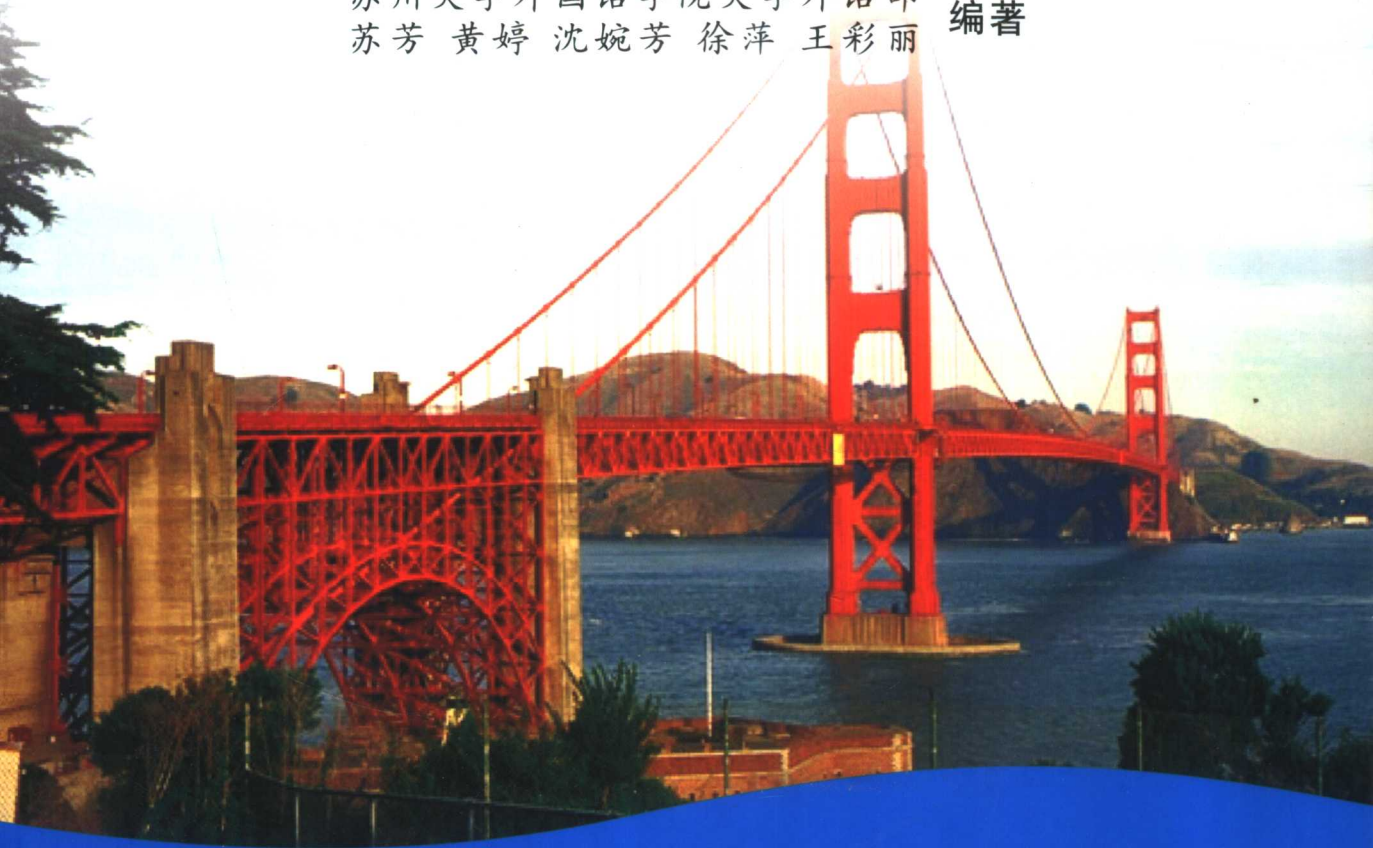


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COLLEGE ENGLISH BAND FOUR (NEW)

