

# 大学英语

## 四级考试

### 模拟试卷

主编 张彩萍

★ 权威性

★ 典型性

★ 适用性

★ 针对性

Entirely



北京师范大学出版集团  
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# 大学英语 四级考试 模拟试卷

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# 前 言

在当今经济全球一体化、大学生就业竞争越来越激烈的背景下，大学英语四级、六级考试凭借其在社会上的巨大影响力，不仅受到本科院校大学生的高度重视，而且也受到高职高专院校学生的大力追捧。为了提高自身的素质和就业竞争力，他们对大学英语四级、六级考试的热情日益高涨，考生人数不断增加。然而由于高职学生的英语基础普遍较弱，高职高专英语教学大纲与本科英语教学大纲存在较大的差异，通过高等学校英语应用能力考试的学生在准备大学英语四级考试的过程中，往往会发现从难度和试卷的题型，两者之间差距较大，通过四级考试有一定的难度。

针对上述情况，结合本校学生的特点，我们按照《大学英语课程教学要求》参照历年四级的真题，编写了本书，旨在让学生熟悉大学英语四级题型，有的放矢地进行复习，在编写的过程中充分考虑到了高职学生的英语水平和心理现状，从保护学生学习积极性和鼓励上进心的角度出发，选材编排体现了一定的难度阶梯。本书由三个部分组成，第一部分有十套模拟试卷，第二部分为录音材料，第三部分为参考答案。

本书由张彩萍主编。吴亚曼、李丹、李婕为副主编，参编人员有马艳雯、王骊、郭嘉。

由于编者水平有限，书中失误、疏漏在所难免。编者真诚希望师生提出宝贵意见，以便更正。

编 者

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# 第一部分 模拟试卷

## Model Test One

### Part I Writing (30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a short essay on the topic of Choosing an Occupation. You should write at least 120 words following the outline given below in Chinese:

- 1) 选择职业是一个人要面对的众多难题之一。
- 2) 需要花时间去选择职业。
- 3) 选择职业时可以向多人寻求建议和帮助。

#### Choosing an Occupation

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### 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, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8-10, complete the sentences with the information given in the passage.

### How Ice Cream Works

The U. S. ice cream industry sells about a million gallons of ice cream each year, dispensing cones, gallons, pints, sundaes and other desserts through grocery stores and ice cream shops. In fact, eight percent of all the milk produced in the U. S. ends up in a frozen dairy product.

Ice Cream or Frozen Dessert?

Not just any frozen treat can be called ice cream. In fact, the U. S. Department of Agriculture has specific rules that define what can and can't be labeled "ice cream". To bear the "Meets USDA Ingredient Standard for Ice Cream" stamp, it has to contain at least 10 percent milk fat, and a minimum of six percent non-fat milk solids. A gallon has to weigh at least 4.5 pounds.

The range of milk fat (sometimes referred to as butter fat) used in ice cream can go from the minimum 10 percent to a maximum of about 16 percent. Most premium ice creams use 14 percent milk fat. Higher fat content leads to better, richer taste and a creamier texture. Ice cream makers don't go higher than 16 percent because it would be costly and very high in calories. An ice cream with this much milk fat would also taste so rich that people would probably eat it in smaller amounts, which would be bad news for people who sell ice cream for a living.

Other frozen desserts, such as sorbets (果汁冰糕), low-fat ice cream, and frozen yogurt, are not technically ice cream at all. Frozen custard is ice cream that has at least 1.4 percent egg yolk solids, and "soft serve" can be any frozen milkbased dessert that has not gone through the hardening process — more on that later.

In terms of specific ingredients, the recipe for ice cream is simple. But in scientific terms, it's complicated stuff. Ice cream is a colloid, a type of emulsion (乳状液). An emulsion is a combination of two substances that don't normally mix together. Instead, one of the substances is dispersed throughout the other. In ice cream, molecules of fat are suspended in a water-sugar-ice structure along with air bubbles. The presence of air means that ice cream is also technically a foam.

