

经典 **710** 分

汪士彬四级考试系列

◎ 主编：汪士彬

# 大学英语 四级考试**模拟**试题

# CET-4



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

经典710分 汪士彬四级考试系列

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# 前言

为了适应我国的高等教育新的发展形势，深化教学改革，提高教学质量，满足新时期国家对人才培养的需要，2004年6月教育部颁发了《大学英语课程教学要求（试行）》。新的教学要求重新规定了大学英语的教学目标：培养学生的英语综合应用能力，特别是听说能力，使他们在今后的工作和社会交往中用英语有效地进行口头和书面的信息交流。为体现新的教学要求的精神，并达到这一教学要求，全国大学英语四、六级考试委员会颁发了《全国大学英语四、六级考试改革方案（试行）》及《大学英语四级考试大纲》（2006修订版），对大学英语四级考试进行配套改革，从考试内容到题型设计进行了重大调整。从2007年1月开始，全面实施改革后的新大学英语四级考试。

改革后的大学英语四级考试各部分测试内容、题型和所占分值比例如下：

试卷构成	测试内容		测试题型	比例	
听力理解	听力对话	短对话	多项选择	15%	35%
		长对话	多项选择		
	听力短文		多项选择	20%	
			复合式听写		
阅读理解	仔细阅读理解		多项选择	25%	35%
			选词填空或简答题		
	快速阅读理解		是非判断+ 句子填空或其他	10%	
完形填空	完形填空		多项选择	10%	10%
写作和翻译	写作		短文写作	15%	20%
	翻译		汉译英	5%	

大学英语四级考试是一个每年涉及上千万考生的超大规模的标准化考试，考生将如何适应改革后的考试模式，除了打好英语基础之外，熟悉新题型范围、类型、要求及解题速度等就显得尤为重要。为解考生的燃眉之急，我们以教育部高教司制定并实施的《大学英语课程要求（试行）》为纲，以大学英语四、六级考试委员会颁发的《大学英语四级考试（CET-4）试点考试样卷》为样板，编写了这套“经典710分”大学英语四级考试系列辅导用书。本系列辅导用书由“模拟试题”分册、“阅读理解”分册、“快速阅读”分册、“听力”分册和“写作、翻译”分册组成。

这套辅导用书在选材上力求“经典”，在长度和难度上与样卷保持一致，并力求在信度与效度方面达到样卷的同等水平。将完整试题与单项训练相结合，旨在帮助考生全面熟悉改革后四级考试题型，做到胸有成竹，顺利通过四级考试。

本书是“经典710分”的模拟试题分册，共包括十套试题。每套试题由以下六部分构成：

### I. 写作 (Writing)

写作部分分值比例为15%。写作体裁包括议论文、说明文、应用文等。提供了书信及表格等写作题目，并为考生提供参考范文。翻译部分测试的是句子、短语及常用表达层次上的中译英能力，每题涉及1—2个语法点，也是检查考生英语基本功的好题型。

### II. 快速阅读理解 (Reading Comprehension: Skimming and Scanning)

快速阅读部分占10%，检查考生应具备的快速阅读技能、浏览阅读和查读能力。所选文章均出自近期的英美报刊杂志、国内外测试材料等，在长度与难度上与样卷一致。

### III. 听力理解 (Listening Comprehension)

听力理解部分分值比例为35%，其中听力对话占15%，听力短文占20%。听力对话部分包括8组短对话和2组长对话；听力短文包括3篇选择题型的短文和一篇复合式听写。听力题内容均选自考生所熟悉的日常生活的各种题材，语言规范，兼顾知识性及趣味性。本部分配备CD光盘，内含MP3格式的听力录音。

### VI. 仔细阅读理解 (Reading Comprehension: Reading in Depth)

仔细阅读理解部分分值比例为25%，包括篇章层次的词汇理解 (Banked Cloze) 和选择题型的篇章阅读理解。所选文章均出自近期的英美报刊杂志、国内外测试材料等，在长度与难度上与样卷一致。答案部分对仔细阅读理解提供了每道题的解析。

