的速度。阅读速度为每分钟 120 个单词。

4. 选材原则:

- (a) 题材广泛,包括社会、科技、文化、学习、常识、人物传记等。
- (b) 体裁多样,包括记叙文、描写文、说明文、议论文、广告、说明书、图表等。
- (c) 阅读材料的语言难度中等。

VI. 写作 (Part VI: Writing)

1. 测试要求:

能根据所给的作文题目、图表或阅读材料等,写一篇 200 个单词左右的作文。能做到内容相关、充实、语言通顺、用词恰当、表达得体。考试时间 45 分钟。

本部分为作答题,要求学生根据题目要求做回答。

本部分为命题作文,文章体裁主要属于说明文、议论文或记叙文的范围。

3. 测试目的:

测试学生的基本书面表达能力。

答题和计分

听写、阅读简答题和作文做在规定的作答题答题卡上。选择题的答案写在选择题答题卡上。凡是写在试题册上的答案一律无效,予以作废。

听写、阅读简答题和作文用黑色钢笔或水笔书写。答卷内容不超过答题卡的规定红线,超越部分无效。选择题每题只能选一个答案,多选作废。请用 2B 铅笔。选择题只算答对的题数,答错不扣分。选择题由计算机阅卷。

考试时不得使用任何通讯工具、词典及其他工具书。

试卷各部分采用记权方式,折算成百分制。以 60 分为及格标准。

试卷的题型、题数、计分、比重和时间列表如下:

序号	题号	各部分名称	题型	题数	计分	比重	考试时间(分钟)
I		听写	作答题	1	10	10%	10
II	(1)-(10) 1-10	听力理解 A 讲座 B 会话	作答题 选择题	10 10	20	20%	20
III	11-30	语言知识	选择题	20	20	20%	10
IV	31-40	完型填空	选择题	10	10	10%	10
V	41-55 (41-50) (51-55)	阅读理解 A 选择题 B 简答题	选择题 作答题	15	20	20%	35
VI		写作	作答题	1	20	20%	45
合计				67	100	100	130

TEM4 SAMPLE TEST (部分)

TIME LIMIT: 130 MIN

PART I DICTATION

[10 MIN]

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be done at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be done at normal speed again and during this time you should check your work. You will then be given 1 minute to check through your work once more.

Please write the whole passage on ANSWER SHEET ONE.

PART II LISTENING COMPREHENSION

[20 MIN]

SECTION A TALK

In this section you will hear a talk. You will hear the talk ONCE ONLY. While listening, you may look at ANSWER SHEET ONE and write NO MORE THAN THREE WORDS for each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may use the blank sheet for note-taking.

You have THIRTY seconds to preview the gap-filling task.

Now listen to the talk. When it is over, you will be given TWO minutes to complete your work.

SECTION B CONVERSATIONS

In this section you will hear two conversations. At the end of each conversation, five questions will be asked about what was said. Both the conversation and the questions will be spoken ONCE ONLY. After each question there will be a ten-second pause. During the pause, you should read the four choices of A), B), C) and D), and mark the best answer to each question on ANSWER SHEET TWO.

You have thirty seconds to preview the questions.

Now, listen to the conversations.

Conversation One.

1. A. The return trip is too expensive.
B. There is no technology to get people back.
C. People don't want to return.
D. The return trip is too risky.
2. A. Intelligence.
B. Health.
C. Skills.
D. Calmness.
3. A. The kind of people suitable for the trip.
B. Interests and hobbies of the speakers.
C. Recruitment of people for the trip.
D. Preparation for the trip to Mars.

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Conversation Two

6. A. Going to the high street.
B. Visiting everyday shops.
C. Buying things like electrical goods.
D. Visiting shops and buying online.
7. A. 3%
B. 33%
C. 42%
D. 24%
8. A. They want to know more about pricing.
B. They can return the product later.
C. They want to see the real thing first.
D. They can bargain for a lower shop price.

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PART III LANGUAGE KNOWLEDGE

[10 MIN]

There are twenty sentences in this section. Beneath each sentence there are four words, phrases or statements marked A, B, C and D. Choose one word, phrase or statement that best completes the sentence.

Mark your answers on ANSWER SHEET TWO.

