

全新四级710分快速突破丛书

综合测试

MODEL
TEST



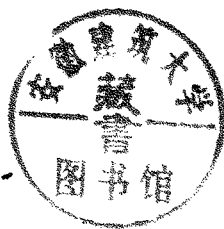
总主编/黄小勇
主 编/王 璨 吴华松
武汉理工大学出版社

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综合测试

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Model Test 1

Part I Writing (30 minutes)

Directions: *For this part, you are allowed 30 minutes to write a composition on the topic **Development of Team Work Spirit**. You should write at least 120 words following the outline given below in Chinese.*

1. 团队精神的重要性
2. 在学校就要培养团队精神
3. 如何培养

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.

Human Genome Project

It's an ambitious scientific project since the Apollo program that landed a man on the moon. And it will take longer to accomplish than the lunar missions, for it will not be complete until early next century. Even before it is finished, according to those involved, this project should open up. It has been called the Holy Grail of modern biology. Costing more than £ 2 billion, it is the most new understanding of, and new treatments for, many of the ailments that afflict humanity. As a result of the Human Genome Project, there will be new hope of liberation from the shadows of cancer, heart disease, autoimmune diseases such as rheumatoid arthritis, and some psychiatric illnesses.

The objective of the Human Genome Project is simple to start, but audacious in scope; to map and analyze every single gene within the double helix of humanity's DNA. The project will reveal new human anatomy—not the bones, muscles and sinews, but the complete genetic blueprint for a human being. Those working on the Human Genome Project claim that the new genetical anatomy

will transform medicine and reduce human suffering in the twenty-first century. But others see the future through a darker glass, and fear that the project may open the door to a world peopled by Frankenstein's monsters and disfigured by a new eugenics.

Human Genome Letters

The genetic inheritance a baby receives from its parents at the moment of conception fixes much of its later development, determining characteristics as varied as whether it will have blue eyes or suffer from a life-threatening illness such as cystic fibrosis. The human genome is the compendium of all these inherited genetic instructions. Written out along the double helix of DNA are the chemical letters of the genetic text. It is an extremely long text, for the human genome contains more than 3 billion letters. On the printed page it would fill about 7,000 volumes. Yet, within little more than a decade, the position of every letter and its relation to its neighbors will have been tracked down, analyzed and recorded.

Considering how many letters there are in the human genome, nature is an excellent proof-reader. But sometimes there are mistakes. An error in a single "word"—gene—can give rise to the crippling condition of cystic fibrosis, the commonest genetic disorder among Caucasians. Errors in the genetic recipe for haemoglobin, the protein that gives blood its characteristic red color and which carries oxygen from the lungs to the rest of the body, give rise to the most common single-gene disorder in the world; thalassaemia. More than 4,000 such single-gene defects are known to afflict humanity. The majority of them are fatal; the majority of the victims are children.

Gene Disorder and Order

None of the single-gene disorders is a disease in the conventional sense, for which it would be possible to administer a curative drug; the defect is pre-programmed into every cell of the sufferer's body. But there is hope of progress. In 1986, American researchers identified the genetic defect underlying one type of muscular dystrophy. In 1989, a team of American and Canadian biologists announced that they had found the site of the gene which, when defective, gives rise to cystic fibrosis. Indeed, not only had they located the gene, they had analyzed the sequence of letters within it and had identified the mistake responsible for the condition. At least, these scientific advances may offer a way of screening parents who might be at risk of transmitting a single-gene defect to any children that they conceive. Fetuses can be tested while in the womb, and if found free of the genetic defect, the parents will be relieved of worry and stress, knowing that they will be delivered of a baby free from the disorder.

In the mid-1980s, the idea gained currency within the scientific world that the techniques which were successfully deciphering disorder-related genes could be applied to a larger project if science can learn the genetic spelling of cystic fibrosis. Why not attempt to find out how to spell "human"? Momentum quickly built up behind the Human Genome Project and its objective of "sequencing" the entire genome—writing out all the letters in their correct order.

Prospects of the Project

But the consequences of the Human Genome Project go far beyond a narrow focus on disease. Some of its supporters have made claims of great extravagance—that the Project will bring us to understand, at the most fundamental level, what it is to be human. Yet many people are concerned that such an emphasis on humanity's genetic constitution may distort our sense of values, and lead us to forget that human life is more than just the expression of a genetic program written in the chemistry of DNA.

