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全新修订本

# 决胜四级

最新四级考试

简答 翻译 完形填空难点突破

主编 刘四平 审订 王迈迈

无此防伪标志皆为盗版



中国建材工业出版社

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# 前言

《大学英语教学大纲》最近又一次修订再版了,新修订的《大纲》对大学英语四、六级考试提出了新的更高的要求。四级考试领会式掌握的词汇由旧《大纲》的 4000 增加到了 4200;阅读一般性材料的阅读速度由旧《大纲》的每分钟 50 词增加到每分钟 70 词,阅读难度略低的材料的阅读速度则要求达到每分钟 100 词;对听力的语速要求也由旧《大纲》的每分钟 120 词提高到了每分钟 130—150 词;写作要求也相应提高了,新《大纲》要求“能就一定的话题或提纲在半小时内写出 120—150 词的短文”。此外,新《大纲》还对大学英语四级考试的翻译能力作了具体要求,即能将“难度略低于课文的英语短文译成汉语,理解正确,译文达意,译速为每小时 300 英语单词”。

为了适应新的《大学英语教学大纲》的要求,帮助同学们打好大学英语语言基础,提高大学英语四级考试的应试能力,我们对大学英语“决胜四、六级”考试系列丛书进行了全面、细致的修订,并同时推出了大学英语四、六级考试词汇系列,大学英语四、六级考试作文系列。

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# 一、简短回答问题

## 模拟测试试题

### Model Test 1

**Directions:** Read the following passages carefully. Then answer the questions or complete the statements in the fewest possible words (not exceeding 10 words).

"Years ago, when I started looking for my first job, wise advisers urged, "Barbara, be enthusiastic! Enthusiasm will take you further than any amount of experience."

How right they were. Enthusiastic people can turn a boring drive into an adventure, extra work into opportunity and strangers into friends.

"Nothing great was ever achieved without enthusiasm," wrote Ralph Waldo Emerson. It is the paste that helps you hang in there when the going gets tough. It is the inner voice that whispers, "I can do it!" when others shout, "No, you can't!"

It took years and years for the early work of Barbara McClintock, a geneticist who won the 1983 Nobel Prize in medicine, to be generally accepted. Yet she didn't let up on her experiments. Work was such a deep pleasure for her that she never thought of stopping.

It is this childlike wonder that gives enthusiastic people such a youthful air, whatever their age. At 90, cellist Pablo Casals would start his by playing Bach. As the music flowed through his fingers, his stooped shoulders would straighten and joy would reappear in his eyes. Music, for Casals, was an elixir that made life a never-ending adventure. As author and poet Samuel Ullman once wrote, "Years wrinkle the skin, but to give up enthusiasm wrinkles the soul."

Questions:

1. What does the passage mainly discuss?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why enthusiasm can take someone further than other experience?  
\_\_\_\_\_  
\_\_\_\_\_
3. What does "let up" (Para 4) mean?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why does the author mention Pablo Casals?  
\_\_\_\_\_  
\_\_\_\_\_
5. How do you understand "Years wrinkle the skin, but to give up enthusiasm wrinkles the soul. "?  
\_\_\_\_\_  
\_\_\_\_\_

## Model Test 2

The Arctic Circle is an imaginary line about 1,650 miles from the North Pole. About one million people live within the area bounded by the Arctic Circle. The land there is the great tundra region of the world. Tundra is a Russian word which means "marshy plain". For nine months of the year, the tundra is a great white plain. The ground is frozen hard. But in summer the tundra is covered with flowers, thick grass, and moss.

A surprisingly large number of animals live in the tundra area. Rein deer are used for transportation, food, and clothing by the northern peoples. Other animals are polar bears, musk oxen, Arctic hares, and lemmings. In the summer, wolves and foxes migrate to the tundra.

Some of the tundra region is very much like the deserts of the world. To be sure, tundra temperatures are low while desert

temperatures are usually high. But in both regions there is little rainfall, not much plant life, and few people.

Questions:

1. What's the main topic of the passage?

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2. How do you define "tundra region"?

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3. According to the passage, what animals are used for food by the native people?

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4. What animals live in the tundra area in summer?

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5. Why is the tundra region similar to deserts?

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---

## Model Test 3

When we talk about intelligence, we do not mean the ability to get good scores on certain kinds of tests or even the ability to do well in school. By intelligence we mean a way of living and behaving, especially in a new or upsetting situation. If we want to test intelligence, we need to find out how a person acts instead of how much he knows what to do.

For instance, when in a new situation, an intelligent person thinks about the situation, not about himself or what might happen to him. He tries to find out all he can, and then he acts immediately and tries to do something about it. He probably isn't sure how it will all work out, but at least he tries. And if he cannot make things work out

right, he doesn't feel ashamed that he failed; he just tries to learn from his mistakes. An intelligent person, even if he is very young, has a special outlook on life, a special feeling about life, and how he fits into it. If you look at children, you'll see great difference between what we call "bright" children and "not bright" children. They are actually two different kinds of people, not just the same kind with different amount of intelligence. For example, the bright child really wants to find out about life—he tries to get in touch with every thing around him. But the unintelligent child keeps more to himself and his own dream—world; he seems to have a wall between him and life in general.

