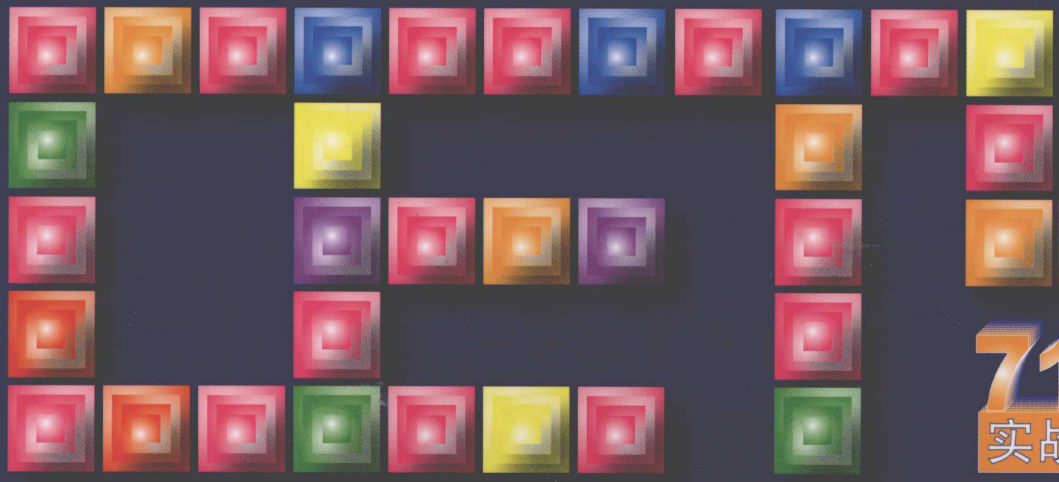

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实战演练

破解大学英语四级

新题型

综合模拟分册 第二版

鞠鸿达 李志岭 谢福之 主编

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清华大学出版社

鞠鸿达 李志岭 谢福之 主编

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破解大学英语四级新题型 综合模拟分册

第二版

清华大学出版社
北京

内容简介

该书根据《大学英语四级考试大纲(2006修订版)》和2006年6月份以来全国实行的四级新题型考试真题,在2006年4月出版的"第一版"基础上加以修订而成,全书共有10套综合模拟题,每套题内容包括四级考试的所有题型,形式与内容均力求与四级考试新题型的真题吻合。附录是最新大学英语四级考试的标准样卷、答题卡和答案解析。

该书紧握四级考试最新脉搏,四级辅导专家和多年的四、六级阅卷教师联袂预测命题方向、重点和难点,指点高分诀窍,准确反映四级考试大纲要求、最新变化和命题趋势,具有权威性和超前性。答案和解析紧跟每套测试题,听力部分配有语音纯正的录音,录音长度达6个小时,最大限度地方便考生使用,是四级备考的辅导用书。

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CET4

破解大学英语四级新题型

综合模拟分册（第二版）

第二版前言

本书第一版于2006年4月第一次出版，后于当年连续两次重印，受到广大读者的青睐。但全书脱稿于2005年年底，当时CET－4的新题型尚未启用，我们只能根据2005年10月公布的样题来理解CET－4的改革动向、具体要求、题型变化、分值分布、考核的能力、选材的范围等，并以此来编写。当时有些题型和要求其实还不是特别明确，这些客观因素为我们当时的编写造成了困难。2006年6月开始有了改革后的正式试题，至2007年6月共考了三次，使我们对大学英语四级的新试题有了更深刻的理解，并深感对一年多前编写的书稿确有修改的必要，经过一段时间的努力，我们编写了此书的第二版。

教育部最新公布的《大学英语四级考试大纲（2006修订版）》进一步明确规定：四级考试中不会出现改错题，也对每一种题型的选材篇幅、分值、答题时间、出题形式等作了详尽的阐述。根据这些变化，我们对近几次考试新题型的真题进行了认真的分析，在此基础上，我们对本书的第一版作了部分修改，主要包括：将后面五套模拟试题中Part V部分的改错题改成了完型填空题；阅读部分（包括快速阅读和仔细阅读）更换了约1/4的内容，有的是文章长难度不合适，有的是内容较偏或较陈旧，有的是不适合用来编考题；有些教师和考生使用此书第一版时发现了一些瑕疵和谬误，给我们提了出来，我们对他们表示衷心的感谢，并逐一进行了纠正；对听力录音中一些不尽如人意之处也进行了个别调整和处理。总之，此次改版后，本书的编排更加贴近大学英语四级新题型的考试要求，权威性和模拟价值进一步得到提升。

