



大学英语四级新题型

破解

紧跟四级考试最新脉搏
四级辅导专家悉心指导
710分实战演练

郭立民 谢福之 鞠鸿达 主编
李志岭 葛 岚

综合模拟分册

MP3含11套试题听力部分的录音材料

绝对超值!!

清华大学出版社



破解大学英语四级新题型

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清华大学出版社
北京

内 容 简 介

该书在 2006 年 6 月份实行四级新题型考试的背景下设计编写,全书设计 10 套综合模拟题,每套题内容包括四级考试的所有题型,选材新颖,解析精当。附录是最新大学英语四级考试的标准样卷、答案卡和答案解析。

该书紧握四级考试最新脉搏,完全以 2005 年教育部颁布的大学英语四级新样卷为蓝本,四级辅导专家和多年的四、六级阅卷教师联袂预测命题方向、重点和难点,指点高分诀窍,准确反映四级考试大纲要求、最新变化和命题趋势,具有权威性和超前性。答案和解析紧跟每套测试题,听力原稿配有语音纯正的录音,最大限度地方便考生使用。该书集知识性、趣味性、预测性、前瞻性和权威性于一体,是四级备考的必备用书。

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图书在版编目(CIP)数据

破解大学英语四级新题型:综合模拟分册/郭立民等主编;王瑞瑶等编著. —北京:清华大学出版社, 2006.4

ISBN 7-302-12598-8

I. 破… II. ①郭… ②王… III. 英语—高等学校—水平考试—习题 IV. H319.6

中国版本图书馆 CIP 数据核字(2006)第 014880 号

出 版 者:清华大学出版社 地 址:北京清华大学学研大厦
http://www.tup.com.cn 邮 编:100084
社 总 机:010-62770175 客户服务:010-62776969

责任编辑:刘细珍

印 装 者:北京鑫海金澳胶印有限公司

发 行 者:新华书店总店北京发行所

开 本:185×230 印张:17.75 字数:326 千字

版 次:2006 年 4 月第 1 版 2006 年 4 月第 1 次印刷

书 号:ISBN 7-302-12598-8/H·732

印 数:1~5000

定 价:33.60 元(含光盘)

本书在认真研究《大学英语课程教学要求（试行）》和《全国大学英语四六级考试改革方案（试行）》的基础上，根据2005年9月公布的《大学英语四级考试（CET-4）试点考试样卷》编写而成。该书有以下鲜明的特点：

1. 紧握四级考试最新脉搏

最新模拟题库各部分选材精当，内容新颖，富有时代感。全面考查学生的知识水平，文化素养，语言能力，听说能力。大部分材料在四级辅导班经过试用，效果良好。

2. 预测方向，把握潮流

由经验丰富的一线教师和四、六级阅卷教师编写，全国大学英语考试专家委员会部分专家审定，准确反映四级考试大纲要求，最新变化和命题趋势，具有权威性、超前性、全面性。模拟试题增加了样题中没有但考试改革方案中要求的题型，如改错（Error Correction）和短句问答（Short Answer Questions）。

3. 解析透彻，详略得当

答案解析简洁明了，一步到位，具有代表性、规律性、指导性。

4. 实战演练，方便实用

答案和解析紧跟每套测试题，听力原稿配有语音纯正的录音，最大限度地方便考生。每做一套题就是一场实战演练。

5. 作者权威，经验丰富

该书编者均是多年从事大学英语教学的资深教师，具有丰富的教学经验和四六级辅导经验，对四六级的应试和复习难点和重点了如指掌。

编者

2006年2月

破解大学英语四级新题型



综合模拟手册

CONTENTS

Model Test 1	1
Model Test 2	26
Model Test 3	52
Model Test 4	77
Model Test 5	102
Model Test 6	128
Model Test 7	154
Model Test 8	179
Model Test 9	204
Model Test 10	228
Appendix 大学英语四级考试试点考试样卷	253

PART I Writing (30 minutes)

Direction: For this part, you are allowed 30 minutes to write **A Letter to a Student I Helped**. You contributed money to *Project Hope* and have kept in touch with a student, who has just passed the college entrance examination and will go to a local university soon. You should write at least 120 words according to the outline given in Chinese below.

1. 祝贺他顺利完成学业；
2. 告诉他当今社会学习知识和掌握技能十分重要；
3. 鼓励他努力学习，实现理想。

A Letter to a Student I Helped

Dear Zhang Hua,

Sincerely yours,

Wang Peng

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.