Questions:

1. What's the passage mainly about?

---

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2. What does "it" (Para 2, Sentence 3) refer to?

---

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3. If an unintelligent person failed, what would he do?

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4. According to what do we test a person's intelligence?

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5. What's the difference between "bright" child and "not bright" child?

---

---

## Model Test 4

This summer, like many students, I took a job in a small factory to help subsidise my university grant during the coming term. Having just left school, I had never had a full-time job before and so I was quite looking forward to it. I decided to work for 8 weeks and thought

it might even prove to be quite enjoyable. Here I made my biggest mistake ever.

I dutifully turned up one cold morning in July at 8 a. m. all ready to start work. The factory produces bleach and washing-up liquid. My first job was to feed empty plastic bottles onto the assembly line. The conveyor belt was divided into compartments and one bottle had to go in each compartment.

As the belt was moving very fast, I could hardly keep up with it, and, spilling bottles in all directions, I shouted over the din to the supervisor, "What happens when you miss one?" Back came the grim reply "You never miss one!" Oh well, only another 7.5 hours...

The next day I was moved into the bleach department where I made up cardboard boxes and helped to fill them with full bottles of bleach. I found the sharp cardboard often cut into my hands and wrists and that the cuts were soon filled with bleach which splashed over the bottles. Ironically the bottles themselves carried the warning: "If splashed onto clothing or skin, wash immediately!" Of course the assembly line didn't stop when I wanted to wash the bleach from my cuts.

Questions:

1. Why did the author go to work summer?

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2. What's his first job?

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3. How much do you know about the supervisor mentioned in the passage?

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4. What did the irony in his second job imply?

---

---

5. What's the best title for this passage?

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## Model Test 5

Like fine food, good writing is something we approach with pleasure and enjoy from the first taste to the last. And good writers, like good cooks, do not suddenly appear full-blown. Quite the contrary, just as the cook has to undergo an intensive training, mastering the skills of his trade, the writer must sit at his desk and devote long hours to achieving a style in his writing, whatever its purpose—schoolwork, matters of business, or purely social communication. You may be sure that the more painstaking the effort, the more effective the writing and the more rewarding.

There are still some remote places in the world where you might find a public scribe to do your business or social writing for you, for a fee. There are a few managers who are lucky enough to have the service of that rare kind of secretary who can take care of all sorts of letter writing with no more than a quick note to work from. But for most of us, if there is any writing to be done, we have to do it ourselves.

We have to write school papers, business papers or home papers. We are constantly called on to put words to paper. It would be difficult to count the number of such words, messages, letters, and reports put into the mails or delivered by hand, but the daily figure must be enormous. What is more, everyone who writes expects, or at least hopes, that his writing will be read. We want to arouse and hold the interest of the readers. We want whatever we write to be read, from first word to last, not just thrown into some "letters-to-be-read" file or into a wastepaper basket. This is the reason we bend our efforts toward learning and practicing the skills of interesting, effective writing.

Questions:

1. In this passage, good writing is compared to fine food because

\_\_\_\_\_

2. What is a public "scribe" (Line 1, Para 2)?

\_\_\_\_\_

3. According to the passage, why don't some managers have to do any letter writing?

\_\_\_\_\_

4. According to the author, if your letter is thrown into some "letters-to-do-read" file, what will be likely to happen?

\_\_\_\_\_

5. The purpose of the author in writing this passage is to persuade

us to \_\_\_\_\_

## Model Test 6

One cannot think of Africa without thinking of Egypt, the cradle of an ancient civilization, nor of Egypt without the Nile. The great characteristic of the Nile is the regularity of its floods. The annual flooding is caused by the melting snows on the high Ethiopian plateau, from where the Nile originates. The flood, laden with rich earth, reaches the lower valley about 15 June—at a time when the whole land has been burnt black by the sun. It brings "the water of life". From June to September the Nile rises and submerges the whole valley; then in the beginning of October it begins to fall, leaving the land saturated with water and covered with a layer of rich, black soil. On it farmers grow maize, rice, millet, beans and dates. Here too cotton is grown, for which Egypt is rightly famous.

The story of a great river is very often the story of a great civilization. For centuries the ancient Egyptians worshipped the Nile.



They bathed in the river, drank its water, told legends about it and built tombs and temples on its shores. Fighting the annual floods men got themselves organized, and society came into being. Measuring the irrigated land men invented surveying and became interested in geometry. Predicting the coming of floods men made a calendar, and better calendars were made by observing the sun and the moon and the planets, and this led to the growth of astronomy

Questions:

1. Why did the Egyptians worship the Nile?

\_\_\_\_\_

2. For about how many months is the Nile full of water?

\_\_\_\_\_ 4 \_\_\_\_\_

3. How many kinds of crops are grown in Egypt according to the passage?

\_\_\_\_\_ 6 \_\_\_\_\_

4. What kinds of natural science developed in ancient Egypt are mentioned in this passage?

\_\_\_\_\_ astronomy, geometry, calendar \_\_\_\_\_

5. What's the main idea of this passage?

\_\_\_\_\_

## Model Test 7

We thought we knew the English language, having even translated a whole book from English into Russian when we were in Siberia. I had learnt English in prison from a teach-yourself book, but had never heard a word of it spoken. Now that we were in London, we