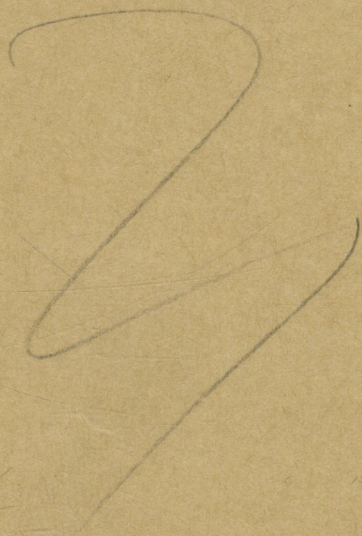


大学英语四级考试710分新题型
王长喜英语新测试卷



大学英语四级考试 710 分新题型

王长喜英语预测试卷

Wang Changxi's Model Test of Forecast for 2007 CET-4

(标准版)

1

测试时间： 月 日 时至 时

做题提示

1. 本套试卷严格按照最新修订的大学英语教学大纲对四级考试的要求，结合作者多年的命题经验编撰而成，具有高度的针对性和权威性。
2. 建议考生朋友们每间隔半月自我测试一次，临考前温习所有试题。
3. 自测的时间最好安排在上午，要不间断地进行 125 分钟。自主做题，不要参考答案。练习时要将心态调整到临考状态，即放松而又适度紧张。要尽量使用解题技巧和临场应试技巧。
4. 测试结束后，要认真对照答案与解析，总结自己知识、能力和技巧方面的进步与不足，然后进行有针对性的复习，争取在下次自测前消灭所有问题。还要总结自测时在时间安排和心理因素方面的问题，努力在下次矫正。
5. 熟能生巧。相信经过本套试卷的演练，考生朋友们一定会取得长足的进步，信心百倍地应对考试。

测试题型	写 作	听力理解	阅读理解	完 形	翻 译	合 计
分值比例 (%)	15%	35%	35%	10%	5%	100%
自测得分						

Model Test One

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic *On a Harmonious Dormitory Life*. You should write at least 120 words following the outline given below in Chinese:

1. 宿舍生活有时会出现不和谐的情况
2. 一个和谐宿舍生活的必要性
3. 如何创造和谐的宿舍生活

On a Harmonious Dormitory Life

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.

Natural-gas Vehicles

Kermit the Frog once said, "It's not that easy bein' green." Although he wasn't referring to cars, his observation seems particularly appropriate for the auto industry today: Designing, developing and marketing "green" cars has not been an easy task, which is why gasoline-powered vehicles still rule the road and fossil fuels still account for almost 75 percent of the world's energy consumption. As gasoline prices soar and concern over harmful emission mounts, however, cars that run on alternate fuel sources will become increasingly important. A natural-gas vehicle, or NGV, is the perfect example of such a car — it's fuel-efficient, environmentally friendly and offers a relatively low cost of ownership.

Natural Gas Basics

The word "gas" is a confusing term because it is used to describe many different substances that are similar but not exactly the same. For example, the "gas" you put in your car is gasoline, one component of crude oil, or petroleum. Petroleum is a dark, sticky liquid mixture of compounds formed underground by the decay of ancient marine animals.

Natural gas also comes from the decay of ancient organisms, but it naturally takes a gaseous form instead of a liquid form. Natural gas commonly occurs in association with crude oil. It is derived from both land plants and aquatic organic matter and forms above or below oil deposits. It is often dissolved in crude oil at the high pressures existing in a reservoir. There are also reservoirs of natural gas, known as non-associated gas, that contain only gas and no oil.

Natural gas consists primarily of methane and other hydrocarbon gases. Hydrocarbons are organic compounds composed only of the elements carbon and hydrogen. The hydrocarbons in natural gas are called saturated hydrocarbons because they contain hydrogen and carbon bound together by single bonds.

Like gasoline, natural gas is combustible, which means it can be used in a combustion engine like gasoline. But cars that could burn natural gas didn't appear on the scene until the 1930s.

From Field to Ford

We extract natural gas trapped in underground reservoirs by drilling wells into the earth. A modern well, equipped with diamond-studded drill bits, can drill to depths approaching 25,000 feet.

Throughout the 19th century, the use of natural gas remained localized because there was no way to transport large quantities of gas over long distances. In 1890, the invention of a leak-proof pipeline coupling made it possible to transport gas miles from the source. Improvements in pipeline technology continued over the next two decades until long-distance gas transmission became practical. From 1927 to 1931, laborers constructed more than 10 major natural gas transmission systems in the United States, making natural gas a viable energy source for many applications. The oil shortages of the late 1960s and early 1970s brought renewed interest in natural gas as a fuel source, especially for automobiles.

Today, owners of natural-gas vehicles can fill up their cars at one of 1,300 fueling stations located in the United States. Honda also offers a personal natural gas pump to people who purchase its natural-gas-powered Civic. The pump uses a home's existing natural gas lines and can be installed for \$ 500 to \$ 1500.

Natural-gas Vehicle Design

Natural-gas vehicles use the same basic principles as gasoline-powered vehicles. In other words, the fuel (natural gas in this case) is mixed with air in the cylinder of a four-stroke engine and then ignited by a spark plug to move a piston up and down. Although there are some differences between natural gas and gasoline in terms of flammability and ignition temperatures, NGVs themselves operate on the same fundamental concepts as gasoline-powered vehicles.

