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全国公共英语等级考试

模拟试题

冉小群 鲍琳虹 编写

根据教育部考试中心考试大纲编写

总主编 王秀珍



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## 序

由教育部考试中心设计、开发的全国公共英语等级考试体系(Public English Test System,简称 PETS)是面向全社会开放型考试体系。该体系不受年龄、职业和学历的限制,考生可视自身情况择级自由报考。该项考试已开始在北京、上海、天津、河北、山东、福建、江苏、安徽、浙江、湖北、河南、广东、辽宁、吉林、海南 15 个省市推广。它覆盖不同层次考生的需求,共分五级。各级考试均为目标参照性考试,根据不同需要设置了考查听、说、读、写各种能力的题型,以全面测试出考生在相应级别的英语交际能力。我们深信随着社会主义市场经济体制的建立与完善,PETS 是我国英语考试改革的产物;经过推广,它会不断得到社会的认可,逐渐取代我国现存的、互不关联的一些英语考试。据悉,该考试体系中一级略高于初中毕业生的英语水平;二级相当于普通高中优秀毕业生的水平;三级相当于在大专院校学习两年公共英语或自学了同等程度英语课程的水平;四级相当于在大学学习了三至四年或自学了同等程度英语课程的水平;五级相当于大学英语专业二年级结束时的水平。目前,有些省市认定二级考试的成绩可替代自学考试非英语专业专科的英语成绩;三级可替代自学考试非英语专业本科的英语成绩;五级可替代申请公费出国留学的 EPT 成绩。

为了使更多的考生顺利通过相应级别的考试,我们特聘请了从事中学、大学教学有经验的英语特级教师、讲师、副教授、教授共同合作编写了这套 PETS 1~5 级模拟题集。目的旨在让广大考生熟悉各级目标性测试试卷的结构、题型的分布以及题项的难易度,从自测的角度了解自己的英语水平,并通过不断实践提高实际运用英语语言的能力。

本套模拟题集由王秀珍教授担任总主编,高级英语教师余茂生(其业绩被收入中国人事部《中国专家大辞典》)、高级英语教师张宏敏、程维华副教授、冉小群副教授、汪火焰副教授分别担任第一级至第五级模拟题集的主编。另外还聘请了一批教学经验丰富、科研能力强且具有合作精神的中青年教师参与编写。因此,这套题集是一项共同合作而成的研究成果。它具有针对性强的特点,我们相信它会受到广大读者的欢迎和关注。此套模拟题集还配有音质纯正、语速适中的磁带。

在编写这套模拟题集之前,武汉大学出版社王春阁副编审进行了认真的市场行情的调查,积极筹备编写事宜,并协同其他编辑为此套书的出版作了大量的工作,在此表示衷心的感谢!

由于时间紧,在编写过程中难免出现疏漏之处,恳请各位专家同仁、广大读者指正。

王秀珍

2001年1月于珞珈山

## 前 言

《全国公共英语等级考试模拟试题(第四级)》(笔试部分)是根据 1999 年教育部考试中心确定的考试大纲编写的。此书具有以下特点:(1)所选材料及模拟题符合考试大纲的要求。单词严格控制在考试大纲范围之内,模拟题的难度及长度尽可能与考试样题贴近。(2)选材新颖,材料主要选、摘、编自近年来国内外的各种报刊杂志、光盘,有关图书、教材和考试材料等。(3)题材多样,内容丰富。包括文化教育、社会生活、历史传记、风土人情、科普常识、时事热点等。选用的材料力求不与国内已出版的同类书籍重复。(4)语言规范,实用性强,符合公共英语的特点。

冉小群负责全书的定稿统稿工作,并编写了全书的听力部分,英语知识运用部分以及 Test 1,2,3 的阅读理解部分的 A 节。鲍琳虹负责编写全书的写作部分,阅读理解部分的 B 节和 Test 4~10 的 A 节。本书听力部分的录音由美籍教师 Ms. Krista Ferguson 和 Mr. Patrick Lewis 朗读。

由于编者水平有限,不妥之处在所难免,欢迎广大读者批评指正。

编 者

2001 年 1 月

# 目 录

序 .....	1
前 言 .....	1
一 模拟试题 .....	1
Test 1 .....	1
Test 2 .....	22
Test 3 .....	43
Test 4 .....	65
Test 5 .....	85
Test 6 .....	106
Test 7 .....	127
Test 8 .....	148
Test 9 .....	169
Test 10 .....	190
二 听力部分录音稿 .....	211
三 答案及写作范文 .....	301

# 一、模 拟 试 题

## TEST 1

### Section I Listening Comprehension

(30 minutes)

#### Directions:

*This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.*

*Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.*

*If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.*

*Now look at Part A in your test booklet.*

#### Part A

*You will hear a talk about saving and investment. Listen and*



complete the sentences in questions 1 — 5 with the information you've heard. Write not more than 3 words in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below.