Science Education for a New Age

The very great advances in science just before and after the midpoint of the twentieth century have caused education in the United States to realize that science teaching in the future must differ from science teaching in the past. During the past twenty years science has played an important part in shaping the character of our civilization. The welfare, stability, and security of our nation are closely related to the discoveries of science and the applications of these discoveries. The scientific revolution which we are beginning to experience, together with the trend toward world industrialization, demands a program of science education with new emphasis, purpose and content. Simply knowing about the existence of the scientific enterprise is not enough for effective citizenship.

Needs for Good Science Teaching

Governors, lawyers and business leaders have to deal with scientists, and every educated person has his views influenced by science. Yet our science teaching of nonscientists, in school and college, has built up mistaken ideas, dislikes, and the common boast, "I never did understand science." Even those students who arrive at college with plans to become scientists usually bring a mistaken picture of science, some have a collection of unorganized facts about science,

and some regard the study of science as a game which involves getting the right answer.

The first of these attitudes seems to come from a kind of course which provides bits of miscellaneous information; the second, from a training course on how to pass examinations that do not ask about the student's understanding but simply require him to put the numbers in the right formulas. Neither type of course (in school or college) seems to give students an understanding of science as we find it among scientists. Neither shows students how real scientists work and think, how the facts are gathered, how discoveries are made, and what they mean.

Young people need good teaching of science; not so much a great wealth of knowledge as a healthy understanding of the nature of science. They need an understanding of knowledge leading to a sympathy with science and a keen awareness of the way scientists work. Given these, it is easy to encourage later reading and learning.

Balance in Education

If it were only necessary to decide whether to teach elementary science to everyone on a mass basis or to find the gifted few and take them as far as they can go, our task would be fairly simple. The public school system, however, has no such choice, for the two jobs must be carried on at the same time. Because we depend so heavily upon science and technology for our existence and progress, we must produce specialists in many fields. The public school must educate both producers and users of scientific services.

In education there would be a good balance among the branches of knowledge that contribute to effective thinking and wise judgment. Such balance is defeated by too much emphasis on any one field. This question of balance involves not only the relation of the natural sciences, the humanities, and the arts but also relative emphases among the natural sciences themselves.

Similarly, we must have a balance between current and classical knowledge. The attention of the public is continually drawn to new possibilities in scientific fields and the discovery of new knowledge; these should not be allowed to turn our attention away from the sound, established materials that form the basis of courses for beginners.

Knowledge and Enterprise

Science teaching must deal with the knowledge and methods of science; both are necessary. From science courses students should acquire a useful command of science concepts and principles. Science is more than a collection of unrelated facts; to be meaningful and valuable, they must be arranged to show generalized concepts. A student should learn something about the character of scientific knowledge, how it has been developed, and how it is used. He must see that knowledge is subject to growth and change and that it is likely to shift in meaning and status with time.

At each grade level in school the student needs to increase his knowledge in an organized way, to acquire sufficient vocabulary in science for effective communication, and to learn some facts because they are important in everyday living, such as knowledge that is useful for his health, for his safety, and for an understanding of his surroundings.

Science and Society

Young people need to understand how our society depends upon scientific and technological advancement and to realize that science is a basic part of modern living. The scientific process and the knowledge produced cannot be considered to be ends in themselves, except for the classical scientist. A student should understand the relationship of basic research to applied research, and the connection between technological developments and human affairs.

The knowledge and methods of science are of little importance if there is no inclination to use them properly. An open mind, a desire for accurate knowledge, confidence in the procedures for seeking knowledge, and the expectation that the solution of problems will come from the use of tested and proven knowledge—these are among the “scientific attitudes.”

Science instruction should acquaint students with career possibilities in technical fields and in science teaching. A continuous effort should be made to identify and encourage those who develop special interests. They should be given opportunities for some direct experience of a professional nature; they should also learn about the extent of various science fields and how these fields are related to each other. But it is even more important for young people to acquire those skills and abilities that will enable them to take the responsibilities for expanding their own learning.

1. The author's purpose of writing this article is to show what kind of science teaching program is needed in the new age.
2. The welfare, stability, and security of the United States can accelerate the scientific discoveries and the applications of them.
3. In American colleges and schools, the kind of course which provides a variety of unrelated information seems to result in a healthy understanding of the nature of science.
4. In the author's opinion, the best approach to science teaching is a good study of knowledge available in all spheres of science.
5. In American education today, too much emphasis is laid upon new possibilities in scientific fields and the discoveries of new knowledge, and classical knowledge is overlooked.
6. The knowledge and methods of science are not very important unless they are applied properly.
7. Science should be taught to people since their childhood.

8. The balance among the branches of knowledge is defeated by _____.
 9. From science courses students should get a useful command of _____.
 10. Science instruction should acquaint students with _____ in technical fields and in science teaching.

PART III Listening Comprehension (35 minutes)

Section A

Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the center.