Still, some modifications are required to make an NGV work efficiently. These changes are primarily in the fuel storage tank, the engine and the chassis.

Advantages

The biggest advantage of NGVs is that they reduce environmentally harmful emissions. Natural-gas vehicles can achieve up to a 93 percent reduction in carbon monoxide emissions, 33 percent reduction in emissions of various oxides of nitrogen and a 50 percent reduction in reactive hydrocarbons when compared to gasoline vehicles. NGVs also rate higher in particulate matter 10 (PM10) emissions. PM10 particles transport and deposit toxic materials through the air. NGVs that operate in diesel applications can reduce PM10 emissions by a factor of 10.

Natural-gas vehicles also offer these benefits:

NGVs are safer. The fuel storage tanks on an NGV are thicker and stronger than gasoline or diesel tanks. There has not been an NGV fuel-tank rupture in more than two years in the United States.

Natural gas costs are lower than gasoline. On average, natural gas costs one-third less than gasoline at the pump.

Natural gas is convenient and abundant. A well-established pipeline infrastructure exists in the United States to deliver natural gas to almost every urban area and most suburban areas.

There are more than 1,300 NGV fueling stations in the United States, and more are being added every day.

Natural gas prices have exhibited significant stability compared to oil prices. Historically, natural gas prices have exhibited significant price stability compared to the prices of petroleum-based fuels. This stability makes it easier to plan accurately for long-term costs.

NGVs have lower maintenance costs. Because natural gas burns so cleanly, it results in less wear and tear on the engine and extends the time between tune-ups and oil changes.

Disadvantages

One of the biggest complaints about NGVs is that they aren't as roomy as gasoline cars. This is because NGVs have to give up precious cargo and trunk space to accommodate the fuel storage cylinders. Not only that, these cylinders can be expensive to design and build — a contributing factor to the higher overall costs of a natural-gas vehicle compared to a gasoline-powered car.

Another drawback is the limited driving range of NGVs, which is typically about half that of a gasoline-powered vehicle. For example, Honda's natural gas Civic, the Civic GX, can go up to 220 miles without refueling. A typical gasoline-powered Civic can go approximately 350 miles without refueling. If a dedicated NGV ran out of fuel on the road, it would have to be towed to the owner's home or to a local natural gas refueling station, which might be harder to find than a "regular" gas station.

Finally, it should be noted that natural gas, like gasoline, is a fossil fuel and cannot be considered a renewable resource. While natural gas reserves in the United States are still considerable, they are not inexhaustible. Some predict that there are enough natural gas reserves remaining to last another 67.1 years, assuming that the 2003 level of production continues.

1. This passage explains the basic idea of NGVs and examines the benefits of this technology.
2. Natural gas is mainly made up of methane and other hydrocarbon gases.
3. The basic principles applied to natural-gas vehicles are quite different from those applied to gasoline-powered vehicles.
4. The biggest advantage provided by NGVs is that they help reduce car accidents to a great degree.
5. The average cost of natural gas is one third less than that of gasoline at the pump.
6. NGVs aren't as roomy as gasoline cars because they have to give up cargo and trunk space to accommodate the fuel storage cylinders.
7. Unlike gasoline, natural gas can be regarded as a renewable resource.

- | | | | |
|-----------------|-----------------|-----------------|-----------------|
| 1. [Y] [N] [NG] | 2. [Y] [N] [NG] | 3. [Y] [N] [NG] | 4. [Y] [N] [NG] |
| 5. [Y] [N] [NG] | 6. [Y] [N] [NG] | 7. [Y] [N] [NG] | |

8. Not until the _____ were the cars that could burn natural gas invented.
9. Natural gas trapped in underground reservoirs is extracted by _____.
10. People renewed their interest in natural gas as a fuel as a result of _____ of the late 1960s and early 1970s.

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 centre.

11. [A] At a concert. [B] In a museum.
[C] In a movie theater. [D] At a dinner party.
12. [A] It has just begun snowing. [B] She doesn't like snowy days.
[C] It has been snowing for some time. [D] She doesn't think it's going to snow.
13. [A] They are changing their news program. [B] They are swimming in the channel.
[C] They are listening to the radio. [D] They are watching TV.
14. [A] To remember grammatical rules. [B] To enlarge vocabulary.
[C] To learn pronunciation. [D] To do oral practice.
15. [A] They've met before. [B] He does not remember the woman.
[C] The woman should agree with him. [D] They have never met before.
16. [A] She thinks they don't have to go to the concert.
[B] She proposes to go to the concert by underground.
[C] She thinks a car wouldn't be any faster.
[D] She believes that the man's brother should let them use the car.
17. [A] He lent her his extra pen. [B] He offered her a pencil.
[C] He was afraid of losing his pen. [D] He said he didn't have any extra ink.
18. [A] It is wonderful. [B] It is not well-made.
[C] It is out of fashion. [D] It is unfit.

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

19. [A] The strength of ocean currents.
[B] The movement of sediment deep in the ocean.
[C] A new way of measuring the depth of the ocean.
[D] The best methods for studying deep ocean processes.
20. [A] What a turbidity current is.
[B] The causes of underwater earthquakes.
[C] How winds can affect some ocean currents.
[D] Why the book talks about turbidity currents.
21. [A] By crushing large amounts of stone.
[B] By causing mud or sand to mix with ocean water.
[C] By creating large waves on the surface of the ocean.
[D] By greatly increasing the ocean's depth in some areas.
22. [A] To explain the effects of turbidity currents.
[B] To explain how winds cause turbidity currents.
[C] To remind the student about the next assignment.
[D] To remind the student where ocean sediments originate.