# 大学英语四级 综合能力训练

苏州大学外国语学院大学外语部 编著  
苏芳 黄婷 沈婉芳 徐萍 王彩丽



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# 前 言

教育部2005年4月颁布了《全国大学英语四、六级考试改革方案(试行)》,并于2005年9月公布了“CET-4 试点考试样卷”。新的大学英语四级考试和原来的相比变动较大,突出了应用能力与信息摄取能力的培养。为了更好地适应新形势下的大学英语教学,为考生参加大学英语四级考试提供方便,我们受苏州大学外国语学院大学外语部的委托,在原《大学英语四级强化训练》(苏州大学出版社,2004)的基础上,充分分析“CET-4 试点考试样卷”,认真对照“大学英语课程教学要求”,仔细研究历年大学英语四级考试试卷,精心编写了这本《大学英语四级综合能力训练》。

《大学英语四级综合能力训练》由20套模拟试题组成,每套包括六个部分:快速阅读、听力理解、阅读理解、改错/完形填空、翻译/简短回答以及写作。题型既有以往国家大学英语四级考试的各种题型,又配套了国家大学英语考试最新题型,增加的内容包括快速阅读、听力长对话、阅读理解中的篇章词汇理解(选词填空),以及短文改错等,旨在训练学生的各种基本技能,以符合不断变化的大学英语教学要求。

《大学英语四级综合能力训练》是苏州大学外国语学院大学外语部集体智慧的结晶。在编写过程中,我们得到了苏州大学外国语学院大学外语部主要领导的精心指导,孙倚娜副院长不但关注本书的编写进度,而且提出了明确的编写要求;顾卫星和朱全明两位主任对编写给予大力支持,他们具体负责本书的策划、联络和协调等工作,并审阅了最终书稿。本书编者还要特别感谢《大学英语四级强化训练》的编者,他们是:浦丽萍、王德春、杨文奇、李淑芹、张玲、丁红云、李弘、匡岚、张卓、钱正福、陈朝晖、周明亚、方伟琴、朱士英、王琪、易芳、高立雯、陈莉达、叶建敏、费佳、魏云、袁影、吕殿英、施雪忠、李翠英、朱彦等。他们的工作为本书奠定了扎实的基础。

《大学英语四级综合能力训练》又是编写人员分工合作的结果。黄婷老师主要负责听力部分的编写;沈婉芳老师主要负责快速阅读和其他阅读部分的编写;徐萍老师主要负责改错、翻译和完形填空部分的编写;王彩丽老师主要负责写作内容的编写;苏芳老师主要负责完形填空和简短回答的编写。

全书的统稿、整理和编排由苏芳老师和顾卫星老师合作完成。

本书的听力由美籍专家 Rusty Lee 先生和 Elizabeth Ogrady 女士录音,黄婷老师监制,吴俊伟老师编辑制作。

由于编写时间仓促,编者水平有限,书中错误难免,恳请读者斧正,以便我们不断改进和完善。

编 者

2006年2月

## CONTENTS

**Test One**

Part I	Reading Comprehension .....	(1)
Part II	Listening Comprehension .....	(4)
Part III	Reading Comprehension .....	(8)
Part IV	Error Correction .....	(11)
Part V	Translation .....	(12)
Part VI	Writing .....	(13)

**Test Two**

Part I	Reading Comprehension .....	(14)
Part II	Listening Comprehension .....	(17)
Part III	Reading Comprehension .....	(21)
Part IV	Cloze .....	(24)
Part V	Translation .....	(25)
Part VI	Writing .....	(26)

**Test Three**

Part I	Reading Comprehension .....	(27)
Part II	Listening Comprehension .....	(30)
Part III	Reading Comprehension .....	(34)
Part IV	Cloze .....	(37)
Part V	Translation .....	(39)
Part VI	Writing .....	(39)

**Test Four**

Part I	Reading Comprehension .....	(40)
Part II	Listening Comprehension .....	(43)
Part III	Reading Comprehension .....	(47)
Part IV	Error Correction .....	(50)
Part V	Short-Answer Questions .....	(51)
Part VI	Writing .....	(52)

**Test Five**

Part I	Reading Comprehension .....	(54)
Part II	Listening Comprehension .....	(57)
Part III	Reading Comprehension .....	(61)
Part IV	Error Correction .....	(65)