### V. 完形填空 (Cloze)

完形填空部分分值比例为10%，设计为多项选择题，均为200字左右中等难易程度的短文，检查考生词汇、语法及习语搭配的语言综合运用能力。

### VI. 翻译 (Translation)

翻译部分5%。翻译部分测试的是句子、短语及常用表达层次上的中译英能力，每题涉及1—2个语法或语言点，是检查考生英语基本功的题型。

改革后的四级考试对计分体制和成绩报道方式也做了调整，满分为710分，不设及格线。各单项的满分分别为：听力249分，阅读249分，综合测试70分，作文142分。各单项分之和为总分710分。

本模拟试题的程序完全按照样卷的要求设计：答题时间共125分钟。考试开始后，考生首先在答题卡1上完成写作部分。30分钟后，监考员发试题册，考生在接下来的15分钟内完成快速阅读理解部分的试题。然后，监考员收回答题卡1。考生在答题卡2上完成其余部分的试题。

在答题过程中，考生必须在答题卡上作答，在试题册上作答无效。所有选择性试题务必用2B铅笔划线作答；所有非选择性试题（即写作、填空等）务必用黑色字迹签字笔作答。

由于编者水平有限，书中难免出现疏漏或错误，敬请使用本书的读者批评指正。

编者

2006年11月于南开园

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# Model Tests

## Test 1

### Part I Writing (30 minutes)

注意：此部分试题在答题卡1上。

### 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.*

#### Environmental Countdown: Where We're Losing and Winning

From man-made deserts to powerful acid rain, the world is peppered with examples of what poor education or unfriendly attitudes can do to the planet that must feed and clothe us all. Untold numbers of people die prematurely as a direct result of air and water pollution worldwide.

Wesley Marx, a journalist specializing in environmental issues, reports here on the pollution “hot spots”. He also cites some outstanding examples of recovery from environmental disasters, proving we can all share in the solutions as well.

#### Ghost Sea

Muynak used to be a thriving port and fish-processing center on the Aral Sea in Central Asia. But the city is now 30 miles from water, and Muynak's *canneries* (罐头食品厂) must import fish from the distant Atlantic, Pacific and Arctic oceans.

Once the world's fourth largest lake, the Aral Sea has shrunk by 40 percent, with its water level down almost 43 feet. Some 10,000 square miles of former seabed now lie exposed as a salty desert.

The Aral is dying because state economic planners diverted water from its two feeder rivers in order to irrigate cotton fields. What little water reaches the Aral and its deltas is a soup of

fertilizers and pesticides. Yet people drink this liquid and prepare their food with it. There is no other water to use, since falling ground-water levels have dried up most wells and springs.

Winds blow salt and dust from the dry seabed as far as the Arctic shore, 1,500 miles away. Massive sandstorms can deposit nearly a quarter ton of sand per acre. *Caustic* (腐蚀性的) salts and farm chemicals in this sand have accelerated a public-health disaster. Infant mortality is high, and throat cancer and stomach disorders are endemic.

Like a natural air conditioner, the Aral once moderated the region's desert climate. No more. As the sea contracts, summers become warmer, winters colder. The growing season has shortened ten days. Ironically, some cotton farmers, for whose benefit the water was diverted, have been forced to switch to rice because it has a faster growing season.

### **Rain That Melts Cities**

The 6,000 historic houses, monasteries and churches of Krakow, Poland, are architectural masterpieces. But today they look as if they had a severe case of *leprosy* (麻风病). Stone saints are faceless; statues have dissolved into black rock piles. The reason is: the factories and coal mines of Upper Silesia spew out a staggering amount of pollution—five times as much sulfur dioxide per square mile, for example, as Germany's industrialized Ruhr Valley produces.

Sulfur dioxide can react chemically with marble and limestone, cracking and dissolving the structures. It can also combine with nitrogen oxide and water vapor to form a powerful acid rain, which among other things hastens the decay of railroad tracks; some trains running through the region must slow to 25 miles per hour. At least 445,000 acres of forest have died as well.

Toxic metals from factory smokestacks have polluted the soils to the point where vegetable gardens in Upper Silesia contain levels of cadmium, mercury, lead and zinc 30 to 70 percent higher than World Health Organization standards.