In addition to milk fat, non-fat milk solids, sugar, and air, ice cream also contains stabilizers and emulsifiers. Stabilizers help hold the air bubble structure together and give the ice cream a better texture. Although gelatin (凝胶) was originally used as a stabilizer, xanthan gum, guar gum, and other compounds are used today. Emulsifiers keep the ice cream smooth and aid the distribution of the fat molecules throughout the colloid. Egg yolks were once used, but ice cream manufacturers now tend to use other chemical compounds. These stabilizers and emulsifiers make up a very small proportion (less than one percent) of the ice cream.

## Making Ice Cream

Whether it's being made in your kitchen with a hand crank, at a local homemade ice cream shop with a stand-alone ice cream maker, or in a factory that cranks out thousands of gallons of ice cream every day, the process of making ice cream is basically the same. The only difference is the scale of the operation.

First, you need ice cream mix. You can buy commercially made ice cream mix that is set to a certain milk fat content. Ice cream factories usually make their own mix by combining milk, cream and sugar in a 3,000 gallon vat, with the proportions and mixing controlled by computers. The mix is then pasteurized (用巴氏法灭菌), or heated, to kill any harmful bacteria. If you were to make your own mix at home, you could pasteurize it by cooking it in a double boiler, or use an egg substitute or pasteurized egg product. This step is important because otherwise people who eat your homemade ice cream could get sick due to salmonella contamination. According to the Centers for Disease Control, those most at risk include the elderly, very young children, and people with compromised immune systems.

The next step in production is adding flavor to the mix. There are thousands of varieties of ice cream, so just about any combination of flavors is possible. From vanilla to cinnamon, chocolate to triple chocolate fudge brownie, it all gets blended into the ice cream mix. In a factory, this step takes place in vats that hold hundreds of gallons of ice cream, while giant steel paddles do the mixing. In your kitchen, a large bowl and a food mixer will work, or even a wooden spoon and muscle power if you want some exercise. Solid chunks such as pieces of fruit, chocolate chunks, marshmallows, and candy are added later.

The next step is where and how ice cream making machine comes into play. The mix has to be simultaneously frozen and whipped. In a factory, this happens in a giant tube surrounded by pipes. The pipes contain chemicals such as ammonia that freeze the tube,



but the ammonia never comes into contact with the ice cream. The ice cream mix is pumped through the tube, where it gets cold very quickly. A dasher, or blade, turns inside the tube. This whips the mixture, introducing the air bubbles that help give ice cream its structure. The dasher also scrapes the sides of the tube, clearing off ice crystals that form there. This prevents large ice crystals from ruining the flavor and texture of the ice cream. All the elements of this process are carefully monitored and controlled by computers. Most homemade ice cream shops use a batch freezer for this step, where the same process happens on a smaller scale.

This step can be accomplished at home with a rock salt/ice mixture for freezing and a hand or electric cranked dasher to mix and scrape off the ice crystals.

Once the ice cream has come out of the ice cream maker, the process isn't finished. At this point, the mixture is frozen, but still soft. Large chunks of candy and other goodies are now added. Then the ice cream is placed into containers. Factory machines pour it straight into cartons or buckets, or it can be extruded (挤压出) into shapes that have wooden sticks placed into them for individual treats.

Now the ice cream needs to be reduced to a very low temperature, zero degrees Fahrenheit or below. Factories make it even colder since they need the ice cream to stay frozen while it is packaged and loaded onto trucks. It needs to be very cold to freeze the ice cream quickly and prevent the formation of large ice crystals. This process is known as hardening. "Soft-serve" is often simply ice cream that has not gone through this process.

We'll learn about the ice cream industry in the next section.

### Ice Cream Industry

In 1999, retail sales of ice cream in the U.S., the worldwide leader in ice cream production, topped \$4 billion. In 2002, more than \$20 billion was spent on frozen desserts. The leading states in ice cream consumption are California, Indiana, Pennsylvania, Texas and New York. Americans ate an average of 21.5 quarts of ice cream per person in 2004.