Part V	Translation .....	(66)
Part VI	Writing .....	(66)
<b>Test Six</b>		
Part I	Reading Comprehension .....	(67)
Part II	Listening Comprehension .....	(70)
Part III	Reading Comprehension .....	(74)
Part IV	Cloze .....	(77)
Part V	Translation .....	(78)
Part VI	Writing .....	(79)
<b>Test Seven</b>		
Part I	Reading Comprehension .....	(80)
Part II	Listening Comprehension .....	(83)
Part III	Reading Comprehension .....	(87)
Part IV	Cloze .....	(90)
Part V	Short-Answer Questions .....	(91)
Part VI	Writing .....	(92)
<b>Test Eight</b>		
Part I	Reading Comprehension .....	(93)
Part II	Listening Comprehension .....	(96)
Part III	Reading Comprehension .....	(100)
Part IV	Cloze .....	(103)
Part V	Translation .....	(104)
Part VI	Writing .....	(105)
<b>Test Nine</b>		
Part I	Reading Comprehension .....	(106)
Part II	Listening Comprehension .....	(109)
Part III	Reading Comprehension .....	(112)
Part IV	Error Correction .....	(116)
Part V	Short-Answer Questions .....	(117)
Part VI	Writing .....	(118)
<b>Test Ten</b>		
Part I	Reading Comprehension .....	(119)
Part II	Listening Comprehension .....	(122)
Part III	Reading Comprehension .....	(126)
Part IV	Cloze .....	(129)
Part V	Translation .....	(130)
Part VI	Writing .....	(130)

**Test Eleven**

Part I Reading Comprehension ..... (132)  
 Part II Listening Comprehension ..... (135)  
 Part III Reading Comprehension ..... (138)  
 Part IV Error Correction ..... (142)  
 Part V Translation ..... (143)  
 Part VI Writing ..... (143)

**Test Twelve**

Part I Reading Comprehension ..... (145)  
 Part II Listening Comprehension ..... (148)  
 Part III Reading Comprehension ..... (152)  
 Part IV Cloze ..... (155)  
 Part V Short-Answer Questions ..... (156)  
 Part VI Writing ..... (158)

**Test Thirteen**

Part I Reading Comprehension ..... (159)  
 Part II Listening Comprehension ..... (162)  
 Part III Reading Comprehension ..... (166)  
 Part IV Cloze ..... (169)  
 Part V Translation ..... (170)  
 Part VI Writing ..... (171)

**Test Fourteen**

Part I Reading Comprehension ..... (172)  
 Part II Listening Comprehension ..... (175)  
 Part III Reading Comprehension ..... (179)  
 Part IV Error Correction ..... (182)  
 Part V Translation ..... (183)  
 Part VI Writing ..... (184)

**Test Fifteen**

Part I Reading Comprehension ..... (185)  
 Part II Listening Comprehension ..... (188)  
 Part III Reading Comprehension ..... (191)  
 Part IV Cloze ..... (195)  
 Part V Translation ..... (196)  
 Part VI Writing ..... (196)

**Test Sixteen**

Part I Reading Comprehension ..... (197)  
 Part II Listening Comprehension ..... (200)

Part III	Reading Comprehension .....	(204)
Part IV	Cloze .....	(207)
Part V	Short-Answer Questions .....	(208)
Part VI	Writing .....	(209)

**Test Seventeen**

Part I	Reading Comprehension .....	(211)
Part II	Listening Comprehension .....	(214)
Part III	Reading Comprehension .....	(217)
Part IV	Error Correction .....	(221)
Part V	Translation .....	(222)
Part VI	Writing .....	(222)

**Test Eighteen**

Part I	Reading Comprehension .....	(223)
Part II	Listening Comprehension .....	(226)
Part III	Reading Comprehension .....	(230)
Part IV	Error Correction .....	(233)
Part V	Short-Answer Questions .....	(234)
Part VI	Writing .....	(236)

**Test Nineteen**

Part I	Reading Comprehension .....	(237)
Part II	Listening Comprehension .....	(240)
Part III	Reading Comprehension .....	(244)
Part IV	Cloze .....	(247)
Part V	Translation .....	(248)
Part VI	Writing .....	(249)

**Test Twenty**

Part I	Reading Comprehension .....	(250)
Part II	Listening Comprehension .....	(253)
Part III	Reading Comprehension .....	(257)
Part IV	Cloze .....	(260)
Part V	Short-Answer Questions .....	(262)
Part VI	Writing .....	(263)



Test One

## Part I 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. 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.*

### There Are No Vans

I remember one Thanksgiving when our family had no money and no food, and someone came knocking on our door. A man was standing there with a huge box of food, a giant turkey and even some pans to cook it in. I couldn't believe it. My dad demanded, "Who are you? Where are you from?"