我们深信第二版与第一版相比定有很大提高。但我们也深知任何事物都要经过反复实践才会日趋完善。第二版中肯定还会有差错之处，恳请同行和考生不吝赐教，我们定在下一次印刷中加以改正。

编者

2007 年 7 月

破解大学英语四级新题型
综合模拟分册（第二版）第一版前言

本书在认真研究《大学英语课程教学要求（试行）》和《全国大学英语四六级考试改革方案（试行）》的基础上，根据2005年9月公布的《大学英语四级考试（CET-4）试点考试样卷》和2006年6月份全国四级新题型考试真题编写而成。该书有以下鲜明的特点：

1. 紧握四级考试最新脉搏

最新模拟题库各部分选材精当，内容新颖，富有时代感。全面考查学生的知识水平，文化素养，语言能力，听说能力。大部分材料在四级辅导班经过试用，效果良好。

2. 预测方向，把握潮流

由经验丰富的一线教师和四、六级阅卷教师编写，全国大学英语考试专家委员会部分专家审定，准确反映四级考试大纲要求，最新变化和命题趋势，具有权威性、超前性、全面性。模拟试题增加了样题中没有但考试改革方案中要求的题型，如改错（Error Correction）和短句问答（Short Answer Questions）。

3. 解析透彻，详略得当

答案解析简洁明了，不模棱两可，不拖泥带水，不故弄玄虚，一步到位，具有代表性、规律性、指导性。

4. 实战演练，方便实用

答案和解析紧跟每套测试题，听力原稿配有语音纯正的录音，最大限度地方便考生。每做一套题就是一场实战演练。

5. 作者权威，经验丰富

该书编者均是多年从事大学英语教学的资深教师，具有丰富的教学经验和四、六级辅导经验和四、六级阅卷经验，对四、六级应试和复习难点及重点了如指掌。

编者

2006 年 2 月

CET4

破解大学英语四级新题型

综合模拟分册(第二版)

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CET4 破解大学英语四级新题型 综合模拟分册（第二版）Model Test 1

PART I Writing (30 minutes)

Direction: *For this part, you are allowed 30 minutes to write* ***A Letter to a Student I Helped****. You contributed money to Project Hope and have kept in touch with a student, who has just passed the college entrance examination and will go to a local university soon. You should write at least 120 words according to the outline given in Chinese below.*

1. 祝贺他顺利完成学业；
2. 告诉他在当今社会学习知识和掌握技能十分重要；
3. 鼓励他努力学习，实现理想。

A Letter to a Student I Helped

Dear Zhang Hua,

Sincerely yours,
Wang Peng

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.

Science Education for a New Age

The very great advances in science just before and after the midpoint of the twentieth century have caused education in the United States to realize that science teaching in the future must differ from science teaching in the past. During the past twenty years science has played an important part in shaping the character of our civilization. The welfare, stability, and security of our nation are closely related to the discoveries of science and the applications of these discoveries. The scientific revolution which we are beginning to experience, together with the trend toward world industrialization, demands a program of science education with new emphasis, purpose and content. Simply knowing about the existence of the scientific enterprise is not enough for effective citizenship.

Needs for Good Science Teaching

Governors, lawyers and business leaders have to deal with scientists, and every educated person has his views influenced by science. Yet our science teaching of nonscientists, in school and college, has built up mistaken ideas, dislikes, and the common boast, "I never did understand science." Even those students who arrive at college with plans to become scientists usually bring a mistaken picture of science, some have a collection of unorganized facts about science,

and some regard the study of science as a game which involves getting the right answer.

The first of these attitudes seems to come from a kind of course which provides bits of miscellaneous information; the second, from a training course on how to pass examinations that do not ask about the student's understanding but simply require him to put the numbers in the right formulas. Neither type of course (in school or college) seems to give students an understanding of science as we find it among scientists. Neither shows students how real scientists work and think, how the facts are gathered, how discoveries are made, and what they mean.

Young people need good teaching of science; not so much a great wealth of knowledge as a healthy understanding of the nature of science. They need an understanding of knowledge leading to a sympathy with science and a keen awareness of the way scientists work. Given these, it is easy to encourage later reading and learning.

Balance in Education

If it were only necessary to decide whether to teach elementary science to everyone on a mass basis or to find the gifted few and take them as far as they can go, our task would be fairly simple. The public school system, however, has no such choice, for the two jobs must be carried on at the same time. Because we depend so heavily upon science and technology for our existence and progress, we must produce specialists in many fields. The public school must educate both producers and users of scientific services.