11. When you have finished with that book, don't forget to put it back on the shelf, _____?
A. don't you B. do you C. will you D. won't you
12. Which of the following statements is INCORRECT?
A. Only one out of six were present at the meeting.
B. Ten dollars was stolen from the cash register.
C. Either my sister or my brother is coming.
D. Five miles seem like a long walk to me.
13. It is not so much the language _____ the cultural background that makes the film difficult to understand.
A. but B. nor C. like D. as
14. There is no doubt _____ the committee has made the right decision on the housing project.
A. why B. that C. whether D. when
15. If you explained the situation to your lawyer, he _____ able to advise you much better than I can.
A. will be B. was C. would be D. were
16. Which of the following is a stative verb (静态动词)?
A. Drink. B. Close. C. Rain. D. Belong.
17. Which of the following italicized parts indicates a subject-verb relation?
A. The man has a large family *to support*.
B. She had no wish *to quarrel with her brother*.
C. He was the last guest *to leave*.
D. Mary needs a friend *to talk to*.

18. Which of the following is INCORRECT?
 A. Another two girls. B. Few words.
 C. This work. D. A bit of flowers.
19. When one has good health, _____ should feel fortunate.
 A. you B. she C. he D. we
20. There _____ nothing more for discussion, the meeting came to an end half an hour earlier.
 A. to be B. to have been C. be D. being
21. Bottles from this region sell _____ at about \$50 a case.
 A. entirely B. totally C. wholesale D. together
22. The product contains no _____ colours, flavours, or preservatives.
 A. fake B. artificial C. false D. wrong
23. _____ and business leaders were delighted at the decision to hold the national motor fair in the city.
 A. Civil B. Civilized C. Civilian D. Civic
24. The city council is planning a huge road-building programme to ease congestion. The underlined part means _____.
 A. calm B. relieve C. comfort D. still
25. His unfortunate appearance was offset by an attractive personality. The underlined part means all the following EXCEPT _____.
 A. improved B. made up for
 C. balanced D. compensated for
26. The doctor said that the gash in his cheek required ten stitches. The underlined part means _____.
 A. lump B. depression C. swelling D. cut
27. During the economic crisis, they had to cut back production and _____ workers.
 A. lay off B. lay into C. lay down D. lay aside
28. To mark its one hundredth anniversary, the university held a series of activities including conferences, film shows, etc. The underlined part means _____.
 A. signify B. celebrate C. symbolize D. suggest

29. His fertile mind keeps turning out new ideas. The underlined part means _____.
- A. abundant B. unbelievable C. productive D. generative
30. These issues were discussed at length during the meeting. The underlined part means _____.
- A. eventually B. subsequently C. lastly D. fully

PART IV CLOZE

[10 MIN]

Decide which of the words given in the box below would best complete the passage if inserted in the corresponding blanks. The words can be used ONCE ONLY. Mark the letter for each word on ANSWER SHEET TWO.

A as B aimless C bother D fast E flights F helpless G labor-saving
 H levels I money-saving J pause K quite L stand by M standstill N traffic
 O trapped

Electricity is such a part of our everyday lives and so much taken for granted nowadays that we rarely think twice when we switch on the light or turn on the TV set. At night, roads are brightly lit, enabling people and (31) _____ to move freely. Neon lighting used in advertising has become part of the character of every modern city. In the home, many (32) _____ devices are powered by electricity. Even when we turn off the bedside lamp and are (33) _____ asleep, electricity is working for us, driving our refrigerators, heating our water, or keeping our rooms air-conditioned. Every day, trains, buses and subways take us to and from work. We rarely (34) _____ to consider why or how they run – until something goes wrong. In the summer of 1959, something did go wrong with the power-plant that provided New York with electricity. For a great many hours, life came almost to a (35) _____. Trains refused to move and the people in them sat in the dark, powerless to do anything; lifts stopped working, so that even if you were lucky enough not to be (36) _____ between two floors, you had the unpleasant task of finding your way down (37) _____ of stairs. Famous streets like Broadway and Fifth Avenue in an instant became as gloomy and uninviting (38) _____ the most remote back streets. People were afraid to leave their houses, for although the police had been ordered to (39) _____ in case of emergency, they were just as confused and (40) _____ as anybody else.

