

★ COLLEGE ENGLISH



大学英语



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四级实战篇

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大学英语四、六级考试冲刺丛书

四级实战篇

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内 容 简 介

《大学英语四、六级考试冲刺丛书——四级实战篇》依据大学英语四级考试教学大纲和考试大纲的难度要求,设计了九套四级考试全仿真模拟试题,题型与真题完全匹配,保证试题高效度。使学生一方面强化真题训练的成果,检验复习效果,重温考试要点难点;另一方面,通过不断地接触考试题型,做到对考试规律了然于胸,实考的时候就可以游刃有余,适合于参加大学英语四、六级考试的学生参阅。

科学技术文献出版社是国家科学技术部系统唯一一家中央级综合性科技出版机构,我们所有的努力都是为了让您增长知识和才干。

前 言

大学英语四、六级考试是一种水平考试,有它自己的考试特点;首先,根据教学大纲和考试大纲命制的试题有很强的科学性,具有很高的信度,材料、语言、题型全面、准确、合理;其次就是命题有一定的套路和规律可循。

《大学英语四、六级考试冲刺》丛书依据大学英语四、六级命题和考试特点,从“研习真题”和“实战模拟”两个关键步骤入手,着意突破备考瓶颈。

《四级实战篇》、《六级实战篇》分别设计了数套全仿真模拟试题,题型完全匹配真题,严格依据教学大纲和考试大纲的难度要求,保证试题的高效度。我们认为,在研习历年真题熟悉考试规律之后,就要进入真正的模拟实战阶段了。大量地练习仿真模拟题,一方面强化真题训练的成果,检验前一阶段复习效果,重温考试要点难点;另一方面,通过不断反复地接触考试题型,训练对四、六级考试要求的知识和能力的认识熟练度,做到对考试规律了然于胸,实考的时候就可游刃有余。实战模拟训练可找出差距,保证实考状态,是备考关键的第二步。

这两本书的内容编排特点:

1. 精心设计了数套模拟试题,完整、准确,所选材料字数和难度均与历年真题相仿,题型设计严格符合考试要求。

2. 对模拟试题进行详解。此部分对每道题目都进行了有的放矢的解析,对易错易混、难点疑点重点解释,突出考试要点,并以实例作答。同学们参照详解部分即可基本把握所有试题的考点要求。详解做到了详细细致,绝不避重就轻,不同水平的同学可灵活使用。

3. 此外,本书听力部分特聘英语专家录制,配有超大容量的光盘,并给出每套题的听力原文材料,以备同学们参考。

本书编著者均为大学英语一线教师,拥有多年指导四、六级考试复习的丰富经验,切实了解学生需求,十分熟悉考试要点,因此题型设计和答案详解都具有更强的针对性和正确性。编者主张备考四、六级时,在认真研习真题的基础上,通过大量仿真模拟试题的实战训练,全面检验考试所要求的词汇、语法、翻译、写作等重点难点,夯实基础,拾遗补漏,达到真正的熟能生巧。

我们相信,通过“研习真题”和“实战模拟”两步走,突破四、六级考试,定能胜券在握。希望《大学英语四、六级考试冲刺》丛书在你备战的关键时刻能助你一臂之力!

编 者

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大学英语四级考试模拟题(一)

Part I Listening Comprehension (20 minutes)

Section A

Directions: In this section, you will hear 10 short conversations between two speakers. At the end of each conversation, a third voice will ask question 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 which a single line through the center.

Example: You will hear:

Man: Is it possible for you to work late, Ms. Green?

Woman: Work late? I suppose so, if you really think it necessary.

Question: Where do you think this conversation most probably takes place?

You will read:

[A] At the office.

[B] In the waiting room.

[C] At the airport.

[D] In the restaurant.

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

From the conversation we know that the two were talking about some work they have 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 answer [A] on the Answer Sheet and mark it with a single line through the center.