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

23. [A] To invite him to a cookout. [B] To ask if she can borrow his car.
[C] To tell him about a trip she took. [D] To convince him to go on a canoe trip.
24. [A] Food. [B] A sleeping bag. [C] A canoe. [D] A tent.
25. [A] Because she will tell him what time they are leaving.
[B] Because she will ask him whether his car is available.
[C] Because she will find out what kind of food he is bringing.
[D] Because she will find out whether he wants to go canoeing.

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 centre.

Passage One

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

26. [A] He went to a famous school.
[B] He was taught by his mother.
[C] He was taught by his father.
[D] His parents employed a good teacher to teach him.
27. [A] In 1848. [B] In 1858. [C] In 1868. [D] In 1878.
28. [A] Because the old one could not transfer signals clearly.
[B] Because the old one could not send messages quickly enough.
[C] Because the old one could not send more than one message at the same time.
[D] Because the old one could only send two messages along the same line simultaneously.

Passage Two

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

29. [A] They live in bigger houses. [B] They live in villages or in towns.
[C] Each family lives on its own fields. [D] They use modern machines in farming.
30. [A] American farmers travel to church on Saturdays.
[B] The life of American farmers has changed with modern things.
[C] The schools are all far away so children always go to school by bus.
[D] American farmers still follow the old ways in spite of the changes in modern life.
31. [A] The life of farmers in America in general.
[B] The effect of modern ideas on the life on farms.
[C] The education received by children of American farmers.
[D] The difference between farmers' life in the USA and that in other countries.

Passage Three

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

32. [A] Your eyesight. [B] Your driving ability.
[C] The mechanical condition of your car. [D] Your knowledge of traffic regulations.
33. [A] To practise driving with an experienced driver.
[B] To drive under normal highway condition.
[C] To have the car checked by the license officer.
[D] To use it as an identification card.
34. [A] The license office provides the test vehicle.
[B] The examiner shows how to start, stop or park.
[C] The examiner watches you driving in your car.
[D] The test is carried out where there is little traffic.
35. [A] Drivers-to-be. [B] Traffic regulation makers.

[C] License examiners.

[D] Policemen.

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.

There were twenty-three British universities in 1960. After a period of (36) _____ in the 1960s, there are now forty-eight, (37) _____ the Open University and the Independent University of Buckingham. There are thirty-five in England, eight in Scotland, two in Northern Ireland, and one in Wales. They can be (38) _____ into three types. The (39) _____ universities of Oxford and Cambridge were set up in the twelfth century, but until the nineteenth century they were the only English universities and (40) _____ no places for women. However, another four universities were (41) _____ in Scotland in the fifteenth and sixteenth century. The second group of universities were (42) _____ created between 1850 and 1930. The third group (43) _____ of new universities founded after the Second World War, and later in the 1960s. Many of them were set in the countryside. (44) _____. A very small number of students leave university without finishing their courses. (45) _____. Most students tend to live on campus, while others may rent houses outside the university. (46) _____. But financial costs are now changing these choices.

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 centre. You may not use any of the words in the bank more than once.

Questions 47 to 56 are based on the following passage.

Language barriers present a variety of challenges for children of any age. In Houston alone, bilingual education programs have helped many grade-school students 47 the trials that accompany not being able to speak English.

In the past, such vital curriculum was not always readily 48 for children who needed it. One person who experienced the 49 of school life without a bilingual program was UH education professor Yolanda Padrón.

As a child, Padrón and her family moved from Cuba to the United States. Settling in Landover, Mass., she was placed into elementary school, but had no working 50 of English. With that, she found herself at a 51 disadvantage.

"When I came here, I was in the fifth grade, but because I didn't speak English, they put me back a year," she said. "We lived there for about six months before we moved to Houston. When I came here, I still didn't speak English, so I was placed back another grade. At the time, that was the 52 on how to deal with children who didn't speak the language."

Despite the awkwardness of being placed back two grade levels, Padrón 53 some much-needed attention from concerned teachers. After being 54, it was learned that she was on par with other students of her 55 age despite not knowing English. By the eighth grade, Padrón was 56 able to join students in her peer group.

[A] little

[B] major

[C] impossible

[D] tested

[E] finally

[F] response

[G] own

[H] happiness

[I] lost

[J] received

[K] difficulties

[L] knowledge

[M] available

[N] basically

[O] overcome

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 centre.

Passage One

Questions 57 to 61 are based on the following passage.

A father's relationship to his child's current and future academic success and the level of his or her development in academic potential and scholastic achievement are both factors with some rather interesting implications that educators are beginning to study and appraise. As a matter of fact, "life with father" has been discovered to be a very important factor in determining a child's progress or lack of progress in school.

A recent survey of over 16,000 children made by the National Child Development Study in London revealed that children whose father came to school conferences and accompanied their children on outing did measurably better in school than those children whose fathers were not involved in those activities. The study, which monitored children born during a week in March, 1992, from the time of their birth through the years of their early schooling, further revealed that the children of actively-involved fathers scored much higher in reading and math than those children whose only-involved parent was the mother. The purpose of the study was to evaluate the role played by fathers in the raising of a child. It indicated a much higher level of parental involvement by the father than had been anticipated. Over 66% of the fathers were said to have played a major role in parental responsibility.