11. A) Bob and Helen were not happy.
 B) Bob and Helen are happy.
 C) Bob is not as happy as Helen.
 D) Bob and Helen used to be happier.
12. A) By car. B) By train. C) By bus. D) By taxi.
13. A) David got on the train early. B) The train left an hour before he got there.
 C) David was late for the train. D) The train was delayed.
14. A) He went to class late.
 B) He was not interested in the course.
 C) He had to go to other courses at the same time.
 D) It was too late for him to register the course.
15. A) The woman does not find physics interesting.
 B) Physics is as interesting as the woman wishes.
 C) The woman is interested in physics.
 D) Physics is difficult to the woman.
16. A) Store detective. B) Customs official.
 C) Saleslady. D) Waitress.
17. A) \$ 250. B) \$ 30.
 C) \$ 160. D) \$ 280.
18. A) She has to watch her weight. B) She doesn't like sweet things.

- C) She is too full to eat anything else. D) She would like something else.

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

19. A) The man and the woman are worried about a student's absence.
B) The man and the woman are complaining about attendance problems.
C) The man and the woman are wondering if the student needs extra tutoring.
D) The man and the woman are trying to figure out how to call students at home.
20. A) He always used to skip classes.
B) He's a very undisciplined student.
C) He had perfect attendance prior to the past two weeks.
D) He was probably missing class due to illness.
21. A) Husband and wife.
B) Two co-workers.
C) Brother and sister.
D) Best friends.
22. A) The man has seen Mark Brown.
B) The woman has seen Mark Brown.
C) Mark Brown's friends have seen him.
D) No one has seen Mark Brown.

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

23. A) Famous composers.
B) The man's favorite composers.
C) The importance of knowing about Brahms.
D) The subject of a guest speaker's lecture.
24. A) His tutor.
B) His student.
C) His nephew.
D) His collaborator.
25. A) In seeking help with his career.
B) Through Brahms' interest in Central European melodies.
C) In learning the Czech language.
D) In discovering the extent of this man's talent.

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 **Answer Sheet 2** with a single line through the center.

Passage One

Questions 26 to 29 are based on the passage you have just heard.

26. A) It's an urgent announcement.
 B) It's an important announcement.
 C) The managers wish to divert their workers from their work.
 D) It's about an important promotion.
27. A) 7 a. m. B) 11 a. m. C) 8 p. m. D) 3 a. m.
28. A) To show the importance of their decision.
 B) To play a joke on the American manager.
 C) To start cooperation as soon as possible.
 D) To show that they were very efficient.
29. A) He was irritated. B) He was well pleased.
 C) He was very much troubled. D) He prepared himself for a fight.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) A pupil. B) A graduate. C) A seminar. D) An undergraduate.
31. A) To present their results. B) To show off their results.
 C) To make themselves brave. D) To become active people.
32. A) To get information. B) To know the related areas.
 C) To know the latest news. D) To make friends.

Passage Three

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

33. A) Larger than that of North and South America.
 B) Far smaller than that of North and South America.
 C) About the same as that of North and South America.
 D) Equal to that of North and South America.
34. A) To make important scientific discoveries.
 B) To explore the possibilities of commercial development.
 C) To get enough food, oxygen and water.
 D) To make industrial diamonds.
35. A) Moon Colony. B) Moon Playing.

C) Moon Walking.

D) Moon Landing.

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.

注意：此部分试题请在答题卡 2 上作答。

Electricity, as a part of our daily life, is so much taken for (36) _____ nowadays that we hardly think twice when we switch on the light or turn on the radio. At night, roads are brightly (37) _____, enabling people and traffic to move freely. Colorful street-lights have become part of the (38) _____ of every modern city. In the home, many labor-saving devices are powered by electricity. Even when we turn off the lamp and are fast (39) _____, electricity is still working for us, heating our water, or keeping our rooms warm in winter.

Every day, train and trolley buses take people to and from work. We (40) _____ stop to think why or how they run until something goes wrong. In the summer of 1959, something did go wrong with the power plant that supplies New York with electricity. For a great many hours, life came almost to (41) _____. Trains refused to move and the people in them sat in the dark, (42) _____ to do anything, lifts stopped working so that even if you were lucky enough not to be (43) _____ between two floors, you had the unpleasant task of finding your way down hundreds of flights of stairs.

(44) _____

At the same time, similar disorder happened in the home. People sat impatient and frightened in the dark as if an unseen enemy had landed from Mars.

(45) _____

And one of the strangest things that took place was that some fifty blind people led many sighted workers home.

(46) _____

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 center. **You may not use any of the words in the blank more than once.**

Play is the principal business of childhood, and more and more in recent years research has shown the great importance of play in the development of a human being. From earliest 47, every child needs opportunity and the right material for play, and the main tools of play are toys. Their main 48 is to suggest, encourage and 49 play. To succeed in this they must be good toys, which children will play with often, and will come back to again and again. Therefore, it is important to choose 50 toys for different stages of a child's development.