If properly applied, the new knowledge generated by the Human Genome Project may free humanity from the terrible scourge of diverse diseases. But if the new knowledge is not used wisely, it also holds the threat of creating new forms of discrimination and new methods of oppression. Many characteristics, such as height and intelligence, result not from the action of genes alone, but from subtle interactions between genes and the environment. What would be the implications if humanity were to understand, with precision, the genetic constitution which, given the same environment, will predispose one person towards a higher intelligence than another individual whose genes were differently shuffled?

Once before in this century, the relentless curiosity of scientific researchers brought to light forces of nature in the power of the atom, the mastery of which has shaped the destiny of nations and over-shadowed all our lives. The Genome Project holds the promise that, ultimately, we may be able to alter our genetic inheritance if we so choose. But there is the central moral problem: how can we ensure that when we choose, we choose correctly? That such a potential is a promise and not a threat? We need only look at past to understand the danger.

1. The passage gives a general description of an ambitious scientific project : Human Genome Project.

2. Human Genome Project will liberate human from many diseases.

3. People view Human Genome Project hopefully.

4. The most common disorder in the world is thalassaemia.

5. In 1989 a team of American and Canadian biologists declared that they had located the gene which gives rise to cystic fibrosis.

6. In the late-1980s, the idea gained currency within the scientific world that the techniques which were successfully deciphering disorder-related genes could be applied to a larger project if science can learn the genetic spilling of cystic fibrosis.

7. Human Genome Project will change our view of the world.

8. The passage compares the Project in scale to the _____.

9. The possible completion date of the Project is _____.

10. To write out the human genome on paper would require _____ books.

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 center.*

- | | |
|--|---|
| 11. A) Father and daughter. | B) Brother and sister. |
| C) Mother and son. | D) Two friends. |
| 12. A) The man's father didn't go. | B) They thought it was excellent. |
| C) They had different ideas about it. | D) They thought it was poor. |
| 13. A) The program was on too late. | B) The rain didn't let up until after the speech. |
| C) He doesn't like the president. | D) He had a late class. |
| 14. A) Her son's studies. | B) Her son's health. |
| C) Her son's ability. | D) Her son's job. |
| 15. A) He likes his boss. | B) He will have to work late. |
| C) He won't work late. | D) The sun hasn't come up. |
| 16. A) Type some letters. | B) Help the man. |
| C) Go home. | D) Talk to Mr. Miller. |
| 17. A) Gas Station. | B) Police Station. |
| C) Lost and Found Department. | D) Bar. |
| 18. A) The man told the woman that he would expect her at three o'clock. | |
| B) The man told her that Mr. Brown would expect her in the evening. | |
| C) The man said that Mr. Brown was expecting her at three o'clock. | |
| D) The man said that Mr. Brown would be out at three o'clock. | |

Questions 19 to 22 are based on the conversation you have just heard.

- | | |
|--|--------------------------|
| 19. A) A camp counselor. | B) A candidate. |
| C) A campaign manager. | D) A radio announcer. |
| 20. A) In the man's room. | B) In the hallways. |
| C) In the cafeteria. | D) In the radio station. |
| 21. A) Hang campaign posters everywhere in the campus. | |
| B) Give a radio broadcast to the students. | |
| C) Give a campaign speech during lunch. | |
| D) Attend lectures in campaign. | |

22. A) Compare their lecture notes. B) Prepare questions to ask candidates.
C) Review the man's talk. D) Vote in the school election.

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

23. A) Taking an exam. B) Drawing graphs.
C) Giving presentations. D) Having a class discussion.
24. A) Business. B) Fashion design.
C) Chemistry. D) Art appreciation.
25. A) There is something wrong with his bike.
B) The bus broke down on the way.
C) There was a traffic jam on his way to school.
D) The bad weather delayed the bus.