The study also suggested that the greatest level of paternal parenting took place in the families of only child. As the number of children and financial obligations increases, the father's apparent interest and involvement with the children decreased. However, no matter what the size or financial condition of the family, a father's active participation in the child's development made a definite difference in the child's progress.

The study further revealed that while the frequency of overnight absences reflected a corresponding *deficiency* (缺陷) of the child's level in math and reading, a father's employment on night shifts appeared to have little effect on the child's academic progress. The data from the study was obtained primarily through interviews from parents, teachers and physicians. The information evaluating the level of the fathers' parenting performance was *elicited* (探出) primarily from the admittedly subjective observations of their wives.

57. The main discovery made in the study was that _____.

- [A] children in large families tend to do poorly in school
[B] a father's influence played a significant factor in the level of the child's academic progress
[C] mothers were subjective in evaluating the roles played by fathers
[D] there is a correlation between socioeconomic status and scholastic achievement
58. The data accumulated was obtained through _____.
[A] observation by social psychologists
[B] conversations with mothers of the children
[C] interviews, school records and physicians' reports
[D] observations of fathers with their children
59. All of the children studied _____.
[A] attended the same school
[B] were in the same socioeconomic class
[C] were at the same age
[D] knew each other
60. According to the passage, children who tended to generally progress academically were _____.
[A] those whose mothers gave them the most affection
[B] those whose fathers worked the night shift
[C] those who had no brothers or sisters
[D] from one-parent families
61. Evidence indicated that a high percentage of fathers were involved in the parenting process which amounted to _____.
[A] about two-thirds of the fathers involved in the study
[B] slightly less than half of the fathers studied
[C] more than three-quarters of all the fathers
[D] a little less than one hundred percent of all fathers

Passage Two

Questions 62 to 66 are based on the following passage.

Training as mental-health professionals is supposed to be "color blind". That sounds fine but in practice it means that people from black and ethnic groups get an unfair treatment because their particular problems are seldom acknowledged.

So a project was piloted involving Bangladeshi women in inner city London, most of whom migrated to the UK in the 1960s and 1970s from a rural background. Many of these women turned to their doctors with common symptoms of anxiety, such as headaches, sleeping difficulties, loss of appetite and lack of energy. They were usually prescribed *tranquillizers* (镇定剂) or even Vitamin C. Since the underlying causes remained, the women visited their doctors with increasing frequency and some were referred on to mental-health professionals.

The psychologists wanted to see how normal Western approaches to anxiety problems might work when applied across cultures. However, they found that many things in the standard approach had to be changed. They had to translate many of the usual examples — they would normally compare learning to relax with learning to drive, for instance, which would not have been culturally appropriate. At first they asked the women to rate, on a scale one to ten, the effect of relaxation on their level of anxiety. They found numbers an odd way of expressing how they were feeling. So psychologists shifted their focus to words and talked of five stages from "very good" to "very bad".

As it was a pilot project, there were shortcomings. Psychologists looked for too little back-up and did not collect as much objective data as they might have done with a white group. They fell into the white stereotype of assuming that Bangladeshi women would find the use of various checklists and written records foreign. Perhaps racism has conditioned the professionals to a greater extent than they expected. Psychologists found that using a Western model across cultures has potential. But it needs political, financial and personal commitment.

62. What does the phrase "color blind" in Paragraph 1 mean?

- [A] Not liking people from ethnic groups.
- [B] Giving specialized treatment to ethnic groups.
- [C] Unable to distinguish certain colors.
- [D] Not treating ethnic groups differently.

63. The Bangladeshi women continued to visit their doctors because _____.

- [A] they were lonely and isolated
- [B] the reasons for their problems were still there
- [C] they were being prescribed certain drugs
- [D] they were referred to mental-health professionals

64. The standard approach to treating anxiety had to be changed in that _____.

- [A] the cultural background of the women was very different from the standard one
- [B] the Bangladeshis were exposed to racist harassment and language difficulties
- [C] the Bangladeshi women asked them to change it
- [D] the women could not relax

65. What has led to the failure of the mental-health professionals' collecting sufficient data?

- [A] They fall into stereotypes resulted from the influence of racism.
- [B] They have language problems while communicating with the women.
- [C] They want to protect the women from racism.
- [D] Bangladeshi women do not want to tell the psychologists their feelings.

66. Which of the following statements can best summarize the main idea of the passage?

- [A] Bangladeshi women living in Britain suffer from different levels of anxiety.
- [B] Western models prove to be unsuccessful in treating psychological problems of ethnic groups.
- [C] Mental problems of ethnic groups have not got due recognition.
- [D] People relate better to people of similar backgrounds.

