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快速突破 大学英语四级

全新仿真题典

主编 徐兆菊



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CET-4 Spurt

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编者寄语

对当今大学生而言,要想学好英语,以在即将到来的二十一世纪大展宏图,提高英语语言的实际应用能力势在必行。

国家教育部最新修订和调整了大学英语四、六级考试大纲,重点要求测试学生英语听、说、读、写、译等五项基本技能,尤其是学生的动手能力,即语言实际运用能力。目前,各类大学英语四、六级考试用书种类繁多,让人眼花缭乱。鉴于此,特编写了本套丛书。本套丛书本着“以学生为中心”的教学原则,并针对四、六级考生的特点及需求,有的放矢地对其学习中遇到的难、疑点进行系统地梳理和考前强化训练,从而检验并提高学生实际掌握和运用语言的能力。本丛书的最大特点是资料翔实,编排独特,针对性强;它不仅融汇了近几年最新的试题模式和语言现象,并且突出了1999年修订后新大纲的特点,加大了语言材料的难度,具有一定的超前性。其次,参加本丛书编写的人员是多年从事大学英语教学的资深教师,选编的材料和讲解重点突出,指导性强。

《全新仿真题典》(CET-4)一书根据调整后新大纲的要求精编仿真试题十套,包括新题型听写填空(Spot Dictation),复合式听写(Compound Dictation),翻译(Translation)及简短回答问题(Short Answer Questions)在内,涵盖了迄今为止四级考试的所有题型。全部试题后均附有参考答案及详细的注释,便于学生自学。本分册由涂兆菊老师策划并组织编写。肖靖、王自珍、辜方三位老师负责试卷(1—5)的编写工作;于英华、韩琼、涂兆菊三位老师负责编写试卷(6—10)。

“海阔凭鱼跃,天高任鸟飞。”世纪之交,有太多的绚丽,有太多的惊喜。我们全体编者预祝每一位渴望成功的大学生乘上“英语”这匹快马在转瞬即到的又一个世纪驰骋!

编 者



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COLLEGE ENGLISH TEST

Band Four

CET — 4 Test 1

Part I Listening Comprehension (20 minutes)

Section A

Directions: *In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question 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 the Answer Sheet with a single line through the centre.*

Example: *You will hear:*

You will read:

- A) At the office.
- B) In the waiting room.
- C) At the airport.
- D) In a restaurant.

From the conversation we know that the two were talking about some work they had to finish in the evening. This is most likely to have taken place at the office. Therefore, A) "At the office" is the best answer. You should choose [A] on the Answer Sheet and mark it with a single line through the centre.

Sample Answer [A] [B] [C] [D]



1. A) She had to fly out of town.
B) She is sick.
C) She said that she'd come late.
D) She decided to stay home.
2. A) Better. B) Sick.
C) Fine. D) Tired.
3. A) He'll get angry.
B) He's looking for a parking space.
C) He has to buy a parking ticket.
D) He'll discover it himself.
4. A) Having a class.
B) Travelling by car.
C) Travelling by air.
D) Playing basketball.
5. A) 25. B) 15.
C) 35. D) 20.
6. A) The man's office's. B) The man's.
C) Karen's. D) The woman's.
7. A) He thinks it is too beautiful.
B) He thinks she has a good taste in clothes.
C) He thinks the shirt is pretty, but he doesn't like the shirt.
D) He does not think her choice is suitable to the occasion.
8. A) Five thirty. B) Seven o'clock.
C) Six o'clock. D) Seven thirty.
9. A) A handbook.
B) Some information about practical chemistry.
C) Some work to do.
D) A piece of advice.
10. A) He doesn't want to. B) He is sick.
C) He has to work. D) He will study.

Section B



Directions: In this section, you will hear 3 short passages. At the end of each

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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 the Answer Sheet with a single line through the centre.

Passage One

Questions 11 to 13 are based on the passage you have just heard:

11. A) To find out how clever monkeys were.
B) To test the intelligence of different animals.
C) To compare the difference between man and the monkey.
D) To find out how monkeys search for food.
12. A) To give the monkey a surprise.
B) To see how the monkey ate from a box.
C) To see how soon the monkey could find it.
D) find out how the monkey would open the box.
13. A) By watching it through the keyhole.
B) By waiting outside the door.
C) By kneeling down at the door.
D) By putting it in a small box.