Section B

Directions: *In this section, you will hear three 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 the Answer Sheet 2 with a single line through the center.*

Passage One

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

26. A) An exploration vehicle. B) A spacecraft.
C) A special camera. D) An astronaut.
27. A) To search for possible environmental conditions that could have supported life.
B) To ship some equipments to the Mars.
C) To look for water.
D) To take some photographs of the Mars.
28. A) Spirit was told to drive onto the surface of the Mars soon after its landing.
B) Spirit has six wheels and a robotic arm.
C) The landing place for spirit was chosen because it is a flat area.
D) Mars is cold and dry and could not have had lakes or even oceans.

Passage Two

Questions 29 to 32 are based on the passage you have just heard.

29. A) Music on southern plantations. B) A jazz instrument.
C) One type of jazz. D) Recordings from the 1920's.
30. A) Instrumental music. B) Work songs of field laborers.
C) Music performed in New York City. D) Lyrics written by Bessie Smith.

31. A) The sky in the southern United States.
B) The name given to a recording star.
C) The period of time in which it was popular.
D) The feeling expressed by the words of the song singers.
32. A) She had a powerful influence on later jazz singers.
B) She preferred singing unaccompanied by a band.
C) Her work is not popular with contemporary jazz musicians.
D) She needed the support of a microphone.

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) It's part of their scientific research. B) They did it just for fun.
C) To know more about the universe. D) It satisfied their curiosity.
34. A) It's a light greenish color.
B) It's very colorful.
C) It's like a milky or creamy white color.
D) It's green.
35. A) Scientists made a mistake about the color of universe at first.
B) The scientists used the average measurement to identify the color of the universe.
C) The mistake about color is caused by the carelessness of the two astronomers.
D) The new color of the universe still needs a name.

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.*

British scientists may have discovered the reason why red wine appears to protect the heart. They say natural chemicals found in red wine appear to protect against (36) _____ blood passages. The chemical substances come from the outer covering of grapes. They are not (37) _____ in other alcoholic drinks.

Researchers from the William Harvey Research Institute at the London School of Medicine and Dentistry carried out the study. The (38) _____ are published in Nature magazine.

The scientists say their (39) _____ explains why many people in southern Europe can eat fatty foods and still have a low risk of heart disease. People in France, for example, have lower (40) _____

_____ of heart disease than Americans do. Yet the (41) _____ French diet includes butter, cheese and other foods high in cholesterol.

This led the British scientists to examine another important part of the French (42) _____—red wine. Several earlier studies have suggested that people who drink (43) _____ amounts of alcohol may reduce their risk of heart disease.

The British team experimented with cells from the blood vessels of cows. The scientists studied the effects of twenty-three kinds of red wine on the cow cells. (44) _____. Scientists believe this kind of protein is linked to hardening of the blood vessels, which is a cause of heart disease.

The scientists found that the decrease in this kind of protein levels was linked to the amount of chemical substances in the wines. The red wine known as Cabernet Sauvignon seemed to have the greatest effect.

The British team performed similar experiments with two other kinds of wine, white and rose. (45) _____. White and rose wines had no effect on protein levels.

(46) _____. The scientists say people who already drink wine might consider drinking red wine to increase their protection against heart disease.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

Section A

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

Questions 47 to 56 are based on the following passage.

The main cause of jet lag is traveling to a different time zone without giving your body a chance to adjust to new night-day cycles. The scientific 47 for this is Circadian Rhythm Upset. In general, the more time zones you cross during your flight, the more your biological clock is 48. The common symptoms of jet lag are sleeplessness or tiredness, loss of 49 or increased hunger at odd hours and a general feeling of 50.

In order to 51 the effects of jet lag, try to get a good night's rest before your flight. If possible, arrive at your destination a day or two early, to give your body a chance to become more 52 to the new time zone. When possible, fly direct to minimize flight time. This allows you to relax more upon arrival. If you're staying at your 53 less than 48 hours, leave your watch on your home time. Also, try to eat and sleep according to your home time.

If your stay is longer than 48 hours, change your watch to the local time and try to eat and sleep

in 54 with the local time. On longer stays, try preparing in advance for your destination's different time zone. 55 your meal and rest times to be closer to those of your destination.

If you can't sleep after arrival, try relaxing by doing some light exercises, walking briskly or reading.

It generally takes the body's biological clock 56 one day to adjust for each time zone crossed.