1. [A] The doctor has stopped seeing new patients.

[B] The doctor's office will be closed tomorrow.

[C] The doctor's schedule is filled tomorrow.

[D] The doctor can see the man tomorrow.

2. [A] The woman also passed the examination.

[B] She didn't think much of his winning the prize.

[C] She admired him for his cleverness.

- [D] She was jealous of the man.
3. [A] He thinks it is too beautiful.
[B] He thinks she has a good taste in clothes.
[C] He thinks the skirt is pretty, but he doesn't like the shirt.
[D] He doesn't think her choice is suitable to the occasion.
4. [A] It's better not to paint the house. [B] It's better not to paint the house green.
[C] Green color is more pleasant. [D] The house looks pleasant with green color.
5. [A] At ten o'clock. [B] At nine o'clock.
[C] At nine-thirty. [D] At five o'clock.
6. [A] At the railway station. [B] At the police station.
[C] At the customs. [D] At the post office.
7. [A] Look for cats with the man. [B] Call the radio station.
[C] Meet the man at the cat contest. [D] Listen to the broadcast.
8. [A] She suggests they check in the catalog. [B] She's not sure where the catalog is.
[C] She doesn't know if there's such a subject. [D] She has found this subject in the catalog.
9. [A] He doesn't have a fax machine. [B] He is tired of his present job.
[C] He may quit his present job soon. [D] His phone number has changed.
10. [A] He left his notes at home.
[B] He doesn't know where his notes are.
[C] He doesn't want to lend his notes to the woman.
[D] He agrees to lend her his notes.

Section B Compound Dictation

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 ideas. Then listen to the passage again. When the passage is read for the second time, you are required to fill in the blanks numbered from S1 to S7 with exact words you have just heard. For blanks numbered S8 to S10 you are required to fill in the missing information. 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.

We find that bright students are rarely held back by mixed-ability teaching. On the contrary, both their knowledge and experience are (S1) _____. We feel that there are many (S2) _____ in streaming pupils. It does not take into account the fact that the children (S3) _____ at different rates. It can have a bad (S4) _____ on both the bright and the not-so-bright child. After all, it can be quite (S5) _____ to be at the bottom of the top grade.

Besides, it is rather unreal to (S6) _____ people just according to their (S7) _____ ability. This is only one aspect of their total personality. (S8) _____. We also value personal

qualities and social skills, and we find that (S9)_____.

In the mixed-ability classrooms, we work in various ways. The pupils often work in groups: this gives them the opportunity to learn cooperate, to share, and to develop leadership skills. They also learn (S10)_____. The pupils learn from each other as well as from their teacher.

Part II Reading Comprehension (35 minutes)

Directions: There are four passage 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 center.

Passage One

Questions 11 to 15 are based on the following passage:

It is commonly believed in the United States that school is where people go to get an education. Nevertheless, it has been said that today children interrupt their education to go to school. The distinction between schooling and education implied by this remark is important.

Education is much more open-ended and all-inclusive than schooling. Education knows no bounds. It can take place anywhere, whether in the shower or on the job, whether in kitchen or on a tractor. It includes both the formal learning that takes place in schools and the whole universe of informal learning. The agents of education can range from a *revered* (尊敬) grandparent to the people debating politics on the radio, from a child to a distinguished scientist. Whereas schooling has a certain predictability, education quite often produces surprises. A chance conversation with stranger may lead a person to discover how little is known of other religions. People are engaged in education from infancy on. Education, then, is a very broad, inclusive term. It is a lifelong process, a process that starts long before the start of school, and one that should be an integral part of one's entire life.

Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout a country, children arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbooks, do homework, take exams, and so on. The slices of reality that are to be learned, whether they are the alphabet or an understanding of the workings of government, have usually been limited by the boundaries of the subject being taught. For example, high school students know that they are not likely to find out in their classes the truth about political problems in their communities or what the newest filmmakers are experimenting with. There are definite conditions surrounding the formalized process of schooling.