In education there would be a good balance among the branches of knowledge that contribute to effective thinking and wise judgment. Such balance is defeated by too much emphasis on any one field. This question of balance involves not only the relation of the natural sciences, the humanities, and the arts but also relative emphases among the natural sciences themselves.

Similarly, we must have a balance between current and classical knowledge. The attention of the public is continually drawn to new possibilities in scientific fields and the discovery of new knowledge; these should not be allowed to turn our attention away from the sound, established materials that form the basis of courses for beginners.

Knowledge and Enterprise

Science teaching must deal with the knowledge and methods of science; both are necessary. From science courses students should acquire a useful command of science concepts and principles. Science is more than a collection of unrelated facts; to be meaningful and valuable, they must be arranged to show generalized concepts. A student should learn something about the character of scientific knowledge, how it has been developed, and how it is used. He must see that knowledge is subject to growth and change and that it is likely to shift in meaning and status with time.

At each grade level in school the student needs to increase his knowledge in an organized way, to acquire sufficient vocabulary in science for effective communication, and to learn some facts because they are important in everyday living, such as knowledge that is useful for his health, for his safety, and for an understanding of his surroundings.

Science and Society

Young people need to understand how our society depends upon scientific and technological advancement and to realize that science is a basic part of modern living. The scientific process and the knowledge produced cannot be considered to be ends in themselves, except for the classical scientist. A student should understand the relationship of basic research to applied research, and the connection between technological developments and human affairs.

The knowledge and methods of science are of little importance if there is no inclination to use them properly. An open mind, a desire for accurate knowledge, confidence in the procedures for seeking knowledge, and the expectation that the solution of problems will come from the use of tested and proven knowledge—these are among the "scientific attitudes."

Science instruction should acquaint students with career possibilities in technical fields and in science teaching. A continuous effort should be made to identify and encourage those who develop special interests. They should be given opportunities for some direct experience of a professional nature; they should also learn about the extent of various science fields and how these fields are related to each other. But it is even more important for young people to acquire those skills and abilities that will enable them to take the responsibilities for expanding their own learning.

1. The author's purpose of writing this article is to show what kind of science teaching program is needed in the new age.
2. The welfare, stability, and security of the United States can accelerate the scientific discoveries and the applications of them.
3. In American colleges and schools, the kind of course which provides a variety of unrelated information seems to result in a healthy understanding of the nature of science.
4. In the author's opinion, the best approach to science teaching is a good study of knowledge available in all spheres of science.
5. In American education today, too much emphasis is laid upon new possibilities in scientific fields and the discoveries of new knowledge, and classical knowledge is overlooked.
6. The knowledge and methods of science are not very important unless they are applied properly.
7. Science should be taught to people since their childhood.

8. The balance among the branches of knowledge is defeated by _____.
9. From science courses students should get a useful command of _____.
10. Science instruction should acquaint students with _____ in technical fields and in science teaching.

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) Bob and Helen were not happy.
    B) Bob and Helen are happy.
    C) Bob is not so happy as Helen.
    D) Bob and Helen used to be happier.
12. A) By car. B) By train. C) By bus. D) By taxi.
13. A) David got on the train early. B) The train left an hour before he got there.
    C) David was late for the train. D) The train was delayed.
14. A) He went to class late.
    B) He was not interested in the course.
    C) He had to go to other courses at the same time.
    D) It was too late for him to register the course.
15. A) The woman does not find physics interesting.
    B) Physics is as interesting as the woman wishes.
    C) The woman is interested in physics.
    D) Physics is difficult to the woman.
16. A) Store detective. B) Customs official.
    C) Saleslady. D) Waitress.
17. A) $250. B) $30.
    C) $160. D) $280.
18. A) She has to watch her weight. B) She doesn't like sweet things.

C) She is too full to eat anything else. D) She would like something else.

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

19. A) The man and the woman are worried about a student's absence.
    B) The man and the woman are complaining about attendance problems.
    C) The man and the woman are wondering if the student needs extra tutoring.
    D) The man and the woman are trying to figure out how to call students at home.
20. A) He always used to skip classes.
    B) He's a very undisciplined student.
    C) He had perfect attendance prior to the past two weeks.
    D) He was probably missing class due to illness.
21. A) Husband and wife.
    B) Two co-workers.
    C) Brother and sister.
    D) Best friends.
22. A) The man has seen Mark Brown.
    B) The woman has seen Mark Brown.
    C) Mark Brown's friends have seen him.
    D) No one has seen Mark Brown.