With that much money to be made, the ice cream industry can be secretive and underhanded (秘密的). Deborah Hanny, owner of Sweet Jenny's Ice Cream in Williamsville, NY, protects her recipes carefully. Her shop has been photographed by men in suits and she once caught someone in her upstairs office hurriedly trying to copy down her recipes.

Ice cream making secrets are seldom passed down from generation to generation these days. So where do people in the ice cream industry learn their craft? At ice cream school.

Pennsylvania State University offers a week-long “Ice Cream Short Course” intended for industry professionals. The course teaches the science and technology used to make ice cream. They also offer Ice Cream 101 for ice cream hobbyists who just want to learn more about their favorite frozen treat. The University of Guelph, Ontario’s Dairy Science and Technology school, also has a long history of teaching ice cream science.

1. Eight percent of all the milk produced in the U. S. ends up in a frozen dairy product.
2. Any frozen treat can be called ice cream.
3. In addition to milk fat, non-fat milk solids, sugar, and air, ice cream also contains stabilizers and emulsifiers.
4. The process of making ice cream at home is different from that in a factory.
5. Once the ice cream has come out of the ice cream maker, the process is finished.
6. Ice cream making secrets are passed down from generation to generation these days.
7. Many universities in the U. S. offer courses of ice cream science.
8. The range of milk fat used in ice cream can go \_\_\_\_\_ .
9. In 1999, retail sales of ice cream in the U. S. topped \_\_\_\_\_ .
10. With that much money to be made, the ice cream industry can be \_\_\_\_\_ .

## 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.

11. A. Wait for the sale to start.  
B. Get further information about the sale.  
C. Call the TV station to be sure if the ad is true.  
D. Buy a new suit.
12. A. He doesn’t think that John is ill.  
B. He thinks that perhaps John is not in very good health.

- C. He is aware that John is ill.  
D. He doesn't think that John has a very good knowledge of physics.
13. A. Before six.  
B. At six.  
C. After six.  
D. After seven.
14. A. It is bigger.  
B. It has a prettier color.  
C. It has a larger yard.  
D. It is brighter.
15. A. Australian and American.  
B. Guest and host.  
C. Husband and wife.  
D. Professor and student.
16. A. 1: 30.  
B. 11: 00.  
C. 9: 30.  
D. 10: 00.
17. A. He prefers staying at home because the bus is too late.  
B. He prefers staying at home because he doesn't like to travel.  
C. He prefers taking a bus because the plane makes him nervous.  
D. He prefers travelling with the woman.
18. A. He thinks she should visit her cousin.  
B. Her cousin doesn't visit very often.  
C. Her cousin is feeling a lot better today.  
D. He doesn't think her cousin has been at home today.
- Questions 19 to 22 are based on the conversation you have just heard.
19. A. Two different types of bones in the human body.  
B. How bones help the body move.  
C. How bones continuously repair themselves.  
D. The chemical composition of human bones.
20. A. They defend the bone against viruses.  
B. They prevent oxygen from entering the bone.  
C. They break down bone tissue.

- D. They connect the bone to muscle tissue.
21. A. They have difficulty identifying these cells.  
B. They aren't sure how these cells work.  
C. They've learned how to reproduce these cells.  
D. They've found similar cells in other species.
22. A. To learn how to prevent a bone disease.  
B. To understand differences between bone tissue and other tissue.  
C. To find out how specialized bone cells have evolved.  
D. To create artificial bone tissue.

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

23. A. New fuel for buses.  
B. The causes of air pollution.  
C. A way to improve fuel efficiency in buses.  
D. Careers in environmental engineering.
24. A. Her car is being repaired.  
B. She wants to help reduce pollution.  
C. Parking is difficult in the city.  
D. The cost of fuel has increased.
25. A. A fuel that burns cleanly.  
B. An oil additive that helps cool engines.  
C. A material from which filters are made.  
D. An insulating material sprayed on engine parts.

### 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.

#### Passage One

Questions 26 to 28 are based on the passage you have just heard.