11. What is the main idea of the passage?

- [A] The best schools teach a wide variety of subjects.
 [B] Education and schooling are quite different experiences.
 [C] Students benefit from schools, which require long hours and homework.
 [D] The more years students go to school, the better their education is.
12. What does the author probably mean by using the expression "Children interrupt their education to go to school" (Sen. 2, Para. 1)?
- [A] Going to several different schools is educationally beneficial.
 [B] School vacations interrupt the continuity of the school year.
 [C] Summer school makes the school year too long.
 [D] All of life is an education.
13. The phrase "For example," (Sen. 4, Para. 3), introduces a sentence that gives examples of _____.
- [A] similar textbooks [B] the results of schooling
 [C] the workings of a government [D] the boundaries of classroom subject
14. The passage supports which of the following conclusions?
- [A] Without formal education, people would remain ignorant.
 [B] Education systems need to be radically reformed.
 [C] Going to school is only part of how people become educated.
 [D] Education involves many years of professional training.
15. The passage is organized by _____.
- [A] listing and discussing several educational problems
 [B] contrasting the meanings of two related words
 [C] narrating a story about excellent teachers
 [D] giving examples of different kinds of schools

Passage Two

Questions 16 to 20 are based on the following passage:

The term "virus" is derived from the Latin word for poison, or *slime* (黏液). It was originally applied to the noxious *stench* (毒气) emanating from *swamps* (沼泽地) that was thought to cause a variety of diseases in the centuries before *microbes* (微生物) were discovered and specifically linked to illness. But it was not until almost the end of the nineteenth century that a true virus was proven to be the cause of a disease.

The nature of viruses made them impossible to detect for many years, even after bacteria had been discovered and studied. Not only are viruses too small to be seen with a light microscope, they also cannot be detected through their biological activity, except as it occurs in conjunction with other organisms. In fact, viruses show no traces of biological activity by themselves. Unlike bacteria, they are not living agents in the strictest sense. Viruses are very simple pieces of organic

material composed only of nucleic acid, either DNA or RNA, enclosed in a coat of protein made up of simple structure units. (Some viruses also contain carbohydrates and lipids.) They are parasites, requiring human, animal, or plant cells to live in. The virus *replicates* (复制) by attaching to a cell and injecting its nucleic acid; once inside the cell, the DNA or RNA that contains the virus' genetic information takes over the cell's biological machinery, and the cell begins to manufacture viral proteins rather than its own.

16. Which of the following is the best title for the passage?

- [A] New Development in Viral Research [B] Exploring the Causes of Disease
[C] DNA: Nature's Building Block [D] Understanding Viruses

17. Before microbes were discovered it was believed that some diseases were caused by _____.

- [A] germ-carrying insects [B] certain strains of bacteria
[C] foul odors released from swamps [D] slimy creatures living near swamps

18. The author implies that bacteria were investigated earlier than viruses because _____.

- [A] bacteria are easier to detect [B] bacteria are harder to eradicate
[C] viruses are extremely poisonous [D] viruses are found only in hot climates

19. All of the following may be components of a virus EXCEPT _____.

- [A] RNA [B] carbohydrates
[C] plant cells [D] a coat of protein

20. The word "parasite" in Line 8, Para. 2 are closest in meaning to _____.

- [A] paradise [B] dependent body
[C] parallel body [D] virus

Passage Three

Questions 21 to 25 are based on the following passage:

A study of art history might be a good way to learn more about a culture than is possible to learn in general history classes. Most typical history courses concentrate on politics, economics, and war. But art history focuses on much more than this because art reflects not only the political values of a people, but also religious beliefs, emotions, and psychology. In addition, information about the daily activities of our ancestors—or of people very different from our own—can be provided by art. In short, art expresses the essential qualities of a time and a place, and a study of it clearly offers us a deeper understanding than can be found in most history books.

