



环球卓越  
www.geedu.com



英语周计划系列丛书  
ENGLISH WEEKLY PLAN SERIES

# 大学英语 | 四级考试

标准

预测试卷

7+2

大学英语四六级考试命题研究组 编著

7套预测+  
2套真题讲座+  
30篇热点作文+  
500高频短语

扫二维码，搜索书名，即刻听录音！  
挑战我的方法，引爆你的潜力！逐周挑战，日渐升级！



超值附赠2套  
真题讲座



机械工业出版社  
CHINA MACHINE PRESS



新题型

第5版



环球卓越  
www.geedu.com



英语周计划系列丛书  
ENGLISH WEEKLY PLAN SERIES

# 大学英语 | 四级考试

## 标准 预测试卷 7+2

大学英语四六级考试命题研究组 © 编著



机械工业出版社  
CHINA MACHINE PRESS

新题型

第5版

“英语周计划系列丛书”是针对我国读者的英语学习特点开发的、以“周”为谋篇布局单位、以“日”为具体实施单元的极具特色的英语辅导用书。具有思维创新、规划科学、目标明确、讲练结合、直击实战等特点。《大学英语四级考试标准预测试卷 7+2》是本系列针对 CET4 的一个分册。

本书根据最新的《大学英语教学大纲》以及最新题型设计编写。包括 7 套全真预测试卷和两套真题讲座。这种组合在同类书中尚属首次。每套试卷后均附有详尽的答案与解析。读者可以尝试利用两周的时间彻底做透 7 套标准预测试卷，并认真学习附赠的真题讲座，这将对临场考试产生事半功倍的效果。

### 图书在版编目 (CIP) 数据

大学英语四级考试标准预测试卷 7+2/大学英语四六级考试命题研究组编著.  
—5 版. —北京: 机械工业出版社, 2015.7

(英语周计划系列丛书)

ISBN 978-7-111-50731-4

I. ①大… II. ①大… III. ①大学英语水平考试—习题集 IV. ①H319.6

中国版本图书馆 CIP 数据核字 (2015) 第 144345 号

机械工业出版社 (北京市百万庄大街 22 号 邮政编码 100037)

策划编辑: 孙铁军 责任编辑: 孙铁军

责任印制: 封面设计:

印刷 ( 装订)

2015 年 7 月第 5 版第 1 次印刷

184mm×260mm·9.25 印张·350 千字

0 001— 册

标准书号: ISBN 978-7-111-50731-4

ISBN 978-7-89405-803-4 (光盘)

定价: 元 (含 1MP3)

凡购本书, 如有缺页、倒页、脱页, 由本社发行部调换

电话服务

网络服务

服务咨询热线: 010-88361066

机工官网: [www.cmpbook.com](http://www.cmpbook.com)

读者购书热线: 010-68326294

机工官博: [weibo.com/cmp1952](http://weibo.com/cmp1952)

010-88379203

金书网: [www.golden-book.com](http://www.golden-book.com)

封面防伪标均为盗版

教育服务网: [www.cmpedu.com](http://www.cmpedu.com)

# 大学英语四级考试 标准预测试卷

## Model Test of Forecast for CET-4

# 1

标准考试时间：130 分钟

实际做题时间：\_\_\_\_\_分钟（\_\_\_\_\_月\_\_\_\_\_日\_\_\_\_\_时~\_\_\_\_\_时）

### 做题指导

1. 试卷部分单独装订，供考生进行自我测试，以便考生了解自身水平，把握考试难度，培养考试状态。
2. 测试环境应尽量模拟实际考试环境，要选择连续的时间、在相对安静的环境下，完整地做完整套试题，最好不要将试题分开进行测试。
3. 测试结束后，认真对照答案和解析，找出自己的薄弱环节，进行重点复习。
4. 测试结束后，不能仅仅对完答案了事。要透过试题后的解析，将试题中所涉及的重点知识和技能一网打尽。
5. 本书共包含 7 套试卷，建议考生的测试时间不要安排得过于集中，即使想在临考前一段时间进行集中测试，也要适当将时间间隔开来，否则可能会因为频繁做题而影响测试效果，反而不利于培养考试状态。