The stranger announced, "I'm here because a friend of yours knows you're in need and that you wouldn't accept direct help, so I've brought this for you. Have a great Thanksgiving."

My father said, "No, no, we can't accept this." The stranger replied "You don't have a choice," closed the door and left.

Obviously that experience had a profound impact on my life. I promised myself that someday I would do well enough financially so that I could do the same thing for other people. By the time I was eighteen I had created my Thanksgiving ritual. I like to do things spontaneously, so I would go out shopping and buy enough food for one or two families. Then I would dress like a delivery boy, go to the poorest neighborhood and just knock on a door. I always included a note that explained my Thanksgiving experience as a kid. The note concluded, "All that I ask in return is that you take good enough care of yourself so that someday you can do the same thing for someone else." I have received more from this annual ritual than I have from any amount of money I've ever earned.

Several years ago I was in New York City with my new wife during Thanksgiving. She was sad because we were not with our family. Normally she would be home decorating the house for Christmas, but we were stuck here in a hotel room.

I said, "Honey, look, why don't we decorate some lives today instead of some old trees?"

When I told her what I always do on Thanksgiving, she got excited. I said, "Let's go someplace where we can really appreciate who we are, what we are capable of and what we can really give. Let's go to Harlem!" She and several of my business partners who were with us weren't really enthusiastic about the idea. I urged them: "C'mon, let's go to Harlem and feed some people in need. We won't be the people who are giving it because that would be insulting. We'll just be the delivery people. We'll go buy enough food for six or seven families for thirty days. We've got enough. Let's just go do it! That's what Thanksgiving really is: Giving good thanks, not eating turkey. C'mon. Let's go do it!"

Because I had to do a radio interview first, I asked my partners to get us started by getting a van. When I returned from the interview, they said, "We just can't do it. There are no vans in all of New York. The rent-a-car places are all out of vans. They're just not available."

I said, "Look, the bottom line is that if we want something, we can make it happen! All we have to do is take action. There are plenty of vans here in New York City. We just don't have one. Let's go get one." They insisted, "We've called everywhere. There aren't any."

I said, "Look down at the street. Look down there. Do you see all those vans?" They said, "Yeah, we see them."

"Let's go get one," I said. First I tried walking out in front of vans as they were driving down the street. I learned something about New York drivers that day: They don't stop; they speed up.

Then we tried waiting by the light. We'd go over and knock on the window and the driver would roll it down, looking at us kind of leery, and I'd say, "Hi. Since today is Thanksgiving, we'd like to know if you would be willing to drive us to Harlem so we can feed some people." Every time the driver would look away quickly, furiously roll up the window and pull away without saying anything.

Eventually we got better at asking. We'd knock on the window, they'd roll it down and we'd say, "Today is Thanksgiving. We'd like to help some underprivileged people, and we're curious if you'd be willing to drive us to an underprivileged area that we have in mind here in New York City." That seemed slightly more effective but still didn't work. Then we started offering people \$100 to drive us. That got us even closer, but when we told them to take us to Harlem, they said no and drove off.

We had talked to about two dozen people who all said no. My partners were ready to give up on the project, but I said, "It's the law of averages; Somebody is going to say yes." Sure enough, the perfect van drove up. It was perfect because it was extra big and would accommodate all of us. We went up, knocked on the window and we asked the driver, "Could you take us to a disadvantaged area? We'll pay you a hundred dollars."

The driver said, "You don't have to pay me. I'd be happy to take you. In fact, I'll take you to some of the most difficult spots in the whole city." Then he reached over on the seat and grabbed his hat. As he put it on, I noticed that it said, "Salvation Army." The man's name was Captain John Rondon and he was the head of the Salvation Army in the South Bronx.

We climbed into the van in absolute ecstasy. He said, "I'll take you to places you never even thought of going. But tell me something. Why do you people want to do this?" I told him my story and that I wanted to show gratitude for all that I had by giving something back.

Captain Rondon took us into parts of the South Bronx that make Harlem look like Beverly Hills. When we arrived, we went into a store where we bought a lot of food and some baskets. We packed enough for seven families for thirty days. Then we went out to start feeding people. We went to buildings where there were half a dozen people living in one room; "squatters" with no electricity and no heat in the dead of winter surrounded by rats, cockroaches and the smell of urine. It was both an astonishing realization that people lived this way and a truly fulfilling experience to make even a small difference.