Part V

Cloze

(15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked [A], [B], [C] and [D] on the right side of the paper. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

The term "quality of life" is difficult to define. It 67 a very wide scope such as living environment, health, employment, food, family life, friends, education, material possessions, leisure and 68, and so on. 69 speaking, the quality of life, especially as seen by the individual, is meaningful in 70 of the

- | | |
|-------------------|-----------------|
| 67. [A] composes | [B] consists |
| [C] covers | [D] constitutes |
| 68. [A] excursion | [B] reservation |
| [C] recognition | [D] recreation |
| 69. [A] Basically | [B] Generally |
| [C] Primarily | [D] Frankly |
| 70. [A] terms | [B] place |
| [C] means | [D] way |

degree to which these various areas of life are 71 or provide satisfaction to the individual. As activity carried 72 as one thinks fit during one's spare time, leisure has the following 73: relaxation, recreation and entertainment, and personal development. The importance of these 74 according to the nature of one's job and one's lifestyle. Thus, people who need to 75 much energy in their work will find relaxation most 76 in leisure. Those with a better education and in professional occupations may 77 more to seek recreation and personal development (e.g. 78 of skills and hobbies) in leisure. The specific use of leisure varies from individual to individual. 79 the same leisure activity may be used differently by different individuals. Thus, the following are possible uses of television watching, a (n) 80 leisure activity, a change of experience to provide 81 from the stress and 82 of work; to learn more about what is happening in one's environment; to provide an opportunity for understanding oneself by 83 other people's life experiences as *portrayed* (描绘) in the programs. 84 leisure is basically self-determined, one is able to take 85 one's interests and preferences and get 86 in an activity in ways that will bring enjoyment and satisfaction.

- | | |
|---------------------|--------------------|
| 71. [A] adaptable | [B] approachable |
| [C] available | [D] agreeable |
| 72. [A] out | [B] through |
| [C] away | [D] off |
| 73. [A] definitions | [B] identification |
| [C] functions | [D] operations |
| 74. [A] alters | [B] varies |
| [C] shifts | [D] changes |
| 75. [A] provide | [B] hire |
| [C] consume | [D] exert |
| 76. [A] preferable | [B] desirable |
| [C] feasible | [D] rational |
| 77. [A] tend | [B] prefer |
| [C] select | [D] oblige |
| 78. [A] training | [B] promotion |
| [C] nutrition | [D] cultivation |
| 79. [A] Still | [B] Yet |
| [C] Even | [D] So |
| 80. [A] correct | [B] adequate |
| [C] precise | [D] proper |
| 81. [A] separation | [B] escape |
| [C] flight | [D] isolation |
| 82. [A] relief | [B] anxiety |
| [C] squeeze | [D] strain |
| 83. [A] contrasting | [B] comparing |
| [C] matching | [D] measuring |
| 84. [A] Although | [B] Since |
| [C] Whether | [D] Therefore |
| 85. [A] after | [B] on |
| [C] with | [D] to |
| 86. [A] involved | [B] participated |
| [C] attended | [D] employed |

Part VI

Translation

(5 minutes)

Directions: Complete the sentences on Answer Sheet 2 by translating into English the Chinese given in brackets.

87. I don't mind (你迟作决定) as long as it is not too late.
88. We have been told that under no circumstances (不能用办公室里的电话) for personal affairs.
89. My train arrives in New York at eight o'clock tonight. The plane I would like to take from there (那时已经飞走了).
90. (所有的航班被取消) because of the snowstorm, many passengers could do nothing but take the train.
91. A survey was carried out on the death rate of new-born babies in that region, (调查结果令人吃惊).

Key to Model Test One

Part I Writing

【审题】本文是一篇贴近学生生活的议论文。从宿舍问题着手,论证和谐宿舍生活的必要性,并提出创造和谐宿舍生活的方法。

【写作思路】第一段:举例说明宿舍生活的不和谐之处。

第二段:从正反两方面论证和谐的宿舍生活很重要。

第三段:提出营造和谐宿舍生活的三个方法。

第四段:总结全文。

【范文点评】

On a Harmonious Dormitory Life

- Dormitory life is an indispensable part of college life. But sometimes the harmony in the dormitory will be disturbed in one way or another. For example, some members listen to music late into the night and make those light sleepers restless. Worse still, the smell of some students' socks is powerful enough to drive other members out of the room.
- As is known to all, a harmonious dormitory life is important to college students and benefits all the members. On one hand, we can have a good rest and put our heart into study. On the other hand, we will have a good mood and enjoy being together. In contrast, an unharmonious life will be depressing and counterproductive.
- There are several ways to create and maintain a harmonious dormitory life. Firstly, you have to evaluate your life style and try to get rid of your dirty habits, if there are any. Secondly, when an annoying situation arises, you'll just have to learn to tolerate each other and co-exist. Thirdly, you'll have to share with each other and make good friends.
- In conclusion, we should try our best to build a harmonious dormitory life for the sake of good study and good life.
- (1)指出宿舍生活的重要性——大学生活不可缺少的部分。
- (2)列举事例,说明存在的问题。
- (3)递进,进一步说明宿舍不和谐的方面。
- (4)提出观点,指出和谐宿舍生活的重要性。
- (5)从两方面说明和谐宿舍生活的益处。
- (6)从反面说明不和谐的宿舍生活的坏处。
- (7)引出第三段,提出创建和维持和谐宿舍生活的三种方法。
- (8)依次说明三个方法。
- (9)总结全文,号召大家营造和谐的宿舍生活。

Part II Reading Comprehension (Skimming and Scanning)

