

## 2002年8月最新修订

# 模拟试卷

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## CETA

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### 大学英语四级考试模拟试卷 SIMULATED COLLEGE ENGLISH TEST

—— Band Four ——

05

#### 考生注意事项

- 一、将自己的校名、姓名、学校代号、准考证号写在答题纸和作文纸上。考试结束后,把试题册、答题纸和作文纸放在桌上。教师收卷后方可离开考场。试题册、答题纸和作文纸均不得带走。
- 二、仔细阅读题目的说明。
- 三、在规定时间内答完全部试题,不得拖延时间。
- 四、多项选择题的答案一定要写在答题纸上。凡是写在试题册上的答案一律作废。
- 五、多项选择题只能选一个答案,多选作废。选定答案后,用 HB 浓度以上的铅笔在相应字母的中部划一条横线。正确方法是: $[A][B][\mathbb{C}][D]$

使用其他符号答题者不给分。划线要有一定粗度,浓度要盖过红色。

六、如果要改动答案,必须先用橡皮擦净原来选定的答案,然后再按上面的规定重新答题。

#### 答题提示

- 1. 本试卷是严格按照 2000 年新大纲的要求,由十多所全国颇有影响的高校的英语骨干教师编写,覆盖面广,针对性强,权威性强,是考前模拟训练的精品。
- 2. 本套试卷共9套试题,建议您每周做1套。
- 3. 自测时间可安排在上午或下午,不间断地进行120分钟,自主做题,不看参考答案。
- 4. 将心态调整到临战状态,与进考场无异。
- 5. 结束后, 请认真对照标准答案, 自己评分填好下表。然后找出自己的薄弱环节, 在以后的复习中重点突破。

|      | 总得分 | 听力理解 | 阅读理解 | 词汇 | 完形填空 | 简短回答 | 翻译 | 短文写作 |
|------|-----|------|------|----|------|------|----|------|
| 卷面分值 | 100 | 20   | 40   | 15 | ,    | 10   |    | 15   |
| 自测分  |     |      |      |    |      |      |    |      |
| 失 分  |     |      |      |    |      |      |    |      |

#### **Model Test 5**

Part

#### **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 center.

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 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 [A] on the Answer Sheet and mark it with a single line through the center.

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

1. A) August, 4th.

B) June, 26th.

- D) July, 24th.

- A) He is not used to big cities.
  - C) He will be hard to find.
- 3. A) Cash a check for the man.
  - C) Return Bill's books to the store.
- 4. A) Five may be too many.
  - C) It would be smart to take more.
- A) A furnished house.
- B) A recent book.
- 6. A) In a bookstore.
- B) In a library.
- 7. A) She didn't like sitting beside Jim Smith.
  - C) She didn't like the dinner.
- 8. A) Father and daughter.
  - C) Salesman and customer.
- 9. A) Happy.
- B) Resentful.
- 10. A) The woman hadn't sent a thank-you note.
  - C) The woman had left him a note.

- C) July, 10th.
- B) He is very tall and thin.
- D) He should watch what he does.
- B) Get money to pay a bill.
- D) Check to see whether she can pay in cash.
- B) The decision must be made soon.
- D) Four people are enrolled in them.
- C) A refinished cellar.
- D) A new record.
- C) In a furniture store.
- D) In the woman's home.
- B) She didn't like sitting beside the host.
- D) She didn't like parties.
- B) Mother and son.
- D) Husband and wife.
- C) Disappointed.
- D) Sentimental.
- B) The woman hadn't noticed him.
- D) The woman hadn't gotten his note.