题型	短文 写作	听力 对话	听力 短文	短文 听写	词汇 理解	长篇 阅读	仔细 阅读	汉译英	合计
题目数量	1 篇	15 题	10 题	10 题	10 题	10 题	10 题	1 段	—
分值比例	15%	15%	10%	10%	5%	10%	20%	15%	100%
卷面得分									

注：710 分计分标准比较复杂，每次考试所参照的总分常模均会有变化，为了便于考生直观掌握自己的分值水平，建议考生仍旧按百分制衡量自己的分值。

**Part I**

**Writing**

**(30 minutes)**

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled *Teenagers' Studying Abroad* based on the two graphs below. Please give a brief description of the graphs first and then make comments on them. You should write at least 120 words but no more than 180 words. Write your essay on *Answer sheet 1*.

**Teenagers' Studying Abroad**

---



---

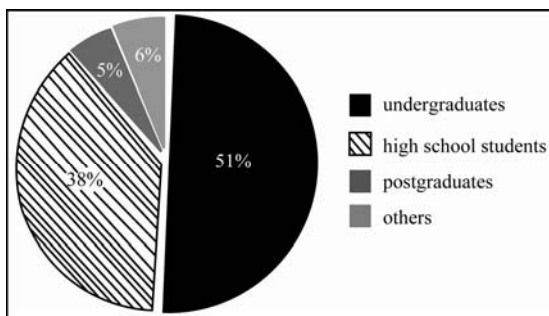


---

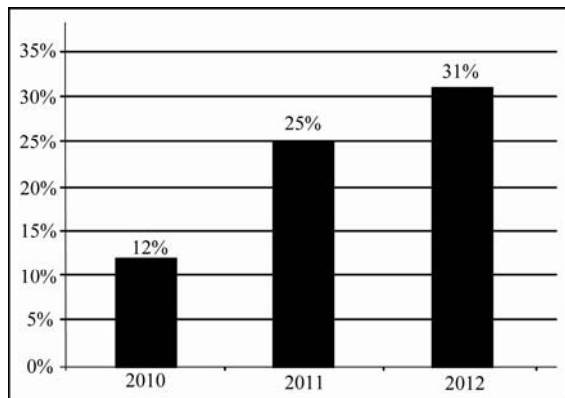


---

The percentages of different education levels of Chinese people studying abroad (2012)



The annual rise rate of the TOEFL candidates under the age of 18



**Part II**

**Listening Comprehension**

**(30 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



## 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 1** with a single line through the centre.*

### Passage One

**Questions 16 to 18 are based on the passage you have just heard.**

16. A) The relationship between obesity and life quality.    B) The factors that influence obesity.  
    C) The relationship between heredity and obesity.    D) The relationship between age and obesity.
17. A) 1 million.                      B) 3.5 million.                      C) 5 million.                      D) 6.5 million.
18. A) White women.                  B) Black women.                      C) White men.                      D) Black men.

### Passage Two

**Questions 19 to 21 are based on the passage you have just heard.**

19. A) Making a speech about the university life.                  B) Giving orientation to freshmen.  
    C) Introducing scenery spots to tourists.                      D) Talking about his university life.
20. A) A famous person named Blackwell had lived there.  
    B) A man named Blackwell donated money to build it.  
    C) The name of the person who designed it is Blackwell.  
    D) The name of the first president of the university is Blackwell.
21. A) There is a good subway network in the university.  
    B) Many students use bicycles to travel around the university.  
    C) Most students choose to walk around the university.  
    D) There is sometimes traffic jam due to numbers of cars.

### Passage Three

**Questions 22 to 25 are based on the passage you have just heard.**

22. A) Several records in the history of mountain climbing.  
    B) The importance of family support to a woman.  
    C) The desire for the conquest of Mount Everest.  
    D) The first woman to climb Mount Everest.
23. A) Ten women got injured in the avalanche.  
    B) Five women gave up half the journey.  
    C) Several women died in the avalanche.  
    D) The whole group had to stop climbing due to bad weather.
24. A) He doesn't like climbing mountains.                      B) He usually goes to climb with Junko Tabei.  
    C) He takes the main responsibility of the family.    D) He is a professional climber.
25. A) By writing books about her mountain climbing.  
    B) By teaching English and piano to children.  
    C) By shooting TV commercials for climbing equipment.  
    D) By working for Honda Motor Company.