The contaminated air, water and soil are causing serious health problems. The rates of cancer and respiratory diseases in Upper Silesia are 30 to 50 percent higher than the national average. Life expectancy is shorter. Some villages have been declared unfit for human habitation, and their residents have been relocated.

Despite their *bleakness* (令人沮丧的状况), there is every reason to believe these and other trouble spots can be turned around, for elsewhere in the world, dedicated people have already met the challenge.

### **South Korea: Where Money Grows on Trees**

By the early 1970s, villagers in this Asian country were cutting down trees for fuel faster than the woodlands could regrow. Even fallen leaves and twigs, which build soil fertility, were being raked and burned.

Unable to soak up heavy rains, the barren slopes could not protect the urban lowlands from

mud slides and floods. After one storm, the Han River overflowed, drowning 672 people in the capital of Seoul and leaving another 326,000 homeless.

The catastrophe shocked the people of South Korea into action and prompted an ambitious ten-year plan to replant some 2.5 million acres of eroding forestlands.

The task was discouraging. Small landowners possess most of the woodlands, but communal rules allow any villager to cut firewood anywhere he pleases. This traditional arrangement deprived the landowners of a crucial incentive to replant: they could not claim the trees—and profitable wood—as their own.

To get the job done, the government asked each village to form a forestry association, with an elected head, to replant, maintain and eventually harvest the surrounding woodlands. The government provided seedlings, fertilizer and technical assistance. And landowners were guaranteed ten percent of the yield from forest products.

The response was amazing. Some 20,000 local forestry associations sprang up, and their two million members devoted a month each spring to planting trees, and returned each fall to hoe up deadly weeds. As a result, 2.7 million acres were replanted in six years, well ahead of schedule. The green countryside is not only more productive but also safer. “The replanted hillsides and watersheds can better soak up rainfall and resist erosion,” says Gregersen. “Damaging floods and the risk of killer landslides have been reduced.”

### **Denmark: Waste Not, Want Not**

One winter day in 1972 a Danish tanker truck loaded with phenol (苯酚), a corrosive acidic compound, spun out of control and turned over. Its poisonous cargo spread into a stream, killing fish and endangering the water supply of a nearby village. After cleaning up the spill, government officials took new safety measures for the transport of dangerous substances.

While other nations rely on special dump sites, Denmark, a small country that depends on ground water for drinking, took steps to deal with the problem closer to its source. Each company in this northern European nation must disclose to the local municipality the types and quantities of waste it produces. The town issues a permit for on-site treatment or recycling, or the company delivers its hazardous wastes, carefully separated and labeled, to one of the 21 transfer stations. These facilities transport 178,000 tons of wastes annually to a central treatment plant.

Each Danish municipality also has its own chemicals-collection station for household wastes. Participation is voluntary, but by making drop-offs convenient, Denmark reduces the temptation for homeowners to dump their cleaning agents, used motor oil and garden pesticides down the nearest drain.

Today Denmark has what Bruce W. Piasecki, a research professor at Rensselaer Polytechnic Institute in Troy, N.Y., calls “one of the most comprehensive hazardous-waste-management systems in the world”. Other nations are beginning to catch up to the Danish insight: that effi-

ciency is served and safety enhanced by dealing with problems closer to their source.

The rescue of these sites from environmental disaster is a lesson of hope. With determination and energy, we can clean up the worst damages, however awesome the task. And with the foresight that experience and science have engendered, we can also safeguard our world's environment for those who will enjoy it in the decades ahead.

1. The author presents both a bleak and an encouraging picture of the environmental conditions worldwide.
2. The Aral ends up a severe threat to the health of the people living there.
3. Cotton farmers in the upper reaches of the Aral switched to rice growing in order to gain higher yields.
4. The factories and coal mines in Upper Silesia produced much more pollution than Ruhr Valley in Germany.
5. Trains running through Upper Silesia have to slow their speed because the tracks are very wet and slippery.
6. In South Korea, people in local forestry associations mainly worked in spring and autumn.
7. Today, the new forests along the Han River play an important role in regulating the region's climate.
8. New safety measures were worked out by the Danish government in the 1970s with regard to \_\_\_\_\_.
9. In Denmark, hazardous waste must be carefully separated and labeled before being delivered to \_\_\_\_\_.
10. In each municipality in Denmark, household wastes are dumped at \_\_\_\_\_.