#### **Section B** Spot Dictation

**Directions:** In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you

|            | have written when the passage is read to you or   | ice again without the pauses.       |                             |  |  |  |  |
|------------|---|-------------------------------------|-----------------------------|--|--|--|--|
| Wh         | When you first arrive in the United States, you will be surprised at (S1)                                       |                                     |                             |  |  |  |  |
|            | going on every road in every city and between ci  | ties. (S2)                          |                             |  |  |  |  |
| roads wi   | roads within and near a city are almost filled with cars which carry people going to work or back home. In most |                                     |                             |  |  |  |  |
| states, a  | boy or a girl over 16 years old is allowed to learn   | n to drive and (S3)                 |                             |  |  |  |  |
|            | after passing a test. In 1985 there were in   | the whole country 158 million       | licensed drivers and 170    |  |  |  |  |
| million c  | ears, buses, and trucks. (S4),  |                                     |                             |  |  |  |  |
|            | , and (S6)  | there are two cars fo               | or every three people.      |  |  |  |  |
| Ind        | eed, cars play a very important part and have bro   | ought about (S7)                    | in the                      |  |  |  |  |
| people's   |   |                                     |                             |  |  |  |  |
| Too        | day many people prefer living (S8)  | , where the air is f                | resher, the neighborhood    |  |  |  |  |
| quieter,   | and houses cheaper, than in the center of a city. The   | nere are good roads dotted with     | comfortable homes ten or    |  |  |  |  |
| even twe   | enty miles away from the nearest city, where the in   | habitants have jobs. As it takes    | them no more than half      |  |  |  |  |
| an hour    | to drive there in their own cars, the distance (S   | 9)                                  | (S10)                       |  |  |  |  |
|            | , American cities have spread out in  |                                     |                             |  |  |  |  |
| been urb   | anized.   |                                     | •                           |  |  |  |  |
|            | _   |                                     |                             |  |  |  |  |
| Part       | Reading Com   | prehension                          | (35 minutes)                |  |  |  |  |
| Direction  | ns: There are 4 passages in this part. Each passage   | is followed by some questions of    | r unfinished statements.    |  |  |  |  |
|            | For each of them there are four choices marked  | A), B), C) and D). You s            | hould decide on the best    |  |  |  |  |
|            | choice and mark the corresponding letter on the   | Answer Sheet with a single line     | through the centre.         |  |  |  |  |
|            |   |                                     | •                           |  |  |  |  |
| Question   | s 11 to 15 are based on the following passage:  |                                     |                             |  |  |  |  |
| Pric       | es determine how resources are to be used. They ar  | e also the means by which produ     | ucts and services that are  |  |  |  |  |
| in limite  | d supply are rationed among buyers. The price syste   | m of the United States is a very    | complex net work com-       |  |  |  |  |
| posed of   | the prices of all the products bought and sold in the   | economy as well as those of a g     | great number of services,   |  |  |  |  |
| including  | g labor, professions, transportation, and public-ut   | ility services. The interrelation   | iship of all these prices   |  |  |  |  |
| makes th   | ne "system" of prices. (1) The price of any particu   | ılar product or service is linked   | to a broad, complicated     |  |  |  |  |
| system o   | f prices in which everything seems to depend more   | or less upon everything else.       | P                           |  |  |  |  |
| If o       | ne were to ask a group of randomly selected individ-  | uals to define "price", many wo     | ould reply that price is an |  |  |  |  |
| amount o   | of money paid by the buyer to the seller of a product   | or service, or the money value      | of a product or service as  |  |  |  |  |
| agreed up  | pon in market transaction. This definition is, of cou   | rse, valid as for it goes. For a co | omplete understanding of    |  |  |  |  |
| a price in | n any particular transaction, much more than the me   | oney involved must be known. I      | Both the buyer and seller   |  |  |  |  |
| should be  | e familiar with not only the money amount, but wit  | h the amount and quality of the     | e product or service to be  |  |  |  |  |
| exchange   | ed, the time and place at which the exchange will ta  | ake place and payment will be m     | nade, the form of money     |  |  |  |  |
|            | ed, the credit terms and discounts that apply to the  |                                     |                             |  |  |  |  |
|            | s, return privilege, and other factors. In other word   |                                     |                             |  |  |  |  |
|            | rs that compose the total "package" being exchange  |                                     |                             |  |  |  |  |
|            | uate a given price.   |                                     |                             |  |  |  |  |
| =          | at is the best title for the passage?   |                                     |                             |  |  |  |  |
|            | The Inherent Weaknesses of the Price System   | B) The Complexities of the          | he Price System             |  |  |  |  |
|            | Credit Terms in Transactions  | D) Resource Allocation ar           |                             |  |  |  |  |
|            | ording to the passage, the price system is related pri  |                                     |                             |  |  |  |  |
|            | abor and education  | B) transportation and insu          | urance                      |  |  |  |  |
|            | utilities and repairs   | D) products and services            |                             |  |  |  |  |