A) disturbed

B) according

C) adaptable

D) term

E) judged

F) Adjust

G) appetite

H) biology

I) approximately

J) destination

K) minimize

L) accordance

M) influence

N) fatigue

O) excited

Section B

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 center.*

Passage One

The United States is a multicultural society, challenged from its beginning to educate for and about diversity. The immigration (移民) of Western Europeans from many cultures to a land already occupied by multiple Native American cultures required acceptance and assimilation (同化) in norms, language, and values. English was chosen as the national language by the colonial leadership and immigrants learned it at the expense of their own language and culture. Traditionally, the history of the United States has been written from the European perspective.

The increase in non-European populations and the dissatisfaction of people of color, women, the elderly, and people with disabilities, are bringing new demands for equality in education and employment, and an overall voice for change in institutional values. The various social movements approving equality intersect (交叉) and must coalesce (接合) for true equality and lasting change.

Currently, there is much discussion about multicultural education, particularly in fields such as social work and education. Experience has taught us that movement toward informed practice in a multicultural society involves three levels or stages of learning. The first level is multidimensional. At this level, parallel knowledge is presented at the same time on the many histories and cultures of the United States, and the history and impact of oppression. Exposure to the new knowledge through a process encouraging the development of critical thinking skills helps learners examine the identity

and beliefs of self and others. The second level involves **engaging learners** in a dialogue that helps them discuss and learn across the boundaries of difference. After these two levels participants are able to move to the third level, learning about social work practice in a **multicultural environment**. It is at this point that students can learn from the body of literature on multicultural practice.

57. The passage is mainly concerned with _____.
A) social inequality in America
B) acceptance and assimilation in norms, language, and values
C) multicultural education in a diverse society
D) the immigration problem in America
58. From the first paragraph we can infer that modern American society and culture are influenced most by _____.
A) native American cultures
B) European cultures
C) Asian cultures
D) diverse cultures
59. It is implied in the second paragraph that
A) European immigrants occupy a dominant place in America.
B) more and more non-European immigrants swarm into America.
C) social inequality problems are still serious in modern America.
D) multicultural education is a hot issue in America.
60. The main content of the first level of learning is _____.
A) to input the multicultural concept.
B) to expose its learners to their identity and beliefs of self and others.
C) to encourage the development of critical thinking.
D) to help its learners learn about social work practice.
61. Which of the following level learners can be assimilated completely into the multicultural of America?
A) The first level.
B) The second level.
C) The third level.
D) None of the above.

Passage Two

At present in the United States, there is a significant difference in income received by whites, on the one hand, compared to African Americans and persons of Hispanic (西班牙的) origin, on the other. The difference is even more pronounced when we compare another kind of gap—the gap in wealth, or the net value of all assets, including homes, cars, stocks, savings accounts, and others.

In our view, economic education in schools also has a very important role to play in attempts to reduce the gap. This is particularly the case in urban school systems, many of which have large minority populations. Students in an urban school system can benefit from a better understanding of how our economy works, of the future role that the student can play in the economy, and of the correct guidelines for managing financial resources.

Although a basic purpose of economic education is to train students in general economic con-

cepts, we also emphasize the importance of a strong component dealing with personal finance. Many decisions are made by students during their time in school that have a vital effect on their subsequent income and wealth. Students need to understand the implications of their career decisions. Education in finance can also benefit students by showing them the great opportunity to accumulate wealth purely because they are young. Because of the importance of compounding rates of increase, assets that are held for a long period of time can increase in value at a rate that often astonishes those who are not familiar with personal financial planning.

62. The passage is mainly concerned with _____.
A) the income gap in America
B) the income gap between whites and African Americans
C) the wealth gap between whites and African Americans
D) the economic education's function in bridging the wealth gap in America
63. According to the author, in which area can economic education play a special role in reducing the gap in wealth?
A) Minority populations inhabited areas.
B) Poor states in America.
C) Urban school systems with more minority populations.
D) Areas with more African Americans and persons of Hispanic origin.
64. The author especially emphasizes the role of _____.
A) helping students have a better understanding of how our economy works
B) helping students know more about the correct guidelines for managing financial resources
C) helping students know more about dealing with personal finances
D) showing students the great opportunity to accumulate wealth purely
65. Which of the following is NOT the content of economic education mentioned in the passage?
A) To help students understand the implications of their career.
B) To cultivate students' awareness to reduce the wealth gap.
C) To help students know more about dealing with personal finances.
D) To help students have a better understanding of how our economy works.
66. This passage is probably selected from _____.
A) a report of a governmental official
B) a lecture of an expert
C) an article in an economic journal
D) an article in a popular journal

Part V Comprehensive Test

Cloze (15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet 2 with a single line through the center.