SECTION A MULTIPLE-CHOICE QUESTIONS

In this section there are several passages followed by ten multiple-choice questions. For each question, there are four suggested answers marked A, B, C, and D. Choose the one that you think is the best answer and mark your answers on ANSWER SHEET TWO.

PASSAGE ONE

Inundated by more information than we can possibly hold in our heads, we're increasingly handing off the job of remembering to search engines and smart phones. Google is even reportedly working on eyeglasses that could one day recognize faces and supply details about whoever you're looking at. But new research shows that outsourcing our memory – and expecting that information will be continually and instantaneously available – is changing our *cognitive habits*.

Research conducted by Betsy Sparrow, an assistant professor of psychology at Columbia University, has identified three new realities about how we process information in the Internet age. First, her experiments showed that when we don't know the answer to a question, we now think about where we can find the nearest Web connection instead of the subject of the question itself. A second revelation is that when we expect to be able to find information again later on, we don't remember it as well as when we think it might become unavailable. And then there is the researchers' final observation: the expectation that we'll be able to locate information down the line leads us to form a memory not of the fact itself but of where we'll be able to find it.

But this handoff comes with a downside. Skills like critical thinking and analysis must develop in the context of facts: we need something to think and reason about, after all. And these facts can't be Googled as we go; they need to be stored in the original hard drive, our long-term memory. Especially in the case of children, "factual knowledge must precede skill," says Daniel Willingham, a professor of psychology, at the University of Virginia – meaning that the days of drilling the multiplication table and memorizing the names of the Presidents aren't over quite yet. Adults, too, need to recruit a supply of stored knowledge in order to situate and evaluate new information they encounter. You can't Google *context*.

Last, there's the possibility, increasingly terrifying to contemplate, that our machines will fail us. As Sparrow puts it, "The experience of losing our Internet connection becomes more and more like losing a friend." If you're going to keep your memory on your smart phone, better make sure it's fully charged.

41. Google's eyeglasses are supposed to _____.
- A. improve our memory
 - B. function like memory
 - C. help us see faces better
 - D. work like smart phones
42. Which of the following statements about Sparrow's research is CORRECT?
- A. We remember people and things as much as before.
 - B. We remember more Internet connections than before.
 - C. We pay equal attention to location and content of information.
 - D. We tend to remember location rather than the core of facts.
43. What is the implied message of the author?
- A. Web connections aid our memory.
 - B. People differ in what to remember.
 - C. People keep memory on smart phones.
 - D. People need to exercise their memory.

PASSAGE TWO

I was a second-year medical student at the university, and was on my second day of rounds at a nearby hospital. My university's philosophy was to get students seeing patients early in their education. Nice idea, but it overlooked one detail: second-year students know next to nothing about medicine.

Assigned to my team that day was an attending – a senior faculty member who was there mostly to make patients feel they weren't in the hands of amateurs. Many attendings were researchers who didn't have much recent hospital experience. Mine was actually an arthritis specialist. Also along was a resident (the real boss, with a staggering mastery of medicine, at least to a rookie like myself). In addition, there were two interns (住院实习医生). These guys were just as green as I was, but in a scarier way: they had recently graduated from the medical school, so they were technically MDs.

I began the day at 6:30am. An intern and I did a quick check of our eight patients; later, we were to present our findings to the resident and then to the attending. I had three patients and the intern had the other five – piece of cake.

But when I arrived in the room of 71-year-old Mr. Adams, he was sitting up in bed, sweating heavily and panting (喘气). He'd just had a hip operation and looked terrible. I listened to his lungs with my stethoscope, but they sounded clear. Next I checked the log of his vital signs and saw that his respiration and heart rate had been climbing, but his temperature was

steady. It didn't seem like heart failure, nor did it appear to be pneumonia. So I asked Mr. Adams what he thought was going on.

"It's really hot in here, Doc," he replied.

So I attributed his condition to the stuffy room and told him the rest of the team would return in a few hours. He smiled and feebly waved goodbye.

At 8:40 am., during our team meeting, "Code Blue Room 307!" blared from the loudspeaker.

I froze.

That was Mr. Adams's room.

When we arrived, he was motionless.