- |                                   |                    |
|-----------------------------------|--------------------|
| 26. A. From three to five months. | B. Three months.   |
| C. Five months.                   | D. Four months.    |
| 27. A. Watch traffic.             | B. Obey commands.  |
| C. Cross streets safely.          | D. Guard the door. |

28. A. Three weeks. B. Two weeks.  
C. Four weeks. D. Five weeks.

**Passage Two**

Questions 29 to 31 are based on the passage you have just heard.

29. A. Two to four times. B. Four to six times.  
C. Four to eight times. D. Six to ten times.
30. A. Sleeping pills made people go into REM sleep quickly.  
B. People had more dreams after they took sleeping pills.  
C. People became angry easily because they didn't take sleeping pills.  
D. Sleeping pills prevented people from going into REM sleep.
31. A. People dream so as to sleep better.  
B. People dream in order not to go into REM sleep.  
C. Because they may run into difficult problems in their dreams.  
D. Because in their dreams they may find the answers to their problems.

**Passage Three**

Questions 32 to 35 are based on the passage you have just heard.

32. A. A sales representative. B. A store manager.  
C. A committee chairperson. D. A class president.
33. A. To determine who will graduate this year.  
B. To discuss the seating arrangement.  
C. To choose the chairperson of the ceremonies.  
D. To begin planning the graduation ceremonies.
34. A. Their names, phone numbers and job preference.  
B. The names and addresses of their guests.  
C. The names of the committee they worked on last year.  
D. Their dormitory name, address and phone number.
35. A. In an hour. B. Next week.  
C. In one month. D. Next year.

**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.*

In the English (36) \_\_\_\_\_ system, students take three very important examinations. The first is the eleven-plus, which is (37) \_\_\_\_\_ at the age of eleven or a little past. At one time the (38) \_\_\_\_\_ or (39) \_\_\_\_\_ shown on the eleven-plus would have (40) \_\_\_\_\_ if a child stayed in school. Now, however, all children continue in (41) \_\_\_\_\_ schools, and the eleven-plus determines which courses of study the child will follow. At the age of fifteen or sixteen, the students are (42) \_\_\_\_\_ for the Ordinary (43) \_\_\_\_\_ of the General Certificate of Education. (44) \_\_\_\_\_. Once students have passed this exam, they are allowed to specialize, so that two thirds or more of their courses will be in physics, chemistry, classical languages, or whatever they wish to study at greater length. (45) \_\_\_\_\_. Even at the universities, students study only in their concentrated area, and very few students ever venture out-side that subject again. (46) \_\_\_\_\_.

## 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 bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the centre. You may not use any of the words in the bank more than once.*

Questions 47 to 56 are based on the following passage.

As war spreads to many corners of the globe, children sadly have been drawn into the center of conflicts. In Afghanistan, Bosnia, and Colombia, however, groups of children have been taking part in peace education 47 . The children, after learning to resolve conflicts, took on the 48 of peacemakers. The Children's Movement for Peace in Colombia was even nominated (提名) for the Nobel Peace Prize in 1998. Groups of children 49 as peacemakers studied human rights and poverty issues in Colombia, eventually forming a group with five other schools in Bogota known as The Schools of Peace.

The classroom 50 opportunities for children to replace angry, violent behaviors with 51 , peaceful ones. It is in the classroom that caring and respect for each person empowers children to take a step 52 toward becoming peacemakers. Fortunately, educators have access to many online resources that are 53 useful when helping children along the path to peace. The Young Peacemakers Campaign, started in 1992, provides a Website with sources for teachers and 54 on starting a Kindness Campaign. The World Centers of Compassion for Children International call attention to children's rights and how to help the 55 of war. Starting a Peacemakers' Club is a praiseworthy venture for a class and one that could spread to other classrooms and ideally affect the culture of the 56 school.

- A. acting
- B. assuming
- C. comprehensive
- D. cooperative
- E. entire
- F. especially
- G. forward
- H. images
- I. information
- J. offers
- K. projects
- L. respectively
- M. role
- N. technology
- O. victims

### Section B

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

#### Passage One

Questions 57 to 61 are based on the following passage.