Passage Two

Questions 14 to 16 are based on the passage you have just heard:

14. A) Computers will be more powerful.
B) Pocket computer will be more popular.
C) All the schools and most families will own a computer in rich countries.
D) Computers will help people to be richer.
15. A) People can learn languages from computers.
B) Computers can be used to control a central heating.
C) Computers can bring more leisure.
D) Computers can compose nice music for you.



16. A) Computers will bring unemployment.
 B) Computers will make people lazier than before.
 C) Computers will affect children's health.
 D) Computers are still very expensive.

Passage Three

Questions 17 to 20 are based on the passage you have just heard:

17. A) As soon as she realized that something was wrong.
 B) Only after her husband advised her to.
 C) A long time after the trouble begin.
 D) When John asked what was wrong with her.
18. A) Get an expert to examine her.
 B) Send her to hospital.
 C) Treat her himself in his hospital.
 D) Advise her to wait for a few weeks.
19. A) He became bad tempered, too.
 B) He spent less and less time at home.
 C) He lost his temper more often with John.
 D) He became more and more quiet.
20. A) John and his father would live at Aunt Daisy's house.
 B) John's aunt was coming to look after them.
 C) John would go to his aunt while his father would stay on at home.
 D) John and his father were to look after themselves.

Part II Reading Comprehension (35 minutes)

Directions: There are 4 reading passages in this part. 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 the Answer Sheet with a single line through the centre.

Passage One

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Questions 21 to 25 are based on the following passage:

Telecommunication — substituting the computer for the trip to the job — has been hailed as a solution to all kinds of problems related to office work.

For workers it promises freedom from the office, less time wasted in traffic, and help with child-care conflicts. For management, telecommunication helps keep high performers on board, minimizes tardiness and absenteeism by eliminating commutes, allows periods of solitude for high-concentration tasks, and provides scheduling flexibility. In some areas, such as Southern California and Seattle, Washington, local governments are encouraging companies to start telecommuting programs in order to reduce rush-hour congestion and improve air quality.

But these benefits do not come easily. Making a telecommuting program work requires careful planning and an understanding of the differences between telecommuting realities and popular images.

Many workers are seduced by rosy illusions of life as a telecommuter. A computer programmer from New York City moves to the tranquil Adirondack Mountains and stays in contact with her office via computer. A manager comes in to his office three days a week and works at home the other two. An accountant stays home to care for her sick child; she hooks up her telephone modem connections and does office work between calls to the doctor.

These are powerful images, but they are a limited reflection of reality. Telecommuting works soon learn that it is almost impossible to concentrate on work and care for a young child at the same time. Before a certain age, young children cannot recognize, much less respect, the necessary boundaries between work and family. Additional child support is necessary if the parent is to get any work done.

Management, too, must separate the myth from the reality. Although the media has paid a great deal of attention to telecommuting, in most cases it is the employee's situation, not the availability of technology that precipitates a telecommuting arrangement.

That is partly why, despite the widespread press coverage, the number of



companies with work-at-home programs or policy guidelines remains small.

21. What is the main subject of the passage?

- A) Business management policies.
- B) Driving to work.
- C) Extending the workplace by means of computers.
- D) Computers for child-care purposes.

22. Which of the following is NOT mentioned as a problem for office employees?

- A) Being restricted to the office.
- B) Incurring expenses for lunches and clothing.
- C) Taking care of sick children.
- D) Driving in heavy traffic.

23. Which of the following is NOT mentioned as a problem for employers that is potentially solved by telecommuting?

- A) Employees' lateness for work.
- B) Employees' absence from work.
- C) Employees' need for time alone to work intensively.
- D) Employees' conflicts with second jobs.

24. Which of the following does the author mention as a possible disadvantage of telecommuting?

- A) Small children cannot understand the boundaries of work and play.
- B) Computer technology is not advanced enough to accommodate the needs of every situation.
- C) Electrical malfunctions can destroy a project.
- D) The worker often does not have all the needed resources at home.

25. Which of the following is an example of telecommuting as described in the passage?

- A) A scientist in a laboratory developing plans for a space station.
- B) A technical writer sending via computer documents created at home.
- C) A computer technician repairing an office computer network.
- D) A teacher directing computer-assisted learning in a private school.