**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 with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

Did last night's dinner make you *drool* (流口水) with anticipation? Did lunch have you licking your chops? According to research by teams from Thailand and Sweden, enjoying your food increases the nourishment your body (26) \_\_\_\_\_ it.

Imagine a bowl of Thai vegetables and rice in coconut milk, (27) \_\_\_\_\_ hot chili paste. Sound (28) \_\_\_\_\_? Or too spicy for your palate? The researchers served this dish to Thai women accustomed to such fare, then (29) \_\_\_\_\_ how much iron they absorbed. Next, the researchers served the same meal to Swedish women accustomed to less spice. Guess what happened? The Swedish women absorbed (30) \_\_\_\_\_ less iron than their Thai (31) \_\_\_\_\_. Going further, the researchers served the Thai women the same ingredients, (32) \_\_\_\_\_ an unappetizing, goopy *puree* (浓汤). This time, the Thai women absorbed 70% less iron than they had before.

The researchers believe the answer is in the brain. Before you eat a bite, there's a brain phase of digestive *secretion* (分泌). Seeing, smelling, or just anticipating a good meal prompts the brain to send messages to *glands* (腺体) along the digestive tract. "Hey you guys! Yummy morsels coming!" These happy (33) \_\_\_\_\_ prompt secretion of saliva, gastric juices and enzymes for digestion. In particular, acidic gastric juices are key to iron absorption. Without the acid, the body absorbs little iron.

When you're (34) \_\_\_\_\_ and enjoying your food, your brain primes your gut to absorb the most nutrients. So there's scientific (35) \_\_\_\_\_ for something we've suspected all along — an appealing, leisurely meal is a lot more nutritious than unappetizing grub!

**Part III****Reading****(40 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 you making your choices. Each choice in the blank 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 bank more than once.*

**Question 36 to 45 are based on the following passage.**

Do you drink soda drinks? How often do you drink it? When I was young, I was an *avid* (热衷的) drinker of Coca-Cola and other soft drinks. Actually, I was pretty much a coke 36. I could never get past a day without drinking Coca-Cola. It was 37 for me to have days when I would finish almost a whole 1.5 liter coke bottle every day.

As I grew up, I became more 38 of the importance to be healthy. I started to relook into my diet, including my soda hobbies. Over time, I realized coke is actually quite harmful to our health. Coke and soft drinks contain caffeine, which is a psychoactive stimulant drug. It can affect the central nervous system and 39 brain function, resulting in temporary changes in perception, mood, consciousness and behavior — so much so that I 40 why it even became such an *ubiquitous* (普遍存在的) drink!

In my 41 of a healthier life, I made the decision to quit drinking coke at 18. I started to slowly 42 Coca-Cola and soda drinks. When I reached my early 20s, they were almost 43 out of my diet. In the rare occasions where I do drink it, I would find the taste 44 sweet, acidic and unpleasant to taste. When I look back, it was 45 for me to even *fathom* (理解) myself putting so much of this chemical junk into my body when I was younger.

- |                |                 |
|----------------|-----------------|
| A) completely  | I) pursuit      |
| B) normal      | J) accidentally |
| C) exchange    | K) hard         |
| D) destroy     | L) wonder       |
| E) conscious   | M) attentive    |
| F) excessively | N) hate         |
| G) addict      | O) alter        |
| H) abandon     |                 |