The autopsy (尸体解剖) later found Mr. Adams had suffered a massive pulmonary embolism (肺部栓塞). A blood clot had formed in his leg, worked its way to his lungs, and cut his breathing capacity in half. *His symptoms had been textbook*: heavy perspiration and shortness of breath despite clear lungs. The only thing was: I hadn't read that chapter in the textbook yet. And I was too scared, insecure, and proud to ask a real doctor for help.

This mistake has haunted me for nearly 30 years, but what's particularly frustrating is that the same medical education system persists. Who knows how many people have died or suffered harm at the hands of students as naïve as I, and how many more will?

44. We learn that the author's team members had _____.
- A. much practical experience
 - B. adequate knowledge
 - C. long been working there
 - D. some professional deficiency
45. "His symptoms had been textbook" means that his symptoms were _____.
- A. part of the textbook
 - B. no longer in the textbook
 - C. recently included in the textbook
 - D. explained in the textbook
46. At the end of the passage, the author expresses _____ about the medical education system.
- A. optimism
 - B. hesitation
 - C. concern
 - D. support

PASSAGE THREE

The war on smoking, now five decades old and *counting*, is one of the nation's greatest public health success stories – but not for everyone.

As a whole, the country has made amazing progress. In 1964, four in ten adults in the US smoked; today fewer than two in ten do. But some states – Kentucky, South Dakota and Alabama, to name just a few – seem to have missed the message that smoking is deadly.

Their failure is the greatest disappointment in an effort to save lives that was started on Jan. 11, 1964, by the first Surgeon General’s Report on Smoking and Health. Its finding that smoking is a cause of lung cancer and other diseases was major news then. The hazards of smoking were just starting to emerge.

The report led to cigarette warning labels, a ban on TV ads and eventually an anti-smoking movement that shifted the nation’s attitude on smoking. Then, smokers were cool. Today, many are outcasts, rejected by restaurants, bars, public buildings and even their own workplaces. Millions of lives have been saved.

The formula for success is no longer guesswork: Adopt tough warning labels, air public service ads, fund smoking cessation programs and impose smoke-free laws. But the surest way to prevent smoking, particularly among price-sensitive teens, is to raise taxes. If you can stop them from smoking, you’ve won the war. Few people start smoking after turning 19.

The real-life evidence of taxing power is powerful. The 10 states with the lowest adult smoking rates slap an average tax of \$2.42 on every pack – three times the average tax in the states with the highest smoking rates.

New York has the highest cigarette tax in the country, at \$4.35 per pack, and just 12 percent of teens smoke – far below the national average of 18 percent. Compare that with Kentucky, where taxes are low (60 cents), smoking restrictions are weak and the teen smoking rate is double New York’s. Other low-tax states have similarly dismal records.

Enemies of high tobacco taxes cling to the tired argument that they fall disproportionately on the poor. True, but so do the deadly effects of smoking – far worse than a tax. The effect of the taxes is amplified further when the revenue is used to fund initiatives that help smokers quit or persuade teens not to start.

Anti-smoking forces have plenty to celebrate this week, having helped avoid 8 million premature deaths in the past 50 years. But as long as 3,000 adolescents and teens take their first puff each day, the war is not won.

47. According to the context, “Their failure” refers to _____.
- A. those adults who continue to smoke
 - B. those states that missed the message
 - C. findings of the report
 - D. hazards of smoking
48. What is the passage mainly about?
- A. How to stage anti-smoking campaigns.
 - B. The effects of the report on smoking and health.
 - C. Tax as the surest path to cut smoking.
 - D. The efforts to cut down on teenage smoking.

PASSAGE FOUR

Attachment Parenting is not Indulgent Parenting. Attachment parents do not "spoil" their children. Spoiling is done when a child is given everything that they want regardless of what they need and regardless of what is practical. Indulgent parents give toys for tantrums (发脾气), ice cream for breakfast. Attachment parents don't give their children everything that they want, they give their children everything that they need. Attachment parents believe that love and comfort are free and necessary. Not sweets or toys.