- 【解析】[Y]。四级的快速阅读篇幅较长,问题较多,考生需要首先浏览一下全文,做到对文章内容有个整体把握,并对各个部分的话题有一定记忆。本题考查文章的主旨,因此需要运用 skimming 的技巧。综合文章的标题和各级小标题可知,文章探讨了天然气交通工具的基础原理(basics)、发展过程、设计(design)、优点(advantages)以及缺点(disadvantages)。因此题干说文章介绍了天然气交通工具的基本知识和优点是正确的,basic idea 对应原文的 basics,benefits 对应原文的 advantages。
- 【解析】[Y]。题干问天然气的组成。一般来说,出题的顺序与在原文的展开顺序是一致的。根据印象,第一个小标题 Natural Gas Basics 重点介绍了天然气的基本知识,因此缩小查找范围。找到小标题下第三段首句 Natural gas consists primarily of methane and other hydrocarbon gases,其中 consists of 与 made up of 同义,primarily 对应 mainly。
- 【解析】[N]。题干将天然气交通工具与汽油交通工具的基本原理(basic principles)作比较。在标题 Natural-gas Vehicle Design 下讨论了天然气交通工具的工作原理。首句指出,天然气交通工具和汽油交通工具使用 the same basic principles,题干的 quite different 与原文相悖。
- 【解析】[N]。题干讨论的是 NGV 最大的 advantage,将查找范围锁定在小标题 Advantages 处。首句指出 biggest

advantage 是 reduce environmentally harmful emissions, 题干与此不符。

5. 【解析】[Y]。本题讲天然气的 average cost 低于汽油, 成本低也是天然气的一个 advantage, 因此将查找范围锁定在 Advantages 小标题处, 根据 Natural gas vehicles also offer these benefits 的提示, 进一步将答案出处定位在 natural gas costs are lower than gasoline 的后一句: On average, natural gas costs one-third less than gasoline at the pump, 题干符合文意。
6. 【解析】[Y]。本题提到 NGV 不够 roomy, 属于 disadvantage, 因此查找范围缩小到 Disadvantages 小标题处。第一句指出天然气交通工具 aren't as roomy as gasoline cars, 接着第二句说明了原因: give up precious cargo and trunk space ... , 题干与原文一致, 只是将两句话的信息综合到一句而已。
7. 【解析】[N]。最后一题的答案出处往往在文章的结尾部分。最后一段首句用 finally 引导, 说明了天然气 like gasoline, 也是 a fossil fuel, 不能被看作 a renewable resource, 题干中的 unlike 以及 can be regarded 都与原文不符。
8. 【解析】1930s。题干涉及到使用天然气作为燃料的汽车的发明, 在 natural gas basics 的最后一句提到 But cars that could burn natural gas didn't appear on the scene until the 1930s. 而题干只是稍微转换了一下句式而已。
9. 【解析】drilling wells into the earth。本题考查开采天然气的方式。From Field to Ford 小标题下的首句就是答案出处。题干只是将原文的主动语态转换成了被动语态。
10. 【解析】the oil shortages。as a result of 表明了一种因果关系, 而 renewed their interest in natural gas 点明了话题, late 1960s and early 1970s 说明了时间。在 From Field to Ford 小标题下找到对应的句子 The oil shortages of the late 1960s and early 1970s brought renewed interest in natural gas as a fuel source, especially for automobiles, 原文中的 brought 就包含了一种因果关系。

Part III Listening Comprehension

Section A

11. W: The piano sounds terrible.
M: I wish I could ask for my money back. This performance is really a bad one.
Q: Where are the speakers?
【解析】[A]。场景判断题。从 piano 和 performance 两个关键词可知说话人是在听音乐会。
12. M: I think it's starting to snow.
W: Starting to snow? Look, the grounds are already white.
Q: What does the woman mean?
【解析】选[C]。事实状况题。第二个说话人的反问句 Starting to snow? 是解题的关键, 由其推断, 事实应该是 It has been snowing for some time. [A] 有一定干扰性, 但从对话中的 already white 可排除。
13. M: Will you please change this channel? I can't stand this program.
W: If you wait a minute, the news will be on next. I want to be sure to see it tonight.
Q: What are these people doing?
【解析】选[D]。行为活动题。男士问女士能否换频道, 因为他不能忍受这个节目。女士说她想看将要播出的新闻节目。从关键词 channel(频道), program, see 可推断出他们是在看电视。
14. M: What do you find difficult about language learning, grammar, vocabulary or pronunciation?
W: Well, I find it difficult to learn pronunciation.
Q: What does the woman find difficult?
【解析】选[C]。事实状况题。女士明确指出 find it difficult to learn pronunciation。
15. W: I don't believe we've ever met before, have we?
M: We've been introduced at other parties. Don't you remember?
Q: What does the man imply?
【解析】选[A]。事实状况题。男士说的 We've been introduced at other parties. Don't you remember? 意思是他和女士以前见过面。
16. M: I'd like to drive to the concert, but my brother is using the car tonight.
W: No problem, but haven't you thought of the subway?
Q: What does the woman suggest?
【解析】选[B]。观点态度题。女士说 ... but haven't you thought of the subway? 就是提议乘地铁去。but 后的话很关键。subway 与 underground 都指地铁, 属于同义转述。
17. W: Could you lend me your pen? Mine has just run out of ink.
M: I'm afraid I don't have an extra one. Would a pencil do?
【解析】选[B]。事实状况题。女士向男士借钢笔, 男士说他有多余的钢笔, extra 意思是“额外的, 剩余的”, 其后说的 Would a pencil do? 是解题的关键, 故答案选[B]。

Q: How did the man respond to the woman's request?