## Section B

**Directions:** *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

### How to Read Body Language

- A) All of us communicate with one another nonverbally, as well as with words. Most of the time we're not aware that we're doing it. We gesture with eyebrows or a hand, meet someone else's eyes and look away, and shift positions in a chair. These actions we assume are random and incidental. But researchers have discovered in recent years that there is a system to them almost as consistent and comprehensible as language.
- B) Every culture has its own body language, and children absorb its nuances along with spoken language. A Frenchman talks and moves in French. The way an Englishman crosses his legs is nothing like the way a male American does it. In talking, Americans are apt to end a statement with a droop of the head or hand, a lowering of the eyelids. They wind up a question with a lift of the hand, a tilt of the chin or a widening of the eyes. With a future-tense verb they often gesture with a forward movement.
- C) There are regional idioms too: An expert can sometimes pick out a native of Wisconsin just by the way he uses his eyebrows during conversation. Your sex, ethnic background, social class and personal style all influence your body language. Nevertheless, you move and gesture within the American idiom.
- D) The person who is truly bilingual is also bilingual in body language. New York's famous mayor, Fiorello La Guardia, politicked in English, Italian and Yiddish. When films of his speeches are run without sound, it's not too difficult to identify from his gestures the language he was speaking. One of the reasons *English-dubbed* (英语配音) foreign films often seem flat is that the gestures don't match the language.
- E) Usually, the wordless communication acts to qualify the words. What the nonverbal elements express very often, and very efficiently, is the emotional side of the message. When a person feels liked or disliked, often it's a case of "not what he said but the way he said it". Psychologist Albert Mehrabian has devised this formula: total impact of a message=7 percent verbal+38 percent vocal+55 percent facial. The importance of

the voice can be seen when you consider that even the words “I hate you” can be made to sound sexy.

- F) Experts in kinesics — the study of communication through body movement — are not prepared to spell out a precise vocabulary of gestures. When an American rubs his nose, it may mean he is disagreeing with someone or rejecting something. But there are other possible interpretations, too.
- G) One of the most potent elements in body language is eye behavior. Americans are careful about how and when they meet one another’s eyes. In our normal conversation, each eye contact lasts only about a second before one or both individuals look away. When two Americans look searchingly into each other’s eyes, emotions are heightened and the relationship becomes more intimate. Therefore, we can carefully avoid this, except in appropriate circumstances.
- H) Americans abroad sometimes find local eye behavior hard to interpret. “People stared right at me on the street, they looked me up and down. I kept wondering if I was uncombed or unzipped.” Finally, a friend explained that Israelis think nothing of staring at others on the street.
- I) Proper street behavior in the United States requires a nice balance of attention and inattention. You are supposed to look at a passerby just enough to show that you’re aware of his presence. If you look too little, you appear haughty or secretive; too much, and you’re inquisitive. Usually what happens is that people eye each other until they are about eight feet apart, at which point both cast down their eyes. In parts of the Far East it is impolite to look at the other person at all during conversation. In England the polite listener stares at the speaker attentively and blinks his eyes occasionally as a sign of interest. That eye blink says nothing to Americans, who expect the listener to nod or to murmur something — such as “mm-hmm”.
- J) There are times when what a person says with his body gives the lie to what he is saying with his tongue. Thus, a man may successfully control his face, and appear calm, self-controlled — unaware that signs of tension and anxiety are leaking out, that his foot is beating the floor constantly, restlessly, as if it had a life of its own. Rage is another emotion feet and legs may reveal. During arguments the feet often become tense. Fear sometimes produces barely perceptible running motions, a kind of nervous leg jiggle. Then there are the subtle, provocative leg gestures that women use, consciously and unconsciously.
- K) Recent studies by psychologists suggest that posture often reflects a person’s attitude toward people he is with. One experiment indicates that when men are with other men they dislike, they relax either very little or very much — depending on whether they see the other man as threatening. Women in this experiment always signaled dislike with very relaxed posture. And men, paired with women they disliked were never tense enough about it to sit rigidly.
- L) While children learn spoken and body language — proper postures, eye behaviors, etc, they also learn a subtle thing: how to react to space around them. Man walks around inside a kind of private bubble, which represents the amount of air space he feels he must have between himself and other people. As adults, however, we hide our feelings behind a screen of polite words.
- M) Anthropologist Dr. Edward T. Hall points out that, for two unacquainted adult male North Americans, the comfortable distance to stand for private conversation is from arm’s length to about four feet apart. The South American likes to stand much closer, which creates problems when the two meet face to face. For, as the South American moves in, the North American feels he’s being pushy; and as the North American backs off, the South American thinks he’s being stand-offish.
- N) The American and the Arab are even less compatible in their space habits. Arabs like close contact. In some instances, they stand very close together to talk, staring intently into each other’s eyes and breathing into each other’s face. These are actions the American may associate with sexual intimacy and he may find it disturbing to be subjected to them in a nonsexual context. The amount of space a man needs is also

