



Specific Training for CET

四六级考试 专项集训

四级模拟 1000题

Expounding Sample Tests for Band Four

大学英语教学与考试命题研究组◎组编

主编◎于风军 辛敏裕

大连理工大学出版社

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English Language Test Book Eng

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主 编 于风军 辛敏裕

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中国进入 WTO,人才的竞争如火如荼,职场厮杀的硝烟过早地笼罩在高校恬静的天空。枕戈待旦的莘莘学子在认证的路上,首先必须攻破的就是四六级考试。为此,大家都在奋斗着,也都在寻找一种出奇制胜的秘笈。

作为最早从事四六级考试辅导类图书的出版人,四六级考试走过了 16 年,我们的出版事业也就走过了 16 年。16 年的备考风风雨雨,我们与四六级考生休戚相关。为了更好地为广大考生服务,我们研究考试,拜访四六级主考的权威人士;我们走访名师,与考生和应试高手座谈。所有这些心经和要点最终都体现在大工版的四六级考试辅导类图书中。大工版的四六级图书伴随着一代又一代的天之骄子鏖战考场,攻破四六级考试的堡垒。然而今天的四六级考试更加成熟,考生的素质在提高,要求备考辅导类图书也必须更有的放矢。

鉴于此,我们组织全国四六级考试通过率较高的高校备考一线教师,总结考试的核心考点;我们与广大的考生直接接触,搜集备考中的问题。把成系统成体系的知识点细化分解,直接与每个考题结合,直接解决考生最细微的问题。

► 本丛书的突出特色 ◀

1. 直面四六级,知识点的讲解与考试紧密接轨。

本书的第一部分是“四六级考试核心知识点解读”。把大学英语教学中的知识点和考试中的核心考点结合起来,按照考试的命题形式和知识点在考试中出现频率对知识点进行重点回顾,同时结合经典例题消化知识,加深理解。

2. 讲解形式独特,可读性强。

为方便考生理解和掌握四六级考试的核心知识点,本套丛书摒弃了以往图书采取的类似讲义写作的方法,采用了一问一答的写作方法,把每个核心知识点的内容与考试中会遇到的每个问题结合起来写作。在给出知识框架的概念的同时,对问题的分析落到实处,增加了图书的可读性和可操作性。

3. 设题科学,注释讲解详细到位。

按照大纲要求设题,保证模拟的效度和信度。根据每种题型的特点和考生要求,设计注释的层次,以满足广大考生的实际需求。

《四六级考试专项集训》丛书凝结了四六级备考辅导的名师们的心血,是他们多年来心智的结晶,为四六级考生量身打造,绝非朝夕之间的拼凑。如果广大考生能借此套丛书通达考路,登顶揽胜,我们便可聊以自慰。

《四级模拟 1000 题》由于风军、辛敏裕主编。编写人员还有:刘祚为、张雅萍、时敏、李尚萍、赵虹、赵霞。

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亲爱的读者,大连理工大学出版社出版的四六级考试辅导类图书,一直深受读者和图书市场的欢迎,其中的多本书获得了全国优秀畅销书奖。为了更好地为广大读者服务,现将本社出版的四六级考试图书书目列出如下,欢迎广大读者购买,并给我们提出宝贵意见。欢迎登陆出版社网站 www.dutp.cn。

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Test One

Part I Listening Comprehension (20 minutes) Section A

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question 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 the Answer Sheet with a single line through the center.

Example: You will hear:

- You will read: A) At the office. B) In the waiting room. C) At the airport. D) In a restaurant.

From the conversation we know that the two were talking about some work they had to finish in the evening. This is most likely to have taken place at the office. Therefore A) "At the office." is the best answer. You should choose answer [A] on the Answer Sheet and mark it with a single line through the center.

Sample Answer [A] [B] [C] [D]

- 1. A) He understands the system. B) He has no use for it. C) He has to do some calculations.

- D) He wants to know how to operate the CD player.
2. A) The man bought the woman some apples.
B) The man will get hungry soon.
C) The woman is also ready for dinner.
D) The woman wants to buy some apples for lunch.
3. A) Board the train. B) Have breakfast.
C) Send a postcard. D) Change his departure time.
4. A) She is tired of losing.
B) She doesn't want to disappoint her family.
C) She wants to win the race.
D) Her sister is waiting for her.
5. A) The machine works like that fast one.
B) The machine might not be turned on.
C) The woman should change machines.
D) The woman might be charged for the check.
6. A) She doesn't spend enough time studying.
B) She doesn't think the weather is nice.
C) She'd prefer not to walk to class.
D) She has little time for outdoor activities.
7. A) He persuaded the man not to take the course.
B) He convinced the man to apply to graduate school.
C) He advised the man to take that course.
D) He didn't want to talk with the man.
8. A) He's a very popular teacher.
B) He assigns too much work.
C) He only teaches one class.
D) He wants to change the class schedule.
9. A) He dislikes movies.
B) He has his plans for the evening.

- C) He doesn't feel like going out.
D) He has to get the football match tickets.
10. A) She was working on the meeting arrangements.
B) She didn't go back home until very late.
C) She was busy with her guests last night.
D) She left too late to attend the meeting.

Section B

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

Passage 1

Questions 11 to 14 are based on the passage you have just heard.