13. According to the passage, which of the following is NOT a factor in the complete understanding of price?

|     | A) Instructions that come with a product.                               |                     | B) The quantity of a product.       |                    |  |
|-----|---|---------------------|-------------------------------------|--------------------|--|
|     | C) The quality of a product.  |                     | D) Warranties that cover a product. |                    |  |
| 14. | In the last sentence, the wor   | rd "they" refers to |                                     |                    |  |
|     | A) return privileges  | B) cash and credits | C) buyers and sellers               | D) all the factors |  |
| 15. | 15. The paragraph following this passage most likely discusses          |                     |                                     |                    |  |
|     | A) unusual ways to advertise products                                   |                     |                                     |                    |  |
|     | B) types of payment plans for service                                   |                     |                                     |                    |  |
|     | C) theories about how products affect different levels of society       |                     |                                     |                    |  |
|     | D) how certain elements of a price "package" influence its market value |                     |                                     |                    |  |

#### Questions 16 to 20 are based on the following passage:

Most of us have an image of such a normal or standard English in pronunciation, and very commonly in Great Britain this is "Received Pronunciation" (标准音), which is often associated with the public schools, Oxford, and the BBC. Indeed, a pronunciation within this range has great prestige throughout the world, and for English taught as a foreign language it is more usually the ideal than any other pronunciation. (2) At the same time, it must be remembered that so far as the English-speaking countries are concerned, this "Received Pronunciation" approached the status of a "standard" almost only in England. Educated Scots, Irishmen, Americans, Australians, and others have their own different images of a standard form of English.

Even in England it is difficult to speak of a standard in pronunciation. (3) Pronunciation is infinitely variable, so that even given the will to adopt a single pronunciation, it would be difficult to achieve. Even people who do not think of themselves as dialect speakers may pronounce the word "dance" in a dozen ways: there is no sure way of any two people saying the same word with precisely the same sound. In this respect pronunciation much more closely resembles handwriting than spelling. In spelling, there are absolute distinctions which can be learnt and imitated with complete precision; one can know at once whether a word is spelt in a standard way or not. But two persons' handwritings and pronunciations may both be perfectly intelligible, yet have obvious differences without our being able to say which is "better" or more "standard".

- 16. What does the passage mainly discuss?
  - A) English pronunciation, spelling and handwriting.
  - B) The status of Received Pronunciation in the English-speaking countries.
  - C) The difficulty of achieving a standard in English pronunciation.
  - D) The importance of achieving a standard in English pronunciation.
- 17. What can we learn about "Received Pronunciation" from the passage?
  - A) It is sub-standard form of the English language.
  - B) It is an ideal form of English pronunciation in English-speaking countries.
  - C) It is a standard form of English pronunciation among intellectuals everywhere in the world.
  - D) It is a somewhat standard form of English pronunciation in England.
- 18. In what way is pronunciation more like handwriting than spelling according to the passage?
  - A) They can both be learnt with complete precision.
  - B) They vary from individual to individual.
  - C) Neither of them is essential to the acquisition of the English language.
  - D) They can hardly be imitated.
- 19. It is so difficult to achieve a single standard pronunciation even in England because \_\_\_\_\_
  - A) most people do not go to public schools
  - B) there is a lot of controversy over the pronunciation
  - C) no two people can be said to pronounce words in exactly the same way
  - D) dialect speakers do not want to change their pronunciation

- 20. What can be inferred from the passage?
  - A) There is no such thing as a single standard English in pronunciation in the English-speaking world.
  - B) It is necessary for people to agree on a single English pronunciation in order to avoid misunderstanding.
  - C) The American model of pronunciation is gaining higher prestige in the English-speaking countries.
  - D) Received Pronunciation will disappear soon.