Attachment Parenting is not "afraid of tears" parenting. Our kids cry. The difference is that we understand that tantrums and tears come from emotions and not manipulation. And our children understand this too. They cry and have tantrums sometimes, of course. But they do this because their emotions are so overwhelming that they need to get it out. They do not expect to be "rewarded" for their strong negative emotions; they simply expect that we will listen. We pick up our babies when they cry, and we respond to the tears of our older children because we believe firmly that comfort is free, love is free, and that when a child has need for comfort and love, it is our job to provide those things. We are not afraid of tears. We don't avoid them. We hold our children through them and teach them that when they are hurt or frustrated we are here to comfort them and help them work through their emotions.

Attachment Parenting is not Clingy Parenting. I do not cling to my children. In fact, I'm pretty *free-range*. As soon as they can move they usually move away from me and let me set up a chase as they crawl, run, skip and hop on their merry way to explore the world. Sure, I carry them and hug them and chase them and kiss them and rock them and sleep with them. But this is not me following them everywhere and pulling them back to me. This is me being a home base. The "attachment" comes from their being allowed to attach to us, not from us attaching to them like parental leeches.

Attachment Parenting is not Selfish Parenting. It is also not selfless parenting. We are not doing it for us, and we are not doing it to torment ourselves.

Attachment parenting is not Helicopter Parenting. I don't hover. I supervise. I follow, I teach, I demonstrate, I explain. I don't slap curious hands away. I show how to do things safely. I let my child do the things that my child wishes to do, first with help and then with supervision and finally with trust. I don't insist that my 23 month old hold my hand when we walk on the sidewalk because I know that I can recall him with my voice because he trusts me to allow him to explore and he trusts me to explain when something is dangerous and to help him satisfy his curiosities safely.

Most of the negative things that I hear about "attachment parents" are completely off-base and describe something that is entirely unlike Attachment Parenting. Attachment Parenting is child-centric and focuses on the needs of the child. Children need structure, rules, and boundaries. Attachment Parents simply believe that the child and the parent are allies, not

adversaries. And that children are taught, not trained.

49. According to the author, what should parents do when their kids cry?
- A. Providing comfort and love.
 - B. Trying to stop kids crying.
 - C. Holding them till they stop.
 - D. Rewarding kids with toys.
50. What does "free-range" mean according to the passage?
- A. Fond of providing a home base.
 - B. Ready to play games with my kids.
 - C. Curious to watch what games they play.
 - D. Willing to give kids freedom of movement.

SECTION B SHORT ANSWER QUESTIONS

In this section there are five short answer questions based on the passages in Section A. Answer the questions with NO more than TEN words in the space provided on ANSWER SHEET TWO.

PASSAGE ONE

51. According to the passage, what does "cognitive habits" refers to?

PASSAGE TWO

52. Why was the author doing rounds in a hospital?

PASSAGE THREE

53. What does "counting" mean in the context?
54. What does the author think of raising tax on cigarettes?

PASSAGE FOUR

55. What does the passage mainly discuss?

PART VI WRITING

[45 MIN]

Should we revive traditional Chinese characters or continue using simplified characters? This has been an intensely discussed question for years. The following are the supporters' and opponents' opinions. Read carefully the opinions from both sides and write your response in about 200 words, in which you should first summarize briefly the opinions from both sides and give your view on the issue.

Marks will be awarded for content relevance, content sufficiency, organization and language quality. Failure to follow the above instructions may result in a loss of marks.

YES	NO
<p>Traditional characters, which date back to more than 2000 years ago, have a more beautiful appearance and a more reasonable structure. As indicated by the 親 and 愛 examples, traditional characters make more sense, convey traditional values and can therefore represent traditional culture.</p> <p>For two millennia, Chinese historical records and classic works were written in traditional characters. To be able to read them and inherit traditional culture, we need to bring traditional characters back.</p> <p>Politically, it is also necessary to restore traditional Chinese characters. Currently, traditional characters are still in used in Hong Kong, Taiwan and many Chinese communities around the world. Restoring them can contribute to cross-Straits exchanges and national reunification and unite Chinese people around the world.</p>	<p>In today's world, efficiency matters most. Traditional characters, which usually have more strokes than simplified ones, are more difficult to learn. By contrast, simplified characters are much easier to learn and use.</p> <p>Over the past 50 years, lots of classic texts have been turned into simplified-character versions, which means simplified characters can also promote and preserve traditional culture.</p> <p>Constant simplification has been a trend in the evolution of Chinese characters. From the oracle bones script of 3000 years ago to traditional characters, the Chinese writing system has always been slimming down for better communication.</p>

Write your response on ANSWER SHEET THREE.