18. W: How do I look in my new dress?

M: It fits you like a glove and matches your eyes perfectly.

Q: What does the man think of the woman's new dress?

Now you'll hear two long conversations.

Conversation One

W: Dr. Smith. I need to ask you about something in Chapter 12. Well, it talks about erosion and the deposit of sediment (solid matter that settles at the bottom of a liquid) on the deep sea floor, but I'm confused. For that to happen, there would have to be some kind of force down there moving the mud or sand or whatever, right? But I thought there weren't any waves or currents that deep in the ocean.

M: That's not exactly correct. It's true that deep down on the ocean floor we won't have the same kinds of currents we find in shallower parts. But we do find what we call turbidity currents. This wasn't in the book but the term came up in class. Do you remember what it means?

W: Umh, turbidity currents? Oh, yeah! Isn't that when sediment like sand or mud gets stirred up and mixes with water? And then this mixture flows through the water around it, right?

M: Good!

W: Uh, but I thought that only happened in rivers.

M: Well, yes. This does occur in rivers, but we see turbidity currents deep in the ocean as well.

W: But how do they get started there?

M: Earthquakes mostly, when an earthquake occurs under water, it throws up tremendous amounts of mud or sand that becomes suspended in a layer of water near the bottom of the ocean. This layer is so much denser and heavier than other ocean water that it flows right down the slopes of the ocean floor and gains more and more speed as it moves along. Then it's just like the winds blowing across the desert picking up sand from one place and moving it along and finally dropping it somewhere else.

Conversation Two

W: Hey, Jack. Now that the midterms are over, a bunch of us should get away for the weekend to go canoeing. Wanna come along?

M: Well, uhe, it'd be great to get away, but I've never done it before.

W: None of the others have either except for me. I went once last fall. But there'll be an instructor in each canoe the first day.

M: I don't know.

【解析】选[A]。观点态度题。fit like a glove 为习语,意思是“正好合适”,所以选[A]。不过,如果不知道这个习语也没关系,只要听到男士的后半句话 matches your eyes perfectly(很配你的眼睛),也能猜到男士很赞赏女士的新裙子。

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

19. What is the main topic of the discussion?

【解析】选[B]。主旨题。对话一开始女士向男士咨询 Chapter 12 中她不明白的内容:it talks about erosion and the deposit of sediment (solid matter that settles at the bottom of a liquid) on the deep sea floor, but I'm confused,后面对话中男士都是针对此问题展开回答,可见整个对话讨论的话题是海底沉淀物的活动。

20. What does the professor ask the student to explain?

【解析】选[A]。细节题。男士在解释海底沉淀物运动时提到了 turbidity currents,并且认为这个术语曾经在课堂上提及过(This wasn't in the book but the term came up in class),所以紧接着男士问 Do you remember what it means?,可见教授希望学生解释 turbidity current。

21. According to the professor, how do earthquakes cause turbidity currents?

【解析】选[B]。细节题。女士在教授的提醒下提到 Isn't that when sediment like sand or mud gets stirred up and mixes with water,由此可知 turbidity currents 是指地震带动泥和沙连同海水混合一起运动,所以[B]符合题意。

22. Why does the professor mention desert winds?

【解析】选[A]。推理题。教授在提及地震带动海底泥沙沉淀物运动时提及 desert winds 带动沙子的运动状态,两者的共同点是都在运动过程中带动泥或者沙的沉淀物,所以提及 desert winds 的运动特征能解释 turbidity currents 所带来的影响。

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

23. What is the main reason the woman calls the man?

【解析】选[D]。细节题。从女士开头的对话中 we should get away for the weekend to go canoeing. Wanna come along? 可知女士在邀请男士去划独木舟。从 Wanna come along? 的语气可推断是邀请,故[D]符合题意。convince sb. to do sth. 表“说服某人去干某事”。

W: Oh, come on. This is our last chance to take a break before finals. The scenery is beautiful, and if it gets too hot we can dive in whenever we feel like it. The river's really calm this time of the year, no rapids to deal with.

M: That's a relief. What would I have to bring?

W: Let's see. Tom's bringing food for the Friday night cookout for everyone. And the people who run the trip have tents set up and they supply food and drinks for all day Saturday. On the way back Sunday morning we'll stop somewhere for breakfast. So, you have to bring a bathing suit and a sleeping bag.

M: Well, I do love camping and sleeping out. Where is the place?

W: Well, it's about an hour and a half to the place where we meet the trip leaders. We leave our car there and they drive us and the canoes upriver to the place where we start canoeing.

M: And who's driving us to the meeting place?

W: Well, I was hoping we could take your car. Mine's in the shop again.

M: Oh, I see. It's not me you want, it's my car.

W: Don't be silly. So what would you say?

M: Oh, why not!

W: Great! I'll give you a call when I find out when everyone wants to leave on Friday.

Section B

Passage One

Edison is a well-known American inventor. He was taught by his mother when he was a child. Later he learned things by himself by reading and experimenting. He built a lab for himself to work in, and he worked very hard in his sixty years of scientific activities. He made over a thousand inventions. Few inventors in the world could have such great success.