Two of the most vital functions performed in any economy are		1
The concept of saving is said to be at least as old as		2
The two ways individuals use income are		3
If too much is spent, the economy's capacity to produce will		4
There is reason for companies to invest only when people		5

## Part B

You will hear an argument between two students on exams. Answer questions 6 — 10 while you listen. Use not more than 5 words for each answer. You will hear the recording twice. You now have 25 seconds to read the questions.

What does the man think of exams?		6
When does everyone study most diligently?		7
What does the woman think of exams?		8
What does the man suggest teachers doing for students' employment?		9
What does the woman mean by saying "face the music"?		10

### Part C

*You will hear three dialogues or monologues . Before listening to each one , you will have time to read the questions related to it . While listening , answer each question by choosing A , B , C or D . After listening , you will have time to check your answer . You will hear each piece **once only** .*

*Questions 11 — 13 are based on the following conversation between a police inspector and a lady who has been robbed . You now have 15 seconds to read questions 11 — 13 .*

11. Why did the woman open the door when someone knocked on it?
  - [A] Because she knew the two men.
  - [B] Because she thought it was her husband.
  - [C] Because she was waiting for them.

[D] Because she was afraid of them.

12. Which of the following is not among the things taken by the robbers?

[A] A camera.

[B] A wallet with \$ 200 in it.

[C] A watch.

[D] Some jewelry.

13. Why didn't the woman report soon after the robbers ran off?

[A] Because she fainted.

[B] Because she was too scared.

[C] Because her husband didn't allow her to.

[D] Because she was bound and gagged.

*You now have 30 seconds to check your answers to Questions 11 — 13.*

*Questions 14 — 16 are based on the following dialogue about how to use a cassette recorder. You now have 15 seconds to read questions 14 — 16.*

14. What must you make sure when you load the cassette?

[A] That you open the recorder.

[B] That you get the power supply.

[C] That you get the right side of the tape facing you.

[D] That you switch the recorder on.

15. What may the red thing do besides recording?
- [A] Wipe off the sound on the tape.
  - [B] Play the recorder.
  - [C] Set the recorder work.
  - [D] Stop the recorder.
16. What button do you press if you want to listen again what has been played?
- [A] Pause button.
  - [B] Record button.
  - [C] Forward button.
  - [D] Rewind button.

*You now have 30 seconds to check your answers to Questions 14 — 16.*

*Questions 17 — 20 are based on a monologue about EU institutions. You now have 20 seconds to read questions 17 — 20.*

17. Whose interests does the Council of Ministers represent?
- [A] The community interests.
  - [B] The interests of the foreign ministers from the member nations.
  - [C] The interests of the Council members.
  - [D] The national interests of the members.
18. How many members did European Parliament have in 1995?
- [A] 189.

[B] 626.

[C] 99.

[D] 17.

19. Which of the following is NOT mentioned as one of the political groups?

[A] Communists.

[B] Socialists.

[C] The Liberal Democratic.

[D] Reform Group.

20. What's the responsibility of the Court of Auditors?

[A] Reviews the legality of acts of the Commission and Council.

[B] Oversees long-term investment.

[C] Monitors the revenues and expenditures of the EU.

[D] Advises the Commission and the Council on general economic policy.

*You now have 40 seconds to check your answers to Questions 17 — 20.*

*You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.*

*That is the end of Listening Comprehension.*

## Section II Use of English

(15 minutes)

*Read the following text. Choose the best word for each numbered blank and mark A, B, C or D on ANSWER SHEET 1.*

The Earth, man's home, is a planet. It moves around the sun 21 a regular orbit, as do the eight 22 planets in the solar system. 23 of the solar planets has special characteristics, some of 24 are well known to both scientists and the public in 25. Saturn, for example, is surrounded by a set of rings, and Jupiter is famous 26 the largest planet in the solar system. The Earth also has 27 characteristics, and these are important to man. It is the 28 planet known to have the right temperature and the right atmosphere to support the kind of life man knows.

The Earth's special characteristics make 29 the kinds of environments and natural resources 30 which plants and man and other 31 can survive. This fact is so important to man that he has developed a special science 32 ecology, which deals with the dependence of all living things 33 one another and upon their environments. Ecologists try to find out how the Earth's environments can be 34 so that living things will continue to 35 on the planet.