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

23. A) Famous composers.
    B) The man's favorite composers.
    C) The importance of knowing about Brahms.
    D) The subject of a guest speaker's lecture.
24. A) His tutor.
    B) His student.
    C) His nephew.
    D) His collaborator.
25. A) In seeking help with his career.
    B) Through Brahms' interest in Central European melodies.
    C) In learning the Czech language.
    D) In discovering the extent of this man's talent.

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 passages 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 center.*

Passage One

Questions 26 to 29 are based on the passage you have just heard.

26. A) It's an urgent announcement.
    B) It's an important announcement.
    C) The managers wish to divert their workers from their work.
    D) It's about an important promotion.
27. A) 7 a. m. B) 11 a. m. C) 8 p. m. D) 3 a. m.
28. A) To show the importance of their decision.
    B) To play a joke on the American manager.
    C) To start cooperation as soon as possible.
    D) To show that they were very efficient.
29. A) He was irritated. B) He was well pleased.
    C) He was very much troubled. D) He prepared himself for a fight.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) A pupil. B) A graduate. C) A seminar. D) An undergraduate.
31. A) To present their results. B) To show off their results.
    C) To make themselves brave. D) To become active people.
32. A) To get information. B) To know the related areas.
    C) To know the latest news. D) To make friends.

Passage Three

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

33. A) Larger than that of North and South America.
    B) Far smaller than that of North and South America.
    C) About the same as that of North and South America.
    D) Equal to that of North and South America.
34. A) To make important scientific discoveries.
    B) To explore the possibilities of commercial development.
    C) To get enough food, oxygen and water.
    D) To make industrial diamonds.
35. A) Moon Colony. B) Moon Playing.

C) Moon Walking.　　D) Moon Landing.

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.*

注意：此部分试题请在**答题卡2**上作答。

Electricity, as a part of our daily life, is so much taken for (36)_____ nowadays that we hardly think twice when we switch on the light or turn on the radio. At night, roads are brightly (37)_____, enabling people and traffic to move freely. Colorful street-lights have become part of the (38)_____ of every modern city. In the home, many labor-saving devices are powered by electricity. Even when we turn off the lamp and are fast (39)_____, electricity is still working for us, heating our water, or keeping our rooms warm in winter.

Every day, train and trolley buses take people to and from work. We (40)_____ stop to think why or how they run until something goes wrong. In the summer of 1959, something did go wrong with the power plant that supplies New York with electricity. For a great many hours, life came almost to (41)_____. Trains refused to move and the people in them sat in the dark, (42)_____ to do anything, lifts stopped working so that even if you were lucky enough not to be (43)_____ between two floors, you had the unpleasant task of finding your way down hundreds of flights of stairs.

(44) _____

_____.

At the same time, similar disorder happened in the home. People sat impatient and frightened in the dark as if an unseen enemy had landed from Mars.

(45) _____.

And one of the strangest things that took place was that some fifty blind people led many sighted workers home.

(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 the bank 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.***

When our daughter went to public school, she came home talking about the subjects she was taught at school and we learned to __47__ her courses. But then, one evening when she was in eighth grade, I saw her using a calculator to compute ten percent of 470. I asked her, "Are the other kids this dumb?" My straight child __48__ me: "Oh, they are much dumber."

That night I began researching math education and the educational reform. __49__ what I learned, it didn't surprise me that the United States __50__ only 28th among 41 nations surveyed in the Third International Mathematics and Science Study. With new and untested theory of the educational reform, today's US math educators have __51__ eliminated numbers. They are creating a __52__ of mathematical fools.

The problem is the textbooks. I thought my daughter's math book was her social-science text. It has color photos, essays on African tribes and questions such as "What role should zoos play in today's society?" __53__, the Japanese, who ranked third in the international survey, have texts all about math.

My daughter's textbook and others like it were created __54__ standards developed by the National Council of Teachers of Mathematics. The idea behind the standards is that a "conceptual understanding" of math, not problems and practice, is what __55__. These standards fail to recognize that the memorization of basic math facts is an important skill and __56__ of future success.

A) in response to	I) Assuring
B) otherwise	J) ranked
C) live with	K) By contrast
D) reassured	L) all but
E) live after	M) generation
F) matters	N) in regard to
G) given	O) all above
H) predictor	