#### Ouestions 21 to 25 are based on the following passage:

Even the fairest and most impartial newspaper is a medium of propaganda. Every daily newspaper has an editorial page. The opinion is expressed on events and personalities in the news. But editorial judgment is so persuasively presented that many people accept these opinions as facts. Good journalists uphold a code of ethics that distinguishes between news and editorial opinion. This code holds that in an editorial column the publisher is entitled to advocate any cause he chooses. It is understood that there he is speaking as a partisan (坚决支持者) and may express any view he desires. Because a modern newspaper is so expensive to produce and so costly to establish, newspapers have increasingly become big business organizations. (4) Although there are exceptions, these large newspapers tend to reflect the views of their owners in their editorials on economic and political matters. In the news columns, however, the complete and unbiased facts should be reported. The better metropolitan newspapers and the great press associations usually can be relied on to keep their news impartial. But the less ethical publications often deliberately "color" the news to favor or oppose certain groups or movements.

| 21. | The author states that no modern newspaper                     |  |  |  |  |
|-----|--|--|--|--|--|
|     | A) is free of propaganda                                       | B) is controlled by big business interests                                 |  |  |  |
|     | C) separates fact and opinion                                  | D) operates according to a code of ethics                                  |  |  |  |
| 22. | According to the journalistic code of ethics, a newspaper must |  |  |  |  |
|     | A) accept only responsible advertisers                         |  |  |  |  |
|     | B) separate editorials from news                               |  |  |  |  |
|     | C) interpret news according to its editorial viewpoint         |  |  |  |  |
|     | D) determine what the reader should know about the n           | ews  |  |  |  |
| 23. | According to the passage, a newspaper publisher may u          | o the passage, a newspaper publisher may use the editorial page to support |  |  |  |
|     | A) only the cause which is most popular                        | B) any cause supported by the advertisers                                  |  |  |  |
|     | C) any cause he believes in                                    | D) only the cause of the owners  |  |  |  |
| 24. | Newspapers have entered the category of large business         | organizations because of   |  |  |  |
|     | A) their influence on the reading public                       | B) their reports of stock market activity                                  |  |  |  |
|     | C) the millions of papers sold daily                           | D) the tremendous costs of production                                      |  |  |  |
| 25. | When only one side of the news is regularly presented in       | n a newspaper, the reader may assume that                                  |  |  |  |
|     | A) the paper is a member of a large press association          | B) the paper's ethical standards are suspected                             |  |  |  |
|     | C) the paper is in financial trouble                           | D) the paper upholds a journalistic code of ethics                         |  |  |  |
|     |  |  |  |  |  |

#### Questions 26 to 30 are based on the following passage:

Under normal conditions the act of communication requires the presence of at least two persons; one who sends and one who receives the communication. (5) In order to communicate thoughts and feelings, there must be a conventional system of signs or symbols which mean the same to the sender and receiver.

The means of sending communications are too numerous and varied for systematic classification; therefore, the analysis must begin with the means of receiving communication. Reception of communication is achieved by our senses. Sight, hearing, and touch play the most important roles. Smell and taste play very limited roles, for they cannot receive intellectual expression from fully developed systems of signs and symbols.

Examples of visual communication are gesture and mimicry (模仿). Although both frequently accompany speech, there are systems that rely solely on sight, such as those used by deaf and dumb persons. Another means of

communicating visually is by signals of fire, smoke, flags, or flashing lights. Feelings may be simply communicated by touch, such as by handshaking or backslapping, although a highly developed system of handstroking(抚摸手) has enabled blind, deaf, and dumb persons to communicate intelligently. Whistling to someone, applauding in a theater, and other forms of communication by sound rely upon the ear as a receiver. The most fully developed form of auditory communication is, of course, the spoken language.