- influenced by his personality — introverts, for example, seem to need more elbow room than extroverts.
46. Even though one person looks calm, his unconscious foot movement will often betray his tension.
  47. Compared to spoken language, one's gestures can often more efficiently embody the emotion he wants to convey.
  48. One American may feel disturbed when the other person is very close to him if they are not in a very intimate relationship.
  49. It might be because body language of the characters is not in accordance with their spoken language that makes many foreign films dubbed into English seem a little boring.
  50. Americans are not apt to show their interest in the speaker's words by blinking their eyes.
  51. It is appropriate for Americans to keep each eye contact for about one second in a normal conversation.
  52. Body language isn't unconscious or doesn't occur by chance, but has its own system.
  53. In some places of the Far East, it is good manner for people not to have eye contact with each other in normal conversations.
  54. Unlike in the United States, in Israel, local people think it is usual to look up and down someone on the street.
  55. If an American wants to end his speaking in a talk, he might lower his head or hand.

## Section C

**Directions:** *There are two 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 56 to 60 are based on the following passage.**

Back in the 60's, when I attended the Queen of the Rosary school in suburban Chicago, classroom management was not an issue. We had more than 35 kids in a class, but even first graders knew you sat with your hands folded, eyes on the board, and mouth shut. If you got out of line, you might be sent to the corner. One nun had an amazing pitching arm. She would spin away from the blackboard and bean a slacker with a fully loaded eraser. It didn't hurt. But it was effective.

Now when you talk to new teachers — which I do regularly as an education reporter — their biggest complaint is that no one teaches them how to control a classroom. For the small fortune they spend to get a teaching degree, they get plenty of pedagogy (“Reflections on Learning” is a typical course name), which they generally don't use. But their professors never seem to get around to teaching “Keeping Kids Under Control”. “Student-teaching stints are typically done in middle-class districts that are well ordered,” says Aaron M. Pallas, professor of sociology and education at Teachers College at Columbia University, “and few colleges offer practical training for those planning to work in tougher settings.”

The solution is probably not to encourage teachers to bean kids with erasers. But something is needed. Jennifer Scoggins, 32, a New York teacher currently working on her Ph.D, said she had no chance to succeed when she began her first teaching job in 2001. She was asked to take over a second-grade class in Harlem mid-year — after several other teachers had given up. The kids were out of control when she arrived, and things never improved. “I felt absolutely like a total failure. The only thing I was proud of was that I never cried in front of the kids. But I cried everywhere else,” she said. Even though Scoggins had earned a master's in education, she said, “very practical things were never taught.”

Education Secretary Arne Duncan has acknowledged what a huge issue classroom management has become. To help improve the situation, the federal government recently dedicated \$21 million to a fledging network of 28 teacher-residency programs (modeled on medical residencies) to give new teachers hands-on training in a real classroom.

No such programs were available to Scoggins, who thought about quitting teaching altogether after her disastrous first year. But, she said, "I had never been interested in doing anything else."