Edison's first invention was made in 1868. He was then a telegraph operator. He wished to work out a new method to improve the old telegraph system because it was impossible at that time for the system to send more than one message along the same line at the same time. He read all the works of Faraday, another great scientist, before starting his invention. Sometimes he didn't go to bed and didn't even stop to eat. He thought he had very much to do and there was no time to lose. Days and nights he was reading and reading. After he read through Faraday's writings, he began his experiments. A few months later he succeeded in building a double transmitter and improved the old telegraph system.

Passage Two

In many parts of the world, farmers and their fam-

24. What is one thing the man has to bring?

【解析】选[B]。细节题。女士说星期五晚上、星期六一整天和星期天早上的饭都已经安排好了,最后指出 you have to bring a bathing suit and a sleeping bag,可见,男士只需要带游泳衣和睡袋,故[B]符合题意。

25. Why does the woman need to talk to the man again?

【解析】选[A]。细节题。从对话最后一句中的 I'll give you a call when I find out when everyone wants to leave on Friday 可知,女士需要告诉男士他们出发的时间好让男士开车去接他们,所以[A]正确。

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

26. What can we learn about Edison's early education?

【解析】选[B]。细节题。文中明确提到 He was taught by his mother when he was a child,其余选项文中未提及。

27. When did Edison make his first invention?

【解析】选[C]。细节题。答案依据是 Edison's first invention was made in 1868.

28. Why did Edison decide to improve the old telegraph system?

【解析】选[C]。细节题。文中明确叙述了爱迪生改进旧式电报机的经过。他这么做是因为 it was impossible at that time for the system to send more than one message along the same line at the same time,这与[C]说法一致。

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

ilies live in villages or towns. In the United States, however, each farm family lives on its own fields, often beyond the sight of any neighbors. Instead of traveling from a village to the fields every morning, American farmers stay on their land throughout the week. They travel to the nearest town on Saturdays for shopping or on Sundays for church. The children ride on buses to large schools which serve all of the farm families living in the area. In some areas, there are small schools serving a few farm families, and the children walk to school.

Of course life keeps changing for everyone, including farmers. Today there are cars, good roads, radios, and television sets. And of course there are modern machines for farming. All of these have changed farm life.

For many years, however, farming in America was often a lonely way of living. Farmers had to deal with their own problems, instead of getting help from others. They learned to try new methods, and to trust their own ideas instead of following older ways.

Passage Three

To get a driver's license, you must take a series of tests. The first test is the vision test. This test checks your eyes to see if you have to wear glasses when you drive. The second test is a written test that checks your knowledge of highway and traffic regulations. You can prepare for this test by studying a booklet that you can get at the driver's license office. After you pass the written test, you receive an instruction permit. This permit allows you to practise driving with an experienced driver. The last test you have to take is a road test. This checks your driving ability. If you pass it, you will receive your driver's license.

When you go to the driver's license office to take the road test, you must provide your own vehicle. First, the license examiner checks the mechanical condition of your car. Then, the examiner gets into the car with you and asks you to drive in regular traffic. While you are driving, the examiner tests you for such things as starting, stopping, turning, backing up, and parking. If you can't control the car properly, or if you violate a traffic regulation while you are taking the test, you fail the examination. You will have to practice driving more until you take the road test again and pass it.

Section C

36.【答案】expansion

【解析】expansion 意为“扩大,扩张”。空格前文提到英国在 1960 年只有 23 所大学,空格后提到发展到现在有 48 所大学,可推知六十年代里有一个大学的数量扩张期,填一名词表“扩大”的意思。

37.【答案】including

【解析】include“包括”。空格处用逗号隔开,空格所在的句子为独立结构,对前一句起补充说明的作用。前文介

heard.

29. What makes farmers in the USA different from those in many parts of the world?

【解析】选[C]。细节题。短文开头提到 In many parts of the world, farmers and their families live in villages or towns. In the United States, however, each farm family lives on its own fields...,转折连词 however 后即为答案。注意转折后的内容往往是考点所在。

30. Which is true according to the passage?

【解析】选[B]。细节题。这类是非辨别题往往采取排除法。去教堂是在礼拜日,不是礼拜六,排除[A];有的地区建立了一些规模小的学校,孩子们能走着去上学,排除[C];由最后一句,可知美国农民学着尝试新的方法,而不是墨守成规,[D]也可排除。短文中列举了很多现代化设备并指出 All of these have changed farm life,由此可知答案是[B]。

31. What is the passage mainly about?

【解析】选[A]。主旨题。[B]、[C]是美国乡村生活的两个方面,故排除。至于美国农民和其他国家农民有何不同,只是在文章开头一笔带过,并不是文章的主题,因此[D]也排除。

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

32. What does the second test check?

【解析】选[D]。细节题。解答此题的关键是注意捕捉原文中的信息 The second test is a written test that checks your knowledge of highway and traffic regulations. [D]项是原文的信息再现。

33. What does the instruction permit allow you to do?

【解析】选[A]。细节题。解答此题的关键是注意捕捉原文中的信息 This permit allows you to practise driving with an experienced driver. [A]项是原文的信息再现。

34. What do we learn about the road test?

【解析】选[C]。细节题。解答此题的关键是理解选项[C] The examiner watches you driving in your car 是对文中 the examiner gets into the car with you and parking...的概括。

35. Who are the most probable readers of the passage?

【解析】选[A]。推理题。从文章的首句 To get a driver's license, you must take a series of tests 可推导出文章的读者是 Drivers-to-be。