The means of communication mentioned so far have two features in common: they last only a short time, and the persons involved must be relatively close to each other. Therefore, all are restricted in time and space.

| 26. | The author explains that he   | will deal with reception o   | of communication first because | ·                               |  |  |  |
|-----|---|--|--------------------------------|---------------------------------|--|--|--|
|     | A) communication actually takes place when the message is received  |  |                                |                                 |  |  |  |
|     | B) there are more means of receiving than of sending communications |  |                                |                                 |  |  |  |
|     | C) reception of communicat  | C) reception of communications involves use of the senses                          |                                |                                 |  |  |  |
|     | D) it is difficult to organize                                      | by the means of sending  | communications                 |                                 |  |  |  |
| 27. | Applauding is specifically m  | entioned as an example of  | •                              |                                 |  |  |  |
|     | A) communication by sound   | ł  | B) gesture and mimicry         |                                 |  |  |  |
|     | C) communication by touch   | ı  | D) a simple system of visus    | al communication                |  |  |  |
| 28. | Persons who cannot see, he  | Persons who cannot see, hear, or speak are able to communicate through a system of |                                |                                 |  |  |  |
|     | A) gesturing  | B) handshaking   | C) handstroking                | D) backslapping                 |  |  |  |
| 29. | The author specifically men   | tions that speech is   | _•                             |                                 |  |  |  |
|     | A) often used when commu  |  |                                |                                 |  |  |  |
|     | B) the most developed form  | of communication based   | on hearing                     |                                 |  |  |  |
|     | C) the only highly develope   | d system of communicatio   | n                              |                                 |  |  |  |
|     | D) necessary for satisfactory                                       | communication by gestur  | re                             |                                 |  |  |  |
| 30. | Which of the following state  | ements about the ways of   | communicating ideas and feelin | ngs mentioned in the passage    |  |  |  |
|     | is NOT TRUE?  |  |                                |                                 |  |  |  |
|     | A) They can be used to communicate over long distances.             |  |                                |                                 |  |  |  |
|     | B) They require both a sender and a receiver.                       |  |                                |                                 |  |  |  |
|     | C) They involve use of conventional signs and symbols.              |  |                                |                                 |  |  |  |
|     | D) They utilize the senses f  | or reception.  |                                |                                 |  |  |  |
|     |   |  |                                | •                               |  |  |  |
| Pa  | rt 🏻  | Vocabulary a   | and Structure                  | (20 minutes)                    |  |  |  |
| Dir | ections: There are 30 incomp  | olete sentences in this part .   | For each sentence there are fo | our choices marked $A)$ , $B$ , |  |  |  |
|     |   |  | completes the sentence. Then   |                                 |  |  |  |
|     |   | eet with a single line thro  |                                |                                 |  |  |  |
| 31. | The shutdown of the machi-  | ne was due to its  | parts.                         |                                 |  |  |  |
|     | A) decayed  | B) defective   | C) deficient                   | D) spoiled                      |  |  |  |
| 32. | My train arrives in Shenzhe   | n at seven o'clock tomorro   | w. The plane I would like to   | take from there by              |  |  |  |
|     | then.   |  |                                |                                 |  |  |  |
|     | A) would leave  | B) will have left  | C) has left                    | D) had left                     |  |  |  |
| 33. | Having failed to find a bette                                       | er-paid job, he feels very _   |                                |                                 |  |  |  |
|     |   | B) suppressed  | C) depressed                   | D) compressed                   |  |  |  |
| 34. | Most people chose him as or   | ne of the statesmen  |                                | -                               |  |  |  |
|     | A) popular  | B) favored   | C) favorite                    | D) favorable                    |  |  |  |
| 35. | A survey was carried out on   | the default rate of the ass  | sembly line, were surp         | orising.                        |  |  |  |
|     | A) as results   | B) which results   | C) the results of it           | D) the results of which         |  |  |  |
| 36. | the building did he   |  | ger everywhere in it.          |                                 |  |  |  |
|     | A) Upon entering  | B) When he entered   | C) Only after entering         | D) After he had entered         |  |  |  |