56. What can we learn about the 60's?
- A) The teachers were very experienced in classroom management.
  - B) The kids at that time had higher quality than today's.
  - C) The teachers at that time were stricter to students than today's teachers.
  - D) It was acceptable to give physical punishment to the kids who broke class discipline.
57. What does Aaron M. Pallas imply by saying "Student-teaching stints are..., and few colleges offer ..."? (Lines 5-8, Para. 2)
- A) Low class districts are not well ordered.
  - B) Students have little chance to teach practically before graduation.
  - C) Colleges should offer tougher practical teaching training.
  - D) The education system should be reformed.
58. Why did Scoggins face such a mess when she began her first teaching job?
- A) Her professional skills were bad.
  - B) Students didn't like her as their new teacher.
  - C) She had almost never learnt class control.
  - D) She wasn't prepared to start her career.
59. Which of the following descriptions about Scoggins is true?
- A) She would probably give up her teaching career.
  - B) She likes teaching very much and will still go on teaching.
  - C) She never cried when facing the mess in the first job.
  - D) She attended a program of teachers training after her first failure.
60. The passage mainly discusses that \_\_\_\_\_.
- A) colleges provide more courses about class management
  - B) the government begins to focus on training teachers
  - C) modern students are more difficult to control than before
  - D) new teachers lack class control skills

## Passage Two

Questions 61 to 65 are based on the following passage.

One increasing *nuisance* (讨厌的人或事物), made possible by advances in technology, is the "junk" telephone call. These calls are distributed by a machine that can be programmed to dial numbers automatically without further human assistance. When a number is reached, the machine delivers a prepared sales pitch and even records the *recipient's* (接收者) response.

The machine, which can call many hundreds of numbers during a regular business day, does present some problems. Certain of the devices, particularly the cheaper ones, do not disconnect if the person called chooses not to listen and hangs up. This has the potential to cause tragedy, as well as irritation and inconvenience. A woman in the Midwest, for example, attempted to call a doctor for her mother, who had just collapsed with what appeared to be a heart attack. The phone did not present a dial tone but a recorded sales pitch, which would not stop even after the woman hung up the phone. Fortunately, a neighbor's phone was usable, and help was summoned in time.

Certain models of the dialing devices can record orders for the product being sold. This has resulted in some odd situations. The parents of a Texas youngster, for example, found that a machine had sold their child a new roof for the house. Another family discovered that their three-year-old child, who didn't know how to read, had subscribed to a dozen different adult magazines for which the parents were then being billed.

Many people regard junk telephone call as even more offensive than junk mail. They point out that it's usually possible to recognize and discard junk mail without opening or reading it. A phone call, however, can't be recognized as junk until it has been answered and at least a portion of the message heard. Some people have resorted to the continuous use of answering machines on their home telephones! These devices can record messages if no one is home, and help screen the calls if someone is there. Other people, however, find the answering machines to be as objectionable as the junk calls. Some kind of regulation of the junk call nuisance may be required.

61. Which of the following descriptions on the "junk" telephone call is true?
- A) The "junk" telephone machine will disconnect if the person called hangs up.
  - B) Businesses use junk telephone calls to promote their items or services.
  - C) Telephone companies make a lot of money from junk telephone calls.
  - D) Some wicked people often make junk telephone calls for fun.
62. The author gives the example of a woman in the Midwest to show that \_\_\_\_\_.
- A) good neighbors are very helpful sometimes
  - B) telephones will go wrong at some critical moments
  - C) junk telephone machines are likely to do harm
  - D) many people were disturbed by junk telephone calls
63. What happened to the woman's mother in the Midwest finally?
- A) She got help from the doctor since her daughter used the neighbor's telephone.
  - B) She died of a heart attack because her daughter couldn't find the doctor.
  - C) She suffered from heart diseases due to the irritating junk telephone calls.
  - D) She died because her daughter called the doctor too late.
64. Junk calls are considered worse than junk mail because these calls \_\_\_\_\_.
- A) cost the consumer more
  - B) always cause tragedy
  - C) can't be recognized beforehand
  - D) often disturb people's rest
65. The author writes this article to \_\_\_\_\_.
- A) discuss the disadvantages of technological advance
  - B) show the tragedies caused by the junk telephone calls
  - C) show how people hate junk telephone calls and junk mails
  - D) call for the regulation of the junk telephone call

## Part IV

## Translation

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to translate a passage from Chinese into English.

You should write your answer on *Answer Sheet 2*.