In recent years research on infant development has shown the standard a child is likely to reach, within the 51 of his inherited abilities, is largely determined in the first three years of his life. So a baby's ability to 52 from the right play materials should not be underestimated. A baby who is encouraged and stimulated, talked to and shown things and played with, has the best chance of growing up 53.

The next stage, from three to five years old, 54 knows no bounds. Every type of suitable toy should be made 55 to the child, for trying out, experimenting and learning, for discovering his own particular ability. Bricks and jigsaws and construction toys; painting, scribbling and making things; sand and water play; toys for imaginative and pretending play; the first social games for learning to lay and get on with others.

By the third stage of play 56 from five to seven or eight years—the child is at school. But for a few more years play is still the best way of learning, at home or at school. It is easier now to see which type of toys the child most enjoys.

- | | |
|-----------------|----------------|
| A) available | I) development |
| B) mystery | J) anxiety |
| C) infancy | K) profit |
| D) comfortable | L) function |
| E) suitable | M) assist |
| F) successfully | N) master |
| G) system | O) curiosity |
| H) range | |

Section B

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

Passage One

Questions 57 to 61 are based on the following passage.

In many ways, though, definition of such skills is quite unnecessary for an analysis of policing. It is really most unlikely that the average police officer will ever in his career perform or even witness those detective skills that he has enjoyed in countless TV products. The reason for this is simply that the vast majority of crimes are usually either very likely to be solved by routine investigation or they are very unlikely to be solved at all. Fortunately, the clear-up rate for serious crimes tends to be very high. Zander (1979) has shown why. In his study of Old bailey cases, the identity of the *defendant* (被告) seems to have been reasonably clear in 87% of cases. Morgan (1980 and ongoing) has shown that well over 92% of crimes known to the police are discovered by the public who provide the majority of decisive information. In Morgan's study, crimes that were "solved" contained in their crime files over twice the amount of qualitative information as crimes that were not "solved". The various bits of information in the crime files were each rated by experienced police investigators on a large scale of value. In this, where information was provided by the public during a police interview, the information was believed to the police "since it was felt that in an interview genuine police skills are involved in the collection of information." Evidently this method can be justified thus, but will necessarily overestimate the police role. Nevertheless, in this analysis of crime files it was shown that in cases where crimes were solved, the public still provided nearly twice the amount of information as the police.

57. The part previous to this passage is most likely about _____.

- | | |
|------------------|---------------------------|
| A) police skills | B) the role of informants |
| C) TV products | D) studies of crime files |

58. Which of the following statements is true according to the passage?

- A) Excellent detective skills are highly necessary for the police to solve crimes.
- B) Police officer's experience in detection forms the basis for detective series on TV.
- C) Actual solving of a crime case is more demanding than the TV series show us.
- D) The average police in practice rarely demonstrate or need the sophisticated detective skill shown on TV.

59. According to the passage, the vast majority of crimes _____.
 A) are very likely to be solved by routine investigation
 B) cannot be solved simply through routine investigation
 C) are unlikely to be cleared up at all
 D) cannot be solved because the defendants are unknown
60. According to Morgan, the solving of the overwhelming majority of crimes depends largely on _____.
 A) the police's collecting evidences on the site of the crime
 B) experienced police investigators' rating information in the crime files
 C) information collected by the police in police interviews
 D) information provided by the public who discovered the crime
61. We can learn from the passage that the collection of information in police interviews _____.
 A) requires genuine police skills
 B) cannot be justified
 C) is crucial for the solving of a crime
 D) over-estimates the informant's role but ignores the police's role

Passage Two

Questions 62 to 66 are based on the following passage.

Women's minds work differently from men's. At least, this is what most men are convinced of. Psychologists view the subject either as a matter of frustration or a joke. Now the biologists have moved into this minefield, and some of them have found that there are real differences between the brains of men and women. But being different, they point out hurriedly, is not the same as being better or worse.

There is, however, a definite structural variation between the male and female brain. The difference is in a part of the brain that is used in the most complex intellectual process—and the link between the two halves of the brain.

The two halves are linked by a trunk-line of between 200 and 300 million nerves, the *corpus callosum*. Scientists have found quite recently that the *corpus callosum* in women is always larger and probably richer in nerve fibers than it is in men. This is the first time that a structural difference has been found between the brains of women and men and it must have some significance. The question is "What?", and, if this difference exists, are there others? Research shows that present-day women think differently and behave differently from men. Are some of these differences biological and inborn, or a result of evolution? We tend to think that is the