You see, you can make anything happen if you commit to it and take action. Miracles like this happen every day—even in a city where "there are no vans."

1. The writer was born in a disadvantaged family.
2. The writer was determined to do well enough financially so that his family would not need other's help.
3. New York drivers were willing to offer help when they heard the writer's explanation.
4. Harlem was an underprivileged area in New York City.
5. The writer's business partners weren't really enthusiastic at the beginning.
6. People who got their help were very grateful.
7. The passage shows that "there is free lunch in the world" if people commit themselves to the needy and take action.
8. The writer created his unique way of celebrating Thanksgiving, hoping that others \_\_\_\_\_.
9. The author wanted to show gratitude for what he and his family got one Thanksgiving by \_\_\_\_\_.
10. When they arrived at the South Bronx, they bought a lot of food that were enough \_\_\_\_\_.

## Part II Listening Comprehension (35 minutes)

### Section A

**Directions:** In this section, you will hear 8 short 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.

11. A. Husband and wife.  
B. Mother and son.  
C. Employer and employee.  
D. Colleagues.
12. A. Play a tape recorder.  
B. Take a picture.  
C. Repair a typewriter.  
D. Start a car.
13. A. More than an hour and a half.  
B. Not more than half an hour.  
C. More than two hours.  
D. Less than an hour and a half.
14. A. She has to post a letter instead.  
B. She has to turn down the man's request.  
C. She's not sure if the computer is fixed.  
D. She can't send the message right now.
15. A. Tony could not continue the experiment.  
B. Tony finished the experiment last night.  
C. Tony thought the experiment was well done.  
D. Tony had expected the experiment to be easier.
16. A. The flight has been cancelled because of bad weather.  
B. The plane will arrive at 9:50.  
C. The plane will arrive after 9:50.  
D. The plane will be late because of a heavy storm.
17. A. She has finished only one step.  
B. She doesn't have any more time for redecorating.  
C. It's time for the work to be finished.  
D. The redecorating is being done gradually.
18. A. Take a different train.  
B. Go shopping at a new store.  
C. Find a new repair store.  
D. Buy a different car.

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

19. A. She wants to know if she can take a certain course.  
B. She wants to know what is necessary for the course.



- B. The singer may lose his belongings.
  - C. The singer may get hurt.
  - D. Their fans may ask him for gifts.
28. A. Spending a lot of money on clothes.                      B. Buying a luxurious car.  
C. Looking sympathetic.    D. Keeping smiling.

**Passage Two**

**Questions 29 to 31 are based on the passage you have just heard.**

29. A. They are the most attractive women in Britain.  
B. They are the most popular film stars.  
C. They are the first women news announcers on British television.  
D. They appear almost every night in TV plays.
30. A. At 10 in the evening.    B. At 9 in the evening.  
C. At 9 in the morning.    D. At 10 in the morning.
31. A. People still talk a lot about it.  
B. Fewer people watched Susan's program from then on.  
C. Anna's photographs appeared frequently in newspapers.  
D. The number of viewers of her program that day increased by millions.

**Passage Three**

**Questions 32 to 35 are based on the passage you have just heard.**

32. A. From Americans.    B. From Germans.  
C. From Central Asian people.    D. They invented it themselves.
33. A. In Central Asia.    B. In Germany.  
C. In America.    D. Both B and C.
34. A. It could be eaten with hands.    B. It was the same as sandwich.  
C. It was rolled in a steak.    D. Its meat was cooked.
35. A. The process of hamburger making.  
B. The popularity of the hamburger.  
C. The origin and development of the hamburger.  
D. The influence of the hamburger.

**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.*

The United States Department of Labor says jobs (36) \_\_\_\_\_ science and technology training will increase fifty-one percent through two thousand eight. It says this could lead to six million future jobs for those with skills in science. Now, two companies have announced plans to help American students prepare for this future.

The General Electric Company announced it will (37) \_\_\_\_\_ one hundred million dollars to increase the number of students who go to college. The move is an (38) \_\_\_\_\_ of its education program known as College Bound.

The College Bound program aims to increase the number of students going to college from more than twenty high schools around the country. The (39) \_\_\_\_\_ school district to receive this help is in the state of Kentucky. The Jefferson County Public Schools and up to four other districts will receive the money over the next five years.