Questions 26 to 30 are based on the following passage:

It was once thought that air pollution affected only the area immediately around large cities with factories and/or heavy automobile traffic. Today, we know that although these are the areas with the worst air pollution, the problem is literally world-wide. On several occasions over the past decade, a heavy cloud of air pollution has covered the entire eastern half of the United States and led to health warnings even in rural areas away from any major concentration of manufacturing and automobile traffic. In fact, the very climate of the entire earth may be affected by air pollution. Some scientists feel that the increasing concentration of carbon dioxide in the air resulting from the burning of fossil fuels (coal and oil) is creating a "greenhouse effect" — holding in heat reflected from the earth and raising the world's average temperature. If this view is correct and the world's temperature is raised only a few degrees, much of the polar ice cap will melt and cities such as New York, Boston, Miami, and New Orleans will be under water.

Another view, less widely held, is that increasing particular matter in the atmosphere is blocking sunlight and lowering the earth's temperature — a result that would be equally disastrous. A drop of just a few degrees could create something close to a new ice age, and would make agriculture difficult or impossible in many of our top farming areas. At present we do not know for sure that either of these conditions will happen (though one recent government report prepared by experts in the field concluded that the greenhouse effect is very likely). Perhaps, if we are very lucky, the two tendencies will offset each of other and the world's temperature will stay about the same as it is now.

26. As pointed out at the beginning of the passage, people used to think that air pollution _____.

- A) caused widespread damage in the countryside
- B) affected the entire eastern half of the United States
- C) had damaged effects on health
- D) existed merely in urban and industries areas

27. As far as the greenhouse effect is concerned, the author _____.

- A) shares the same view with the scientists



close our minds to creative possibilities.

Being creative doesn't necessarily mean being a genius. It means looking at situations in a new way or putting something together in a new form that makes sense. Spontaneity is one of the key elements of creativity.

If you were to ask someone, "What's half of eight?" "Half of 8 is zero." you might laugh and say, "That's wrong!" But the figure 8 can be visualized as two zeros, one on top of the other; it can also be seen as two 3's standing face to face.

The ability to visualize our environment in new ways opens our perspective and allows us to make all kinds of discoveries. If each of us asked the question "Why?" more often and investigated "other" alternatives to problem solving, our lives would be more interesting and exciting.

31. According to the essay, _____.

- A) we tend to be more creative as we grow old
- B) adults do not use their creativity so often as children do
- C) we don't lose our creativity as we grow old
- D) people are born with different creative potentials.

32. "Half of 8 is zero" is used as an example to show that _____.

- A) very often we are wrong
- B) there are different ways of looking at the same thing
- C) our mind often is closed to new ways of looking at things
- D) both B and C

33. Being creative means being _____.

- A) able to approach problems in new ways
- B) able to solve problems
- C) inclined to ask why
- D) a genius

34. Which of the following does NOT go with creativity?

- A) Curiosity
- B) Spontaneity
- C) Inflexibility
- D) Imagination

35. We are less creative than we can be because _____.

- A) we often think it too late to tap our creative potentials



- B) set patterns of doing things close our minds to new possibilities
- C) creativity is not encouraged by society
- D) education kills creativity

Passage Four

Questions 36 to 40 are based on the following passage:

In only two decades Asian Americans have become the fastest - growing U.S. minority. As their children began moving up through the nation's schools, it became clear that a new class of academic achievers was emerging. Their achievements are reflected in the nation's best universities, where mathematics, science and engineering departments have taken on a decidedly Asian character. This special liking for mathematics and science is partly explained by the fact that Asia - America students who began their education abroad arrived in the U.S. with a solid grounding in mathematics but little or no knowledge of English. They are also influenced by the promise of a good job after college. Asians feel there will be less unfair treatment in areas like mathematics and science because they will be judged more objectively. And the return on the investment in education is more immediate in something like engineering than with an arts degree.

Most Asia - American students owe their success to the influence of parents who are determined that their children take full advantage of what the American educational system has to offer. An effective measure of parental attention is homework. Asian parents spend more time with their children than American parents do, and it helps. Many researchers also believe there is something in Asian culture that breeds success, such as ideals that stress family values and emphasize education.

Both explanations for academic success worry Asian Americans because of fears that they feed a typical racial image. Many can remember when Chinese, Japanese and Filipino immigrants were the victims of social isolation. Indeed, it was not until 1952 that laws were laid down giving all Asian immigrants the right to citizenship.

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