— THE END —

TEM4 SAMPLE SCRIPT (部分)

PART I DICTATION

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be done at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be done at normal speed again and during this time you should check your work. You will then be given 1 minute to check through your work once more. Please write the whole passage on Answer Sheet One.

Now, listen to the passage.

Male and Female Roles in Marriage

In the traditional marriage, the man worked to earn money for the family./ The woman stayed at home to care for the children and her husband./ In recent years, many couples continue to have a traditional relationship of this kind./ Some people are happy with it,/ but others think differently./

There are two major differences in male and female roles now./ One is that both men and women have many more choices./ They may choose to marry or stay single./ They may choose to work or to stay at home./

The second and third readings. You should begin writing now.

The last reading.

Now, you have two minutes to check through your work. (a two-minute interval)

That is the end of Part I Dictation.

PART II LISTENING COMPREHENSION

SECTION A TALK

In this section you will hear a talk. You will hear the talk ONCE ONLY. While listening, you may look at ANSWER SHEET ONE and write NO MORE THAN THREE WORDS for each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may use the blank sheet for note-taking.

You have THIRTY seconds to preview the gap-filling task.
(a thirty-second interval)

Now listen to the talk. When it is over, you will be given TWO minutes to complete your work.

Speech during Freshmen's Week

I would first of all like to welcome you all to the college. I know you have all worked hard in order to get here and I hope you will find all your effort has been worthwhile and that we will be able to help you achieve your ambitions as far as possible. Please make use of our facilities to the full and if you are in any doubt of what we have to offer, please do not hesitate to ask. I would like to make clear to you your part of the contract, which you must fulfil if you wish us to fulfil ours. Learning, as I'm sure you realise is a two way process and without a significant investment from you, all our efforts will come to nothing.

Now, about class attendance. You are required to attend 80% of classes. If you do not do so, we will not be able to give you a certificate of attendance should you require one for any particular purpose. In other words, we will not regard you as having followed the course at all. The compulsory courses are those classes you take in your assigned groups. In a minute, Mr. Lucas will tell you which group you are in. The extra, individual work available in the laboratory or the computer room is, of course, optional. In addition to classwork, you are supposed to put in 3-4 hours a day of private study.

This year we have changed our methods of assessment, in an effort to get away from the formal examination and move towards a system which better reflects work done throughout the year. You are required to hand in 5 pieces of written work as part of your final assessment - these you may choose from your class assignments. At the end of the course there will a formal examination consisting of 3 three hour papers. You do not have to take the last of these - you can submit a 10,000 word extended essay instead. You should discuss the title of this with your tutor. You can obtain more details about the examination from your tutor. On a more practical note, we do not want to have too many rules and regulations, but for the sake of public safety and comfort there must be some. It is expressly forbidden to smoke in the classrooms as this poses a fire hazard. We also ask that you do not take food and drink into the classrooms.

About your dorm. You are not permitted to put up overnight guests in your rooms. Similarly, we can't allow you to entertain more than 5 guests during the day in your rooms, as this causes a disturbance. If you wish to hold larger parties, please reserve the common room for that purpose. We hope that you will find these rules reasonable and enjoy your stay with us. I will now hand you back to Miss Johnson, who will assign you to your groups.

Now, you have TWO minutes to complete your work.
(a two-minute interval)

THIS IS THE END OF SECTION A - TALK.

SECTION B CONVERSATIONS

In this section you will hear two conversations. At the end of each conversation, five questions will be asked about what was said. Both the conversation and the questions will be spoken ONCE ONLY. After each question there will be a ten-second pause. During the pause, you should read the four choices of A), B), C) and D), and mark the best answer to each question on ANSWER SHEET TWO.

You have thirty seconds to preview the questions.

Now, listen to the conversations.

Conversation One.

Callum: Hello Jennifer.

Jennifer: Hello Callum.

Callum: Do you like to travel?

Jennifer: Oh yes, I love going to new and interesting places.

Callum: What do you think of the idea of a one-way trip to Mars?

Jennifer: You do mean the planet Mars?