The money will pay for (40) \_\_\_\_\_ new ways to teach math and science, (41) \_\_\_\_\_ development for teachers and a study of the project. Also, company officials will help carry out the project goals in the schools.

Jefferson County school officials (42) \_\_\_\_\_ General Electric for its program. Officials say the gift will help support the schools to prepare students for the (43) \_\_\_\_\_ technical jobs of the future.

Earlier in September, the I. B. M. company announced a program to increase the number of mathematics and science teachers in the United States. I. B. M. said (44) \_\_\_\_\_

Company officials say many workers who are experts in science and math have expressed the desire to teach after they retire from I. B. M. So the company developed the program called Transition to Teaching. (45) \_\_\_\_\_

About one hundred I. B. M. workers across the country will be the first to take part in the program. I. B. M. says (46) \_\_\_\_\_

## Part III 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. You may not use any of the words in the bank more than once.*

Questions 47 to 56 are based on the following passage.

American black bears appear in a variety of colors despite their name. Black bears are the smallest of all American bears, 47 in length from five to six feet, weighing from three hundred to five hundred pounds. Their eyes and ears are small and their eyesight and hearing are not as good as their 48 of smell. Like all bears, the black bear is timid, clumsy, and rarely dangerous, but if 49, most can climb trees and cover ground at great speeds. When angry or frightened, it is a formidable enemy.

Black bears 50 on leaves, herbs, fruit, insects, fish, and even larger animals. One of the most interesting 51 of bears, including the black bear, is their winter sleep. Unlike squirrels, woodchucks, and many other woodland animals, bears do not actually hibernate. During the winter months, their temperature remains almost normal, and it breathes 52 four or five times per minute.

Most black bears live alone, 53 during mating season. They prefer to live in caves, hollow logs, or dense bushes. A litter of one to four cubs is 54 in January or February after a gestation period(妊娠期) of six to nine months, and they remain with their mother until they are fully 55 or about one and a half years old. Black bears can live as long as thirty years in the wild, and even longer in game preserves(禁猎区) 56 aside for them.

- |                    |              |           |             |              |
|--------------------|--------------|-----------|-------------|--------------|
| A. characteristics | B. sense     | C. save   | D. attacked | E. feed      |
| F. manners         | G. grown     | H. except | I. ranging  | J. regularly |
| K. permanently     | L. including | M. set    | N. hunt     | O. born      |

**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.

**Passage One**

Questions 57 to 61 are based on the following passage.

Britain almost more than any other country in the world must seriously face the problem of building upwards, that is to say, of accommodating a considerable proportion of its population in high blocks of flats. It is said that the Englishman objects to this type of existence, but if the case is such, he does in fact differ from the inhabitants of most countries of the world today. In the past, our own blocks of flats have been associated with the lower income groups and they have lacked the obvious provisions, such as central heating, constant hot water supply, electrically operated lifts from top to bottom, and so on, as well as such details, important notwithstanding(然而), as easy facilities for disposal of dust and rubbish and storage places for baby carriages on the ground floor, playgrounds for children on the top of the buildings, and drying grounds for washing. It is likely that the dispute regarding flats versus(对抗) individual houses will continue to rage on for a long time as far as Britain is concerned. And it is unfortunate that there should be hot feeling on both sides whenever this subject is raised. Those who oppose the building of flats base their case primarily on the assumption(设想) that everyone prefers an individual home and garden and on the high cost per unit of accommodation. The latter ignores the higher cost of providing full services to scattered community and the cost in both money and time of the journeys to work for the suburban resident.

57. We can infer from the passage that \_\_\_\_\_.
- A. English people, like most people in other countries, dislike living in flats
  - B. people in most countries of the world today are not opposed to living in flats
  - C. people in Britain are forced to move into high blocks of flats
  - D. modern flats still fail to provide the necessary facilities for living
58. What is said about the blocks of flats built in the past in Britain?
- A. They were mostly inhabited by people who did not earn much.
  - B. They were usually not large enough to accommodate big families.
  - C. They were sold to people before necessary facilities were installed.
  - D. They provided playgrounds for children on the top of the buildings.
59. The word "rage" (Line 11) means \_\_\_\_\_.
- A. be ignored
  - B. develop with great force
  - C. encourage people greatly
  - D. be in fashion
60. Some people oppose the building of flats because \_\_\_\_\_.