By almost any measure, there is a boom in Internet-based instruction. In just a few years, 34 percent of American universities have begun offering some form of distance

learning (DL), and among the larger schools, it's closer to 90 percent. If you doubt the popularity of the trend, you probably haven't heard of the University of Phoenix. It grants degrees entirely on the basis of online instruction. It enrolls 90,000 students, a statistic used to support its claim to be the largest private university in the country.

While the kinds of instruction offered in these programs will differ, DL usually signifies a course in which the instructors post syllabi (课程大纲), reading assignments, and schedules on Websites, and students send in their assignments by E-mail. Generally speaking, face-to-face communication with an instructor is minimized or eliminated altogether.

The attraction for students might at first seem obvious. Primarily, there's the convenience promised by courses on the Net: you can do the work, as they say, in your pajamas (睡衣). But figures indicate that the reduced effort results in a reduced commitment to the course. While dropout rates for all freshmen at American universities is around 20 percent, the rate for online students is 35 percent. Students themselves seem to understand the weaknesses inherent in the setup. In a survey conducted for Cornell, the DL division of Cornell University, less than a third of the respondents expected the quality of the online course to be as good as the classroom course.

Clearly, from the schools' perspective, there's a lot of money to be saved. Although some of the more ambitious programs require new investments in servers and networks to support collaborative software, most DL courses can run on existing or minimally upgraded (升级) systems. The more students who enroll in a course but don't come to campus, the more the schools saves on keeping the lights on in the classrooms, paying doorkeepers, and maintaining parking lots. And, while there's evidence that instructors must work harder to run a DL course for a variety of reasons, they won't be paid any more, and might well be paid less.

57. What is the most striking feature of the University of Phoenix?

- A. All its courses are offered online.
- B. Its online courses are of the best quality.
- C. It boasts the largest number of students on campus.
- D. Anyone taking its online courses is sure to get a degree.

58. According to the passage, distance learning is basically characterized by \_\_\_\_\_ .

- A. a considerable flexibility in its academic requirements
- B. the great diversity of students' academic backgrounds

- C. a minimum or total absence of face-to-face instruction  
D. the casual relationship between students and professors
59. Many students take Internet-based courses mainly because they can \_\_\_\_\_.  
A. earn their academic degrees with much less effort  
B. save a great deal on travelling and boarding expense  
C. select courses from various colleges and universities  
D. work on the required courses whenever and wherever
60. What accounts for the high drop-out rates for online students?  
A. There is no strict control over the academic standards of the courses.  
B. The evaluation system used by online universities is inherently weak.  
C. There is no mechanism to ensure that they make the required effort.  
D. Lack of classroom interaction reduces the effectiveness of instruction.
61. According to the passage, universities show great enthusiasm for DL programs for the purpose of \_\_\_\_\_.  
A. building up their reputation                      B. cutting down on their expenses  
C. upgrading their teaching facilities              D. providing convenience for students

### Passage Two

Questions 62 to 66 are based on the following passage.

In this age of Internet chat, videogames and reality television, there is no shortage of mindless activities to keep a child occupied. Yet, despite the competition, my 8-year-old daughter Rebecca wants to spend her leisure time writing short stories. She wants to enter one of her stories into a writing contest, a competition she won last year.

As a writer I know about winning contests, and about losing them. I know what it is like to work hard on a story to receive a rejection slip from the publisher. I also know the pressures of trying to live up to a reputation created by previous victories. What if she doesn't win the contest again? That's the strange thing about being a parent. So many of our own past scars and dashed hopes can surface.

A revelation (启示) came last week when I asked her, "Don't you want to win again?" "No," she replied, "I just want to tell the story of an angel going to first grade."

I had just spent weeks correcting her stories as she spontaneously (自发地) told them. Telling myself that I was merely an experienced writer guiding the young writer across the hall. I offered suggestions first grade was quickly "guided" by me into the tale of a little girl with a wild imagination taking her first music lesson. I had turned her contest into my contest without even realizing it.