| 37. | Because he is busy making m    | noney now, he is of           | new developments in his original | inal field.                |
|-----|--------------------------------|-------------------------------|----------------------------------|----------------------------|
|     | A) ignorant                    | B) innocent                   | C) illiterate                    | D) negligent               |
| 38. | The baby can't even walk, _    | run.                          |                                  |                            |
|     | A) as well as                  | B) still less                 | C) no less than                  | D) still more              |
| 39. | It is said that the necklace w | orn by the actress in the fil | m Titanic is                     |                            |
|     | A) worthy                      | B) valueless                  | C) valuable                      | D) priceless               |
| 40. | person with a little o         | ommon sense should be able    | e to answer so easy a question   | , but the so-called famous |
|     | singer couldn't.               |                               | a                                |                            |
|     | A) Each                        | B) Any                        | C) Either                        | D) One                     |
| 41. | The man to whom we hande       | d the forms pointed out tha   | t they had not been fi           | lled in.                   |
|     | A) consequently                | B) regularly                  | C) comprehensively               | D) properly                |
| 42. | The last time we had a famil   | y reunion was my b            | prother's wedding ceremony 4     | years ago.                 |
|     | A) in                          | B) at                         | C) during                        | D) over                    |
| 43. | The wooden clock is old;       | , it works well.              |                                  |                            |
| •   | A) therefore                   | B) so                         | C) but                           | D) nevertheless            |
| 44. | He will do anything for us ex  | ccept us his oxen.            |                                  |                            |
|     | A) lending                     | B) lend                       | C) will lend                     | D) has lent                |
| 45. | The suspect at last admitted   | the stolen goods bu           | t he denied them.                |                            |
|     | A) receivingselling            |                               | B) to receiveselling             |                            |
|     | C) receivingto sell            |                               | D) to receive to sell            |                            |
| 46. | How close parents are to their | ir children a strong          | influence on the character of t  | he children.               |
|     | A) have                        | B) has                        | C) having                        | D) to have                 |
| 47. | You told me there were man     | y taxis but over the          | ere.                             |                            |
|     | A) there was not one           | B) there was no one           | C) there were none               | D) was none                |
| 48. | on a clear day, far fi         | rom the city crowds, the me   | ountains give him a sense of ir  | ofinite peace.             |
|     | A) If walking                  | B) Walking                    | C) While walking                 | D) When one is walking     |
| 49. | The material for us to read is | s difficult because it        | is abstracted from the foreign   | magazine.                  |
|     | A) fairly too                  | B) rather too                 | ~\ .                             |                            |
| 50. | He is as as donkey,            | doing everything in his own   | way and refusing to listen to    | ad <b>∜</b> ice.           |
|     | A) stubborn                    | B) strict                     | C) particular                    | D) objective               |
| 51. | Professor Smith's dedication   | to earned him the r           | espect of both his colleagues a  | nd students.               |
|     |                                | B) be taught                  | C) teach                         | D) teaching                |
| 52. | If only I what you w           | ranted!                       |                                  |                            |
|     | A) knew                        | B) know                       | C) had known                     | D) have known              |
| 53. | He was reading a piece of sci  | ence fiction, completely      | to the outside world.            |                            |
|     | A) to be lost                  | B) lost                       | C) losing                        | D) having lost             |
| 54. | I'd rather that they           | during the bad weather, bu    | t they insist that they must re  | turn home today.           |
|     | A) don't travel                | B) didn't travel              | C) shouldn't travel              | D) not travel              |
| 55. | Every citizen has the          | obligation to defend his cou  | ıntry.                           |                            |
|     | A) secret                      | B) obscure                    | C) sacred                        | D) obedient                |
| 56. | During the Second World Wa     | ar, every man, woman and      | every child in that town         | by fascists.               |
|     | A) is killed                   | B) were killed                | C) was killed                    | D) are killed              |
| 57. | My typist has not returned n   | ny paper yet, but she promi   | ised by tomorrow.                |                            |
|     | A) for me to have it ready     |                               | B) to have it ready for me       |                            |
|     | C) it was ready for me         |                               | D) me it was ready               |                            |
| 58. | Either my elder brother or I   | able to persuade my           | y father to change his ideas.    |                            |