11. A) Sir William Johnson's role in colonial America.
B) Sir William Johnson and the American Revolution.
C) The trade patterns of the Iroquois [易洛魁人(北美印第安人)] nation.
D) The British-French conflicts in the 1700s.
12. A) New York. B) France. C) India. D) England.
13. A) Travel to England and France.
B) Rewards for Iroquois help.
C) The settling of boundaries.
D) The trading of furs.
14. A) Just before the American Revolution.
B) During the American Revolution.
C) In 1756.
D) In the 1800s.

- C) The wisdom of ancient people.
- D) Why should we pay respect to animals.

Part II Reading Comprehension (35 minutes)

Directions: There are 4 passages in this part. 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 the Answer Sheet with a single line through the centre.

Passage 1

Questions 21 to 25 are based on the following passage:

Certainly no creature in the sea is odder than the common sea cucumber. All living creatures, especially human beings, have their peculiarities, but everything about the little sea cucumber seems unusual. What else can be said about a bizarre animal that, among other eccentricities, eats mud, feeds almost continuously day and night but can live without eating for long periods, and can be poisonous but is considered supremely edible by gourmets?

For some fifty million years despite all its eccentricities, the sea cucumber has subsisted on its diet of mud, it is adaptable enough to live attached to rocks by its tube feet, under rocks in shallow water, or on the surface of mud flats. Common in cool water on both Atlantic and Pacific shores, it has the ability to suck up mud or sand and digest whatever nutrients are present.

Sea cucumbers come in a variety of colors, ranging from black to reddish-brown to sand-color and nearly white. One form even has vivid purple tentacles. Usually the creatures are cucumber-shaped—hence their name—and because they are typically rock inhabitants. This shape, combined with flexibility, enables them to squeeze into

crevices where they are safe from predators and ocean currents.

Although they have voracious appetites, eating day and night, sea cucumbers have the capacity to become quiescent and live at a low metabolic rate—feeding sparingly or not at all for long periods, so that the marine organisms that provide their food have a chance to multiply. If it were not for this faculty, they would devour all the food available in a short time and would probably starve themselves out of existence.

But the most spectacular thing about the sea cucumber is the way it defends itself. Its major enemies are fish and crabs, when attacked, it squirts all its internal organs into the water. It also casts off attached structures such as tentacles. The sea cucumber will eviscerate and regenerate itself if it is attacked or even touched; it will do the same if the surrounding water temperature is too high or if the water becomes too polluted.

21. What does the passage mainly discuss?
- A) The reason for the sea cucumber's name. *B*
 - B) What makes the sea cucumber unusual.
 - C) How to identify the sea cucumber.
 - D) Places where the sea cucumber can be found.
22. The words "this faculty" in the last sentence of paragraph 4 refer to the sea cucumber's ability to D .
- A) squeeze into crevices
 - B) devour all available food in a short time
 - C) suck up mud or sand
 - D) live at a low metabolic rate
23. The fourth paragraph of the passage primarily discusses B C .
- A) the reproduction of the sea cucumbers
 - B) the food sources of sea cucumbers

- C) the eating habits of sea cucumbers
D) threats to the sea cucumbers' existence
24. Of all the characteristics of the sea cucumber, which of the following seems to fascinate the author the most?
- A) What it does when threatened.
B) Where it lives. A
C) How it hides from predators.
D) What it eats.
25. What can be inferred about the defense mechanisms of the sea cucumbers?
- A) They are very sensitive to surrounding stimuli. A
B) They are almost useless.
C) They require group cooperation.
D) They are similar to those of most sea creatures.

Passage 2

Questions 26 to 30 are based on the following passage:

When Jules Verne wrote *Journey to the center of the Earth* in 1864, there were many conflicting theories about the nature of the Earth's interior. Some geologists thought that it contained a highly compressed ball of incandescent gas while others suspected that it consisted of separate shells, each made of a different material. Today, well over a century later, there is still little direct evidence of what lies beneath our feet. Most of our knowledge of the Earth's interior comes not from mines or boreholes, but from the study of seismic waves—powerful pulses of energy released by earthquakes.

The way that seismic waves travel shows that the Earth's interior is far from uniform. The continents and the seabed are formed by the crust—a thin sphere of relatively light, solid rock. Beneath the crust lies the mantle, a very different layer that extends approximate-

- A) runs along B) rubs against
C) turns into D) floats on

29. Why does the author state in that the Earth's core is "more alien" than space?

- A) Government funds are not available to study the Earth's core.
B) Scientists aren't interested in the characteristics of the Earth's core.
C) It is impossible to go to the Earth's core to do research.
D) The Earth's core is made of elements that are dangerous to humans.

30. The word "speculate" in the last sentence of the passage is closest in meaning to guess.

- A) report B) learn C) worry D) guess

Passage 3

Questions 31 to 35 are based on the following passage:

Each advance in microscopic technique has provided with new perspectives on the function of living organisms and the nature of matter itself. The invention of the visible-light microscope late in the sixteenth century introduced a previously unknown realm of single-celled plants and animals. In the twentieth century, electron microscopes have provided direct views of viruses and minuscule surface structures. Now another type of microscope, one that utilizes x-rays rather than light or electrons, offers a different way of examining tiny details; it should extend human perception still farther into the natural world.

The dream of building an x-ray microscope dates to 1895, its development, however, was virtually halted in the 1940's because the development of the electron microscope was progressing rapidly. During the 1940's electron microscopes routinely achieved resolution