## 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) In a hotel. | B) In a library.    |          |          |
| C) In a bank.      | D) In a restaurant. |          |          |
| 12. A) \$10.       | B) \$20.            | C) \$30. | D) \$40. |

13. A) A speech on television. B) A lecture.  
C) A radio show. D) An article in a newspaper.
14. A) No, it's open only to teachers and postgraduates.  
B) Yes, he can study there if he is writing a research paper.  
C) Yes, because he is a senior student.  
D) Yes, but he needs the approval of his professor.
15. A) She can use his car. B) She can borrow someone else's car.  
C) She can't borrow his car. D) She must get her car fixed.
16. A) He should try to find the source of the problem.  
B) He should get the phone fixed first.  
C) He should pick up Mr. Addison.  
D) He should have the problem fixed by Mr. Addison.
17. A) He does not feel well.  
B) He would also like to watch the show.  
C) Her shopping list is quite large.  
D) The things he needs are not on the list.
18. A) The woman has a choice of early flights.  
B) Not many planes go to Tianjin.  
C) The woman should take the earlier flight.  
D) The six o'clock flight is full.

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

19. A) That her neighbors' son drives too fast.  
B) That her neighbors' son's radio wakes her children at night.  
C) That she hasn't met her neighbors.  
D) That her neighbors were too noisy.
20. A) Because she doesn't want to make a bad first impression.  
B) Because she is afraid of meeting them.  
C) Because she is afraid that they won't listen.  
D) Because she knows that they can't do anything about it.
21. A) She should call the neighbors to complain.  
B) She should introduce her children to the neighbors.  
C) She should bring the neighbors a gift and talk about the matter.  
D) She should wait in order to be polite.
22. A) It is difficult for Alison to get her children to go to sleep again at night.  
B) The neighbors' son always comes home very late.  
C) Alison found it hard to complain to her new neighbors about their son.  
D) Alison is annoyed by her neighbors' son blasting stereo all night.

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

23. A) She is shy when speaking in front of people.  
B) She forgot to prepare the class.  
C) She made a serious mistake in front of people.  
D) She forgot to give a presentation.
24. A) He looks like children.  
B) He feels very nervous when somebody is waiting for him.  
C) He likes history very much.  
D) He blushes frequently.
25. A) A common habit. B) A common behavior.  
C) A learned behavior. D) A learned habit.

## **Section B**

**Directions:** *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 2 with a single line through the center.*

### **Passage One**

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

26. A) In Britain. B) In Italy.  
C) In Denmark. D) In Europe.
27. A) How many men do the housework.  
B) Who does the housework at home.  
C) How many women do the housework.  
D) Who takes more responsibilities at home, wives or husbands.
28. A) There were more husbands who did the housework than wives.  
B) Husbands did half of the housework all the time.  
C) There were more wives than husbands who did the housework.  
D) Wives did almost all the housework at home.

### **Passage Two**

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

29. A) A housewife. B) A singer.  
C) A teacher. D) A musician.
30. A) The violin was too expensive.

- B) She was too young to play the violin.  
 C) The violin was too big for her.  
 D) Her mother wanted her to play the piano.
31. A) To play the violin again.                      B) To go to the United States.  
       C) To apply for a scholarship.                D) To have her performance taped.
32. A) To live a more comfortable life.            B) To give performances.  
       C) To be a pupil of a famous violinist.      D) To enter a famous university.

### Passage Three

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

33. A) Language was the first invention of mankind.  
       B) There was no greater invention than language.  
       C) Most of man's inventions depended on language.  
       D) There were so many languages in the world.
34. A) Communication through language is unlimited.  
       B) Only man uses language.  
       C) There are no other means of communication.  
       D) Man's inventions are limited.
35. A) It is passed on to the next generation in genes.  
       B) It is stored in computers.  
       C) It is passed on to the next generations through language.  
       D) The young people start their research before the old people die.