|        | A) are                         | B) is   | C) were                          | D) am                                 |
|--------|--------------------------------|---|----------------------------------|---------------------------------------|
| 59.    |                                |   | you will realize I am            |                                       |
|        | A) at one time                 | B) in time  | C) at times                      | D) on time                            |
| 60.    | , he is always mode            |   | ->-                              |                                       |
|        | A) With all his profound k     |   | B) Because of all his p          | <del>-</del>                          |
|        | C) With his all profound k     | nowledge  | D) For his profound k            | nowledge                              |
| Pa     | rt IV                          | Translation from                                    | English into Chinese             | (15 minutes)                          |
| Dir    | ections: In this part, there o | are five items which you                            | should translate into Chinese    | , each item consisting of one or      |
|        | two sentences. Thes            | e sentences are all taken                           | from the reading passages yo     | u have just read in the Second        |
|        |                                | er . You are allowed 15<br>by their meanings in the |                                  | You can refer back to the pas-        |
| 1.     | (Line 5-6, Para. 1, Passa      |   |                                  |                                       |
|        |                                |   | ked to a broad, complicated s    | ystem of prices in which every-       |
| thin   | ig seems to depend more or     |   |                                  | · · · · · · · · · · · · · · · · · · · |
| _      |                                |   |                                  | ·                                     |
| 2      | (Line 4-6, Para. 1, Passa      | oge 2)  |                                  | ·                                     |
|        |                                |   | far as the English speaking co.  | intries are concerned, this "Re-      |
| ceiv   |                                |   | lard" almost only in England.    | intries are concerned, this Tec       |
| _      |                                |   |                                  |                                       |
| 3.     | (Line 1-2, Para. 2, Passa      | ge 2)   |                                  | <u> </u>                              |
| ٠.     |                                |   | ven the will to adopt a single r | pronunciation, it would be diffi-     |
| cult   | to achieve.                    | variable, to that even gi                           | ven the win to accept a single p | rotation, it would be unit            |
| _      |                                |   |                                  |                                       |
| 4      | (Line 7-8, Passage 3)          |   |                                  |                                       |
| ٦,     |                                | one these large newspar                             | pers tend to reflect the views o | f their owners in their editorials    |
| On i   | economic and political matter  |   | cers tend to reflect the views o | then owners in their editorials       |
| -<br>- |                                |   |                                  |                                       |
| _      | (I: 2 2 D 1 D                  | 4)  |                                  | •                                     |
| Э.     | (Line 2 – 3, Para. 1, Passa    |   |                                  |                                       |
|        |                                |   | ere must be a conventional sys   | stem of signs or symbols which        |
| mea    | an the same to the sender an   | a receiver.   |                                  |                                       |
| _      |                                |   |                                  |                                       |
| D-     | rt V                           | 7.1   | /witima                          | (30                                   |
| Pa     | It V                           |   | riting<br>Ideal Joh              | (30 minutes)                          |

My Ideal Job

提示:多数人都有自己理想的工作。有些人喜欢在大公司供职,因为那里有挑战性的工作;有些人喜欢当 医生,可以为病人解除痛苦;有些人喜欢做老师,可以做学问并与学生在一起。你理想的工作是什么? 请给出 你的理由。请以 My Ideal Job 为题,写一篇 100~120 字的文章。



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按照最新《大学英语教学大纲》(修订本)的具体要求编写,采用全真试题的体例与格式,保证同学们备考复习的正确方向。

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