Positive thinking involves expecting the best from yourself and everything that touches you and working your way around every problem you encounter in your life. In a difficult situation, 67 keeps you from cracking inside is your attitude and your 68. People fail or 69 in reaching their goals to the 70 they keep their hopes and aspirations intact. To 71 positive mental attitude you need not have to overlook the reality or live in an 72 world. You have to acknowledge the problem, accept the ground 73 of the situation, 74 keep faith in yourself and your abilities to 75 it. You may not know 76 positive mental attitude works. 77 you need not have to even know. But if you know how to switch it 78 and use it, the way you use energy or electricity, it will help you find solutions 79 all your problems successfully. 80 you have this unshakeable 81 and faith in yourself, and in the good you find in 82 human beings, you have positive mental attitude. It will help you guard yourself against 83 worries and anxieties and keep yourself 84 on your goals. Without this 85 precious quality, life is a tough, dreary and dreadful journey. 86 keep your faith and create conditions that invite peace into your life.

- | | | | |
|-------------------|-----------------|----------------|------------------|
| 67. A) that | B) which | C) what | D) it |
| 68. A) approach | B) ambition | C) motivation | D) determination |
| 69. A) believe | B) succeed | C) expect | D) interest |
| 70. A) extent | B) level | C) limit | D) range |
| 71. A) preserve | B) conserve | C) remain | D) maintain |
| 72. A) imagining | B) imaginary | C) imaginable | D) imaginative |
| 73. A) realities | B) difficulties | C) facts | D) worries |
| 74. A) and | B) or | C) so | D) but |
| 75. A) make | B) get | C) solve | D) finish |
| 76. A) how | B) what | C) which | D) that |
| 77. A) In case | B) In all | C) In fact | D) In addition |
| 78. A) off | B) on | C) up | D) down |
| 79. A) to | B) of | C) in | D) from |
| 80. A) While | B) Because | C) Although | D) As long as |
| 81. A) confidence | B) power | C) ambition | D) dream |
| 82. A) others | B) the other | C) other | D) another |
| 83. A) unexpected | B) unconscious | C) unimportant | D) unnecessary |
| 84. A) focus | B) focusing | C) focused | D) to focus |
| 85. A) most | B) less | C) more | D) least |
| 86. A) Whereas | B) Furthermore | C) Besides | D) Therefore |

Part VI Translation (5 minutes)

Directions: Complete the sentences on *Answer Sheet 2* by translating into English the Chinese given in brackets.

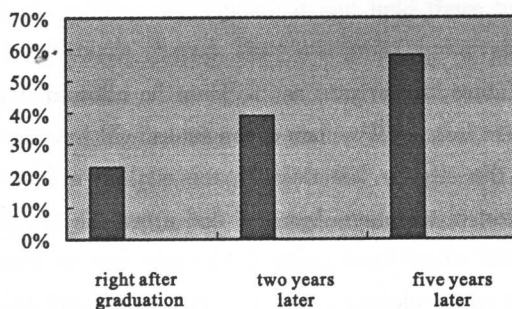
87. They got up late. They _____ (及时赶到) the classroom, though.
88. Those _____ (平时不太坚持锻炼的) are subject to ill health.
89. It's very necessary for college students _____ (参与) some activities after school.
90. All my classmates had a good time singing and dancing _____ (在毕业晚会上).
91. _____ (要保证) the students have enough time to review the lessons.

Model Test 2

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic *Does Major Still Go First?* You should write at least 120 words according to the graph and the outline given below in Chinese.

Graph: graduates work in fields other than the university majors



1. 大学毕业生跨行工作很普遍
2. 专业学习还重要吗

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.

Land Transport

From the time man invented the wheel he has been trying to travel faster and faster. The Romans and Greeks loved races on wheels; today the fast car seems to be the height of development in