### 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.

A serious threat to farmers in many parts of the world is erosion. Erosion occurs if a large area of land is (36) \_\_\_\_\_ of trees and is then badly treated by the farmers. The rain and wind may (37) \_\_\_\_\_ wash away, or blow away much of the topsoil. When this happens, (38) \_\_\_\_\_ of wheat or corn become weaker and weaker until nothing grows well. If erosion continues, it will

turn good land into a desert.

In the past when erosion (39) \_\_\_\_\_, farmers sometimes moved to a new place to farm. Sometimes they could not move, but continued to try to grow food in the (40) \_\_\_\_\_ soil. This caused them to sink into (41) \_\_\_\_\_. Soon some people (42) \_\_\_\_\_ that there was little rich, (43) \_\_\_\_\_ soil in the world, so the government began to try to stop erosion.

One of the first experiments to stop erosion began in the United States in 1933. The experiment was carried out in the area of the Tennessee River. (44) \_\_\_\_\_  
\_\_\_\_\_. As a result, most of the people living around the Tennessee River were very poor.

(45) \_\_\_\_\_. The government workers also helped farmers to fertilize their soil and to learn new farming methods which could stop erosion.

At the beginning, the farmers were not interested. But soon, good healthy crops began to appear on the land where new methods were used. (46) \_\_\_\_\_. The great success of this experiment had led to similar projects in the other parts of the world.

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

### Section A

**Directions:** In this section, there is a passage with 10 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 bank more than once.

Questions 47 to 56 are based on the following passage.

In dealing with strangers the rule for British society is that you must avoid staring at them at the same time avoid ignoring them. Passing strangers in the street, you may look at the 47 strangers until they are about eight feet away. Generally speaking, strangers feel 48 looking at one another at a distance. The closer the *proximity* (接近) the greater the 49 to avoid eye contact. This can readily be observed in the confines of a crowded lift where strangers' glances fly from one spot to another or become 50 in the finer points of the ceiling's construction.

Turning from strangers to those who are communicating with one another. British practice 51 eye contact. There is a saying in English, "Don't 52 anyone who won't look you in the eye." This is not to say that people talking to one another will look directly into one another's eyes all the 53. British people 54 look at the other person's eyes much longer when they are listening than when speaking. When they are about to stop speaking and start listening they look at the other person's eyes to 55 they are about to change role.



Staring at people is considered 56 in Britain and young children will be scolded by their parents if they look too long and too intensely at another person. For this reason, many English people traveling to some countries find being looked at intensely an *unnerving* (令人不安的) experience.

- |                |              |
|----------------|--------------|
| A) unless      | I) absorbed  |
| B) tendency    | J) tradition |
| C) signal      | K) pretends  |
| D) approaching | L) demands   |
| E) attached    | M) rude      |
| F) time        | N) normally  |
| G) casually    | O) trust     |
| H) comfortable |              |

## Section B

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

### Passage One

Questions 57 to 61 are based on the following passage.

When an *icon* (偶像) lasts for more than a century, there is a reason. But what is it about the teddy bear that makes it a lasting symbol in our society? Trends experts say that when an icon is rooted in reality, when people grow to love it, and when it represents something larger, it tends to last.

America's affair with the teddy bear began in the fall of 1902 when then-President Theodore Roosevelt went on a bear-hunting trip in the South. He had no luck till the fifth day when he spotted a bear and raised his rifle to shoot—then lowered it when he saw a baby bear in the line of fire, eating honey from its paws. Roosevelt is reputed to have said, "I don't shoot baby bears." Another story is Roosevelt's refusing to shoot a wounded bear.

*Washington Post* cartoonist Clifford Berryman depicted the bear incidents and began using bears in many political cartoons on many subjects. Soon toy and novelty makers started creating the bears in a wide variety of styles. Quickly the Roosevelt bear became the teddy bear—and everyone had one. A president's hunting trip became the *catalyst* (催化剂) for an industry that spans the Western world. Today, an estimated 2.5 million Americans collect teddy bears.