In history books, objective information about the political life of a country is presented; that is, facts about politics are given, but opinions are not expressed. Art, on the other hand, is subjective; it reflects emotions and opinions. The great Spanish painter Francisco Goya was perhaps the first truly "political" artist. In his well known painting *The Third of May, 1808*, he criticized the Spanish government for its misuse of power over people. Over a hundred years later, symbolic images were used in Pablo Picasso's *Guernica* to express the horror of war. Meanwhile,

on another continent, the powerful paintings of Diego Rivera, Jose Clemente Orozco, and David Alfaro Siqueiros—as well as the works of Alfredo Ramos Martinez—depicted these Mexican artists' deep anger and sadness about social problems.

In the same way, art can reflect a cultur's religious beliefs. For hundreds of years in Europe, religious art was almost the only type of art that existed. Churches and other religious buildings were filled with paintings that depicted people and stories from the Bible. Although most people couldn't read, they could still understand biblical stories in the pictures on church walls. By contrast, one of the main characteristics of art in the Middle East was its absence of human and animal images. This reflects the Islamic belief that statues are unholy.

21. According to the passage, a study of art history might provide us with knowledge of all the following except that of _____.
[A] culture and religion [B] daily activities of our ancestors
[C] politics, economics, and war [D] science and technology
22. Art is subjective in that _____.
[A] the facts of political life of a country are never shown in it
[B] a personal and emotional view of history is presented through it
[C] it will find an echo in the hearts of the people who study it
[D] artists may be inaccurate when depicting certain scenes
23. Which of the following statements is true according to the passage?
[A] In his well-known painting *The Third of May*, Francisco Goya expresses the horror of war.
[B] Pablo Picasso's *Guernica* was perhaps the first truly "political" artist.
[C] Diego Rivera and David Alfaro Siqueiros depict the same theme in their paintings.
[D] Francisco Goya and Jose Clemente Orozco both are concerned with social problems in Mexico.
24. It may be concluded from the last paragraph that _____.
[A] Muslims can not learn the stories of their god from art
[B] for hundreds of years in Europe, people could only study the Bible from paintings
[C] those who can not read may acquire all sorts of knowledge from paintings
[D] no one can be sure whether statues are holy or not
25. The passage is mainly about _____.
[A] the difference between general history and art history
[B] famous pieces of arts in history
[C] what people can learn from art
[D] the ever-lasting glamour of great artists and their work

Passage Four

Questions 26 to 30 are based on the following passage:

With the start of BBC World Service Television, millions of viewers in Asia and America can now watch the Corporation's news coverage, as well as listen to it.

And of course in Britain listeners and viewers can tune in two BBC television channels, five BBC national radio services and dozens of local radio stations. They are brought sport, comedy, drama, music, news and current affairs, education, religion, parliamentary coverage, children's programmes and films for an annual license fee of £ 83 per household.

It is a remarkable record, stretching back over 70 years—yet the BBC's future is now in doubt. The Corporation will survive as a publicly-funded broadcasting organization, at least for the time being, but its role, its size and its programmes are now the subject of a nation wide debate in Britain.

The debate was launched by the Government, which invited anyone with an opinion of the BBC—including ordinary listeners and viewers—to say what was good or bad about the Corporation, and even whether they thought it was worth keeping. The reason for its inquiry is that the BBC's *royal charter* (皇家特许状) runs out in 1996 and it must decide whether to keep the organization as it is, or to make changes.

Defenders of the Corporation of whom there are many—are fond of quoting the American slogans "If it ain't broke, don't fix it." The BBC "isn't broke", they say, by which they mean it is not broken (as distinct from the word "broke", meaning having no money), so why bother to change it?