中国大陆性季风气候 (monsoonal climate) 显著, 气候具有多样性的特征。夏季高温多雨, 冬季寒冷干燥, 四季分明。从九月到第二年的四月, 来自西伯利亚和蒙古的寒冷干燥的冬季季风 (monsoons) 随着向中国的南部移动而逐渐减弱。这些季风使得冬季寒冷干燥, 温差极大。夏季季风从四月持续到九月。来自海洋的温暖湿润的夏季季风带来丰富的降雨和高温。夏季南方和北方的温度没有太大差异。

# 大学英语四级考试 标准预测试卷

## Model Test of Forecast for CET-4

# 2

标准考试时间：130 分钟

实际做题时间：\_\_\_\_\_分钟（\_\_\_\_\_月\_\_\_\_\_日\_\_\_\_\_时~\_\_\_\_\_时）

### 做题指导

1. 试卷部分单独装订，供考生进行自我测试，以便考生了解自身水平，把握考试难度，培养考试状态。
2. 测试环境应尽量模拟实际考试环境，要选择连续的时间、在相对安静的环境下，完整地做完整套试题，最好不要将试题分开进行测试。
3. 测试结束后，认真对照答案和解析，找出自己的薄弱环节，进行重点复习。
4. 测试结束后，不能仅仅对完答案了事。要透过试题后的解析，将试题中所涉及的重点知识和技能一网打尽。
5. 本书共包含 7 套试卷，建议考生的测试时间不要安排得过于集中，即使想在临考前一段时间进行集中测试，也要适当将时间间隔开来，否则可能会因为频繁做题而影响测试效果，反而不利于培养考试状态。

题型	短文 写作	听力 对话	听力 短文	短文 听写	词汇 理解	长篇 阅读	仔细 阅读	汉译英	合计
题目数量	1 篇	15 题	10 题	10 题	10 题	10 题	10 题	1 段	—
分值比例	15%	15%	10%	10%	5%	10%	20%	15%	100%
卷面得分									

注：710 分计分标准比较复杂，每次考试所参照的总分常模均会有变化，为了便于考生直观掌握自己的分值水平，建议考生仍旧按百分制衡量自己的分值。

**Part I**

**Writing**

**(30 minutes)**

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled **Lead a Low-carbon Lifestyle** by commenting on the saying, "Treat our earth in a friendly way, don't fool around with mother nature." You should write at least 120 words but no more than 180 words. Write your essay on **Answer Sheet 1**.

**Lead a Low-carbon Lifestyle**

---



---



---



---

**Part II**

**Listening Comprehension**

**(30 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 1** with a single line through the centre.

1. A) In a hotel room. B) At the hotel receptionist.  
C) At a restaurant. D) At the bus station.
2. A) The English teacher has not been very busy.  
B) The woman has troubled the English teacher very much.  
C) The woman has never troubled the English teacher.  
D) The man regrets having troubled the English teacher.
3. A) There are over 7,000 women. B) Everyone has a fixed office or desk.  
C) The Managing Director has a personal office. D) No one owns a personal office.
4. A) He has wasted too much time on watching TV.  
B) He'd like to do outdoor activities rather than watch sports on TV.  
C) He hates watching TV alone.  
D) He often watches other programs instead of sports on TV.
5. A) Have a meeting with Patrick Hart. B) Write his name on the guest book.  
C) Have a read of some traveling books. D) Put off his appointment with Patrick Hart.
6. A) She will learn how to joke from John.  
B) She enjoys John's humor a great deal.  
C) She doesn't appreciate John's humor very much.  
D) She can see deep thoughts from John's jokes.
7. A) He can start work at either 7:30 or 9:30.  
B) He can start work at any time between 7:30 and 9:30.  
C) He has to start work at the same time every day.

- D) He can start work at any time of the day.
8. A) The woman should not ask Peter for help.      B) Peter will be pleasant to help the woman.  
C) Peter is too busy to help the woman.      D) Peter knows little about IT technology.

**Questions 9 to 11 are based on the conversation you have just heard.**

9. A) He wants to go to the hospital around there.      B) He plans to date a girl there.  
C) He wants to visit a friend who works there.      D) He intends to rent a house around there.
10. A) It is arranged on Monday.  
B) It is the first time they meet each other.  
C) They may have dinner in a Spanish restaurant.  
D) They are going out to celebrate the man's birthday.
11. A) On Pine Street.      B) On the 3rd Street.  
C) Next to the church.      D) In front of the stadium.