Callum: Well, this is what is being planned at the moment by a company in the Netherlands. They are planning to send people to Mars and the people who go would never be able to come back to Earth.

Jennifer: Sounds like quite a trip!

Callum: What is interesting about it is that this would be a one-way trip.

Jennifer: Why is this a one-way trip?

Callum: It's about technology. Although we do have the knowledge and technology to get people to Mars, we can't get them back.

Jennifer: That's a big commitment, isn't it? But I imagine some people will jump at the opportunity. But what kind of person are they going to recruit for this 'trip of a lifetime'?

Callum: They want smart people, which means clever, intelligent people. These people need to be healthy both physically and mentally. They also need people with very specific skills.

Jennifer: I would think so.

Callum: And there is something more important.

Jennifer: What's that?

Callum: Character. You need to have the right personality.

Jennifer: What other characteristics are they looking for?

Callum: They want people who can still work well when things are bad. People who are calm in a crisis. So from what you've heard, does it sound like the job for you?

Jennifer: Absolutely not. I don't mind travelling but I think it's a bit far for me. And what about you?

Callum: No, it's not for me, I have to say. I'm not made of the right stuff.

...

This is the end of Conversation One. Questions 1 to 5 are based on Conversation One.

Question 1

Why is the trip to Mars a one-way trip?

(pause: 10 seconds)

Question 2

According to the man, what is most important for those recruits?

(pause: 10 seconds)

Question 3

What is the last part of the conversation about?

(pause: 10 seconds)

Question 4

.....

(pause: 10 seconds)

Question 5

.....

(pause: 10 seconds)

Conversation Two

Rob: Hello Linda.

Linda: Hello Rob.

Rob: Happy New Year to you, Linda. The festive season is over – so, did all that holiday shopping break the bank?

Linda: You mean, did I spend too much money? Well, yes I did.

Rob: Well, do you know about showrooming?

Linda: Yes, customers visit shops to see and test products before buying them online.

Rob: Yeah, you see technology is changing the way we shop and it could spell disaster – or be very bad for – the high street.

Linda: The high street, you mean those everyday shops that we normally see in our town centres? Things like shoe shops, news agents, supermarkets.

Rob: Yes, the high street is competing with the internet. I buy things like CDs, electrical goods and food online.

Linda: Ah, but have you ever 'showroomed' before, Rob?

Rob: Yes, I showroomed and then bought a camera at a knock-down price online. I know I'm not alone in doing this though. Research found 24% of people 'showroomed' while Christmas shopping last year.

Linda: And a market research company also found one third of consumers around the world said they used this type of shopping.

Rob: Now, although people do it to try and save money, there are other reasons for this, too.

Linda: What are they?

Rob: Three reasons for people to showroom: They are short on time, short on money, and they want reassurance.

Linda: Yes, reassurance – so they want to know what the product really looks like and they want to be confident they are buying the right thing.

Rob: I think that's true, I like to inspect what I am buying. If you go to a shop and look at the real thing, you get a much better idea of what it's like – but I also want a bargain.

Linda: We could say we use the internet to shop around.

Rob: That's a good phrase, meaning to look around for the best deal.

...

This is the end of Conversation Two. Questions 6 to 10 are based on Conversation Two.

Question 6

What is showrooming?

(pause: 10 seconds)

Question 7

What is the percentage of people who showroomed during Christmas shopping?

(pause: 10 seconds)

Question 8

Why did people showroom?

(pause: 10 seconds)

Question 9

.....

(pause: 10 seconds)

Question 10

.....

(pause: 10 seconds)

THIS IS THE END OF PART II LISTENING COMPREHENSION.

TEM 4 SAMPLE KEY (部分)

PART II. LISTENING COMPREHENSION

SECTION A TALK

- | | | |
|----------------------------------|----------------------------|-------------------------------------|
| (1) 80% | (2) compulsory courses | (3) optional/in labs/computer rooms |
| (4) 3-4 | (5) class assignments/work | (6) exam |
| (7) smoking/eating/drinking | | (8) Dorm regulations/rules |
| (9) No overnight guests/visitors | | (10) the common room |