Some scientists believe that millions of planets in the Milky Way, the galaxy that 36 the Earth, may be able to support life. But no one can predict the forms that such life might 37. An indication of just how difficult such a 38 might be is illustrated by the vast 39 of life forms on the Earth. Many millions of

kinds of plants and animals have developed on the Earth. They range 40 size from microscopic plants and animals to giant trees and mammoth whales. Distinct types of plants or animals may be common in many parts of the world or may be limited to a small area.

- |                  |              |              |               |
|------------------|--------------|--------------|---------------|
| 21. [A]on        | [B]at        | [C]in        | [D]above      |
| 22. [A]other     | [B]more      | [C]different | [D]same       |
| 23. [A]Every     | [B]All       | [C]Some      | [D]Each       |
| 24. [A]them      | [B]which     | [C]those     | [D]planets    |
| 25. [A]general   | [B]all       | [C]world     | [D]society    |
| 26. [A]for       | [B]with      | [C]on        | [D]as         |
| 27. [A]other     | [B]different | [C]special   | [D]same       |
| 28. [A]other     | [B]only      | [C]best      | [D]biggest    |
| 29. [A]possible  | [B]easy      | [C]reliable  | [D]convenient |
| 30. [A]from      | [B]with      | [C]on        | [D]in         |
| 31. [A]people    | [B]animals   | [C]women     | [D]things     |
| 32. [A]named     | [B]known     | [C]studying  | [D]called     |
| 33. [A]up        | [B]from      | [C]upon      | [D]of         |
| 34. [A]preserved | [B]studied   | [C]depend    | [D]changed    |
| 35. [A]work      | [B]survive   | [C]inhabit   | [D]reside     |
| 36. [A]concludes | [B]includes  | [C]contains  | [D]surrounds  |
| 37. [A]play      | [B]look      | [C]use       | [D]take       |
| 38. [A]form      | [B]life      | [C]planet    | [D]prediction |
| 39. [A]variety   | [B]sort      | [C]kind      | [D]type       |
| 40. [A]for       | [B]in        | [C]at        | [D]about      |

### **Section III Reading Comprehension**

(60 minutes)

#### **Part A**

*Read the following texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1.*

#### **Text 1**

It's hard to beat a hamburger. It's easy to make, easy to eat, and the perfect food to complement with add-ons, from simple ketchup, through lettuce, tomato, and onion, and right on up to pineapple and avocado(鳄梨). The sky's the limit when it comes to the ingredients you can pile on your hamburger.

The hamburger's introduction to the North American palate is the subject of controversy. Although the hamburger steak appeared on New York's Delmonico's Restaurant menu as early as 1834, it wasn't until the beef was sandwiched between bread slices that the hamburger was born. Some advocate that German immigrants from Hamburg first served up the delicacy at the St. Louis World's Fair in 1904. However, it is also claimed that Bill Dolman, a lunch-wagon operator in Fairmount, Indiana, cooked the first ground beef patties in 1885, originally with ham in them, for his sick wife. On the East Coast, Louis Lassen was said to have conceived the idea in 1900 when he ground up leftover steak scraps, grilled them, and served them between slices of toast to his family.

Regardless of who invented it, the hamburger became a phenomenon, with each purveyor serving it his own way. At Cornell



University, in Ithaca, New York, John Love dished out “desdemonas” from his horse-drawn wagon around World War I. This was ground beef, mixed with an egg, and fried.

Once the exclusive offering of itinerant vendors(巡回商贩), hamburgers soon became the staple of new chain-food operations. The early fast-food business, dominated by White Castle and their competitor, White Tower, were built on the hamburger. Their little, gleaming white buildings were distinctive and eye-catching, and they lent a new air of respectability to the burger, which previously had only been sold in sometimes seedy hamburger “joints”.

The proliferation(增多) of hamburger restaurants, diners, soda fountains, and lunch counters all contribute to the growing popularity of hamburgers. Not only was the working class grabbing a quick bite, but America was on the move, and travelers were stopping along the roadside for meals.

For decades, the burger chains were regional, some consisting of just a few units, and others made up of hundreds. Their appeal was the familiarity of the building and the menu. The Burger Bars of Los Angeles were recognizable by the neon “Yum Yum” glowing over the door, and the hamburger would be the same, whether bought in Reseda or Canoga Park.

By the 1960s, the fast-food industry had truly arrived. When McDonald’s first advertised nationally in *Life* magazine on October 5, 1962, they were well on their way to transforming and standardizing the hamburger business.

41. What do we learn about the hamburger?

[A] It’s easy to make and to eat.

[B] It can be piled on with as many ingredients as one