**Questions 12 to 15 are based on the conversation you have just heard.**

12. A) A standard unit for measuring weight.      B) Ways to care for precious metals.  
C) The value of precious metals.      D) The significance of using the metric system.
13. A) To measure amounts of rainfall.      B) To check the accuracy of scales.  
C) To observe changes in the atmosphere.      D) To calculate the density of other metals.
14. A) It absorbed too much moisture.      B) It was easily worn away.  
C) Its quality changed with the temperature.      D) It was made of poor quality iron.
15. A) It is too high for such a light weight.  
B) It is difficult to judge by now.  
C) It is a small amount to pay for so much precious metal.  
D) It is reasonable for an object with such an important function.

**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 1** with a single line through the centre.*

**Passage One**

**Questions 16 to 18 are based on the passage you have just heard.**

16. A) Teachers should talk less in the classroom.  
B) Students should learn more from teachers.  
C) Teachers should keep students quiet in class.  
D) Students should speak less but act more.
17. A) Scornful.      B) Doubtful.      C) Supportive.      D) Negative.
18. A) It is related to what students have just learnt.      B) It is slower in speed.  
C) It usually involves topical subjects.      D) It contains more easy words.

**Passage Two**

**Questions 19 to 21 are based on the passage you have just heard.**

19. A) The wisest way to spend money.      B) Several forms of investment.  
C) Current situation of the economy.      D) The economy pattern in the US.

20. A) They are both liable to be devalued.                      B) They are both hard to be realised.  
 C) They are both easy to be damaged.                      D) They both have safety problems.
21. A) It may be devalued due to sharply rising of interest rates.  
 B) Its value can fluctuate wildly.  
 C) It might not give investors any money return.  
 D) It may be subject to speculative booms and slumps.

### Passage Three

Questions 22 to 25 are based on the passage you have just heard.

22. A) He sang well.    B) He lost his voice.  
 C) He was born dumb.    D) He could hear nothing.
23. A) He pointed his finger straight up.                      B) He put his thumb up.  
 C) He plunged into the water.                                      D) He asked someone else to tell him.
24. A) All the frogs in the water stopped singing.  
 B) A large number of frogs jumped out of the water.  
 C) Lots of frogs jumped and swam toward us.  
 D) The frogs began to sing in the water.
25. A) Feed the frogs near the church.                      B) Wash himself at the river.  
 C) Sing and dance on the riverbank.                      D) Play his guitar near the church.

### 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 with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

Social psychologists have long been intrigued by what they call automatic behavior — the ways people react to stimuli without consciously thinking about their actions.

In fact, it seems that most people can be unconsciously (26) \_\_\_\_\_ to behave in certain ways. For example, in one experiment, participants were told to *unscramble* (整理) sentences using words such as “bother”, “disturb”, and “obnoxious”. When they (27) \_\_\_\_\_ the task, these participants were (28) \_\_\_\_\_ act rudely than participants who were given words such as “patient” and “appreciate”. But wait, things get even more interesting. After being asked to unscramble sentences using words such as “old”, “ancient”, “Florida”, and “retired”, participants tended to walk more slowly when leaving the experiment, even though slowness was not mentioned.

Researchers (29) \_\_\_\_\_ that words such as “Florida” and “retired” invoke stereotypes of the (30) \_\_\_\_\_, and these stereotypes also include slowness.

This experiment also confirms the power of what is (31) \_\_\_\_\_ known as self-fulfilling prophecy, the idea that our expectations make us behave (consciously or unconsciously) in a way that makes those expectations come true.

When you meet someone who (32) \_\_\_\_\_ a stereotype, you automatically act toward him or her in a manner (33) \_\_\_\_\_ that stereotype. So if you think men in red baseball caps tend to be (34) \_\_\_\_\_, when you run into such a man you unconsciously begin to act defensively. That causes the man to react defensively, which then confirms the original stereotype. In short, it's a vicious (35) \_\_\_\_\_, and one that's not entirely under our control.