SECTION B CONVERSATIONS

1. B 2. D 3. A
6. D 7. D 8. C

PART III. GRAMMAR AND VOCABULARY

11. C 12. D 13. D 14. B 15. C 16. D 17. C
18. D 19. C 20. D 21. C 22. B 23. D
24. B 25. A 26. D 27. A 28. B 29. C 30. D

PART IV. CLOZE

31. N (traffic) 32. G (labour-saving) 33. D (fast) 34. C (bother) 35. M (standstill)
36. O (trapped) 37. E (flights) 38. A (as) 39. L (stand by) 40. F (helpless)

PART V. READING COMPREHENSION

Section A

41. B 42. D 43. D 44. D 45. D 46. C
47. B 48. C 49. A 50. D

Section B

PASSAGE ONE

51. It refers to how we deal with information,

PASSAGE TWO

52. It was part of his medical training.

PASSAGE THREE

53. It means "continuing".

54. It is an effective measure/a good measure.

PASSAGE FOUR

55. Different types of parenting.

ANSWER SHEET 1 (TEM4) 样张

1

学校:

姓名:

注意事项

1. 答题前, 考生务必用黑色字迹签字笔填写自己的准考证号、姓名和学校; 再用2B铅笔把对应准考证号码的标号涂黑, 使用其它笔填涂无效。
2. 考生不得填涂缺考、违纪项, 违者责任自负。
3. 选择题必须用2B铅笔填涂, 使用其它笔填涂无效, 修改时要用橡皮擦干净; 每题只能填涂一个答案, 多项不得分。
4. 主观题必须用黑色字迹签字笔(0.5mm)在答题区域内作答, 超出红色矩形框限定区域的答案无效。
5. 保持答题卡的清洁和平整, 不得折叠。

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填涂要求	正确填涂方式	此处由监考老师填涂
	错误填涂方式	

违纪 [W]

缺考 [Q]

ANSWER SHEET 1

PART I

DICTION

必须使用黑色字迹签字笔在答题区域内作答, 超出红色矩形边框限定区域的答案无效。

[听写] 从此处开始作答

ANSWER SHEET 1 (TEM4)

请勿在此处作任何标记

PART II

LISTENING COMPREHENSION

SECTION A TALK

下列各题必须使用黑色字迹签字笔在答题区域内作答，超出红色矩形边框限定区域的答案无效。

Speech during Freshmen's Week

1. Class attendance

- (1) _____ attendance is required (1) _____
- Not doing so: no attendance certificate
- (2) _____: in assigned groups (2) _____
- Individual work: (3) _____ (3) _____
- Private study: (4) _____ hours per day (4) _____

2. Methods of assessment

- Final assessment
 - 5 pieces of written work from (5) _____ (5) _____
 - Final exam of 3 three-hour papers, or a 10,000 essay
- More (6) _____ information from tutors (6) _____
- Rules
 - No (7) _____ in classrooms (7) _____

3. (8) _____ (8) _____
- (9) _____ (9) _____
 - No more than 5 guests during the day
 - Reserve (10) _____ for larger parties (10) _____

ANSWER SHEET 3 (TEM4) 样张

3

学校:

姓名:

注意事项

1. 答题前, 考生务必用黑色字迹签字笔填写自己的准考证号、姓名和学校; 再用2B铅笔把对应准考证号码的标号涂黑, 使用其它笔涂黑无效。
2. 考生不得填涂缺考、违纪项, 违者责任自负。
3. 选择题必须用2B铅笔填涂, 使用其它笔填涂无效, 修改时要用橡皮擦干净; 每题只能填涂一个答案, 多项不得分。
4. 主观题必须用黑色字迹签字笔(0.5mm)在答题区域内作答, 超出红色矩形框限定区域的答案无效。
5. 保持答题卡的清洁和平整, 不得折叠。

准考证号

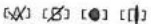
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填涂要求

正确填涂方式



错误填涂方式



此处由监考老师填涂

违纪 [W]

缺考 [Q]

ANSWER SHEET 3

PART VI

WRITING

必须使用黑色字迹签字笔在答题区域内作答, 超出红色矩形边框限定区域的答案无效。

[作文] 从此处开始作答

背面可继续作答 →

请勿在此处作任何标记

必须使用黑色字迹签字笔在答题区域内作答，超出红色矩形边框限定区域的答案无效。

→ 可按正面继续作答

Answer writing area with horizontal dashed lines.