Yet the BBC will have to change, because the broadcasting world around it is changing. The commercial TV channels—ITV and Channel 4—were required by the Thatcher Government's Broadcasting Act to become more commercial, competing with each other for advertisers, and cutting costs and jobs. But it is the arrival of new satellite channels—funded partly by advertising and partly by viewer's subscriptions—which will bring about the biggest changes in the long term.

26. The world famous BBC now faces _____.

[A] the problem of news coverage

[B] an uncertain prospect

[C] inquiries by the general public

[D] shrinkage of audience

27. In the passage, which of the following about the BBC is not mentioned as the key issue?

[A] Extension of its TV service to Far East.

[B] Programmes as the subject of a nation wide debate.

[C] Potentials for further international cooperation's.

[D] Its existence as a broadcasting organization.

28. The BBC's "royal charter", (Para. 4) stands for _____.

- [A] the financial support from the royal family
 [B] the privileges granted by the Queen
 [C] a contract with Queen
 [D] a unique relationship with the royal family
29. The foremost reason why the BBC has to readjust itself is no other than _____.
 [A] the emergence of commercial TV channels
 [B] the enforcement of Broadcasting Act by the government
 [C] the urgent necessity to reduce costs and jobs
 [D] the challenge of new satellite channels
30. "It" in sentence 1, paragraph 4 refers to _____.
 [A] government [B] money
 [C] debate [D] BBC Corporation

Part III Vocabulary and Structure (20 minutes)

Directions: There are 30 incomplete sentences in this part. For each sentence there are four choices marked [A], [B], [C] and [D]. Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

31. If _____ for an explanation of the population explosion in the world, I would definitely find it difficult.
 [A] asked [B] being asked
 [C] asking [D] to be asked
32. People throughout the world are eating _____ meat per person as they did in 1945.
 [A] more than twice [B] twice as much
 [C] twice much as [D] twice more
33. As Internet bandwidth is still rather limited today, this feature of Flash, a software, is a great breakthrough and _____ by users.
 [A] much favourable [B] very favoured
 [C] much favoured [D] much favourite
34. He denied _____ threatened to stop the performance.
 [A] ever having [B] ever to have
 [C] never having [D] never to have
35. Abdullah was the only one who knew how to cook because he had _____ in the kitchen when he was a boy.
 [A] helped up [B] helped about
 [C] helped out [D] helped with

36. He is an excellent observer and a distinguished writer with the power not only to _____ facts but to evoke in the imagination of his readers the sights and sounds and smells of Africa.
[A] convey [B] consult
[C] conspire [D] consume
37. There is no denying the fact that the organization had broken no rules, but neither _____ responsibly.
[A] it had acted [B] had it acted
[C] did it act [D] it did act
38. In developing countries people are _____ into overcrowded cities in great numbers.
[A] breaking [B] filling
[C] pouring [D] hurrying
39. Something that is _____ is not relevant to the subject that you are considering or discussing.
[A] out of place [B] in no case
[C] to the point [D] beside the point
40. On no account _____ rudeness from his employees.
[A] the manager will tolerate [B] the manager will not tolerate
[C] the manager tolerates [D] will the manager tolerate
41. The traditional approach _____ with complex problems is to break them down into smaller, more easily managed problems.
[A] to dealing [B] in dealing
[C] dealing [D] to deal
42. Nowadays, in buying a suit in a shop, a difference of ten cents in prices is _____.
[A] negligible [B] accessible
[C] missing [D] acceptable
43. Since she is angry, we _____ her alone as you suggested.
[A] had better leaving [B] should leave
[C] might as well leave [D] had rather leave
44. In this age, education is considered an important key to success, and minority groups especially are _____ to better their lot by going to college.
[A] aspiring [B] demanding
[C] striving [D] persuading
45. You _____ the class to tell me that; you could have come up to me afterwards.
[A] needn't interrupt [B] needn't to interrupt
[C] needn't have interrupted [D] needn't to have interrupted
46. _____, it becomes bearable if it a means of building up a reputation, whether in the world at large or only in one's own circle.