

# 大学英语四级(CET-4)模拟试卷

## Part I Writing (30 minutes)

注意：此部分试题在答题卡 1 上。

**Directions:** For this part, you are allowed 30 minutes to write a short essay on the topic of *Studying Abroad*. You should write at least 120 words following the outline given below:

1. 近几年来越来越多的学生选择留学
2. 出现这种现象的原因
3. 这种现象可能带来的影响

## 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 statement contradicts the information given in the passage; **NG** (for **NOT GIVEN**) if the information is not given in the passage. For question 8-10, complete the sentences with the information given in the passage.

### A history of English

The English language we speak today went through three stages called Old English, Middle English and Modern English. But ages before Old English came into being, many other languages had to arise and develop. The oldest of these, as far as we know, was the Indo-European family of languages, which were beginning to be spoken clear back during the Stone Age.

During the Stone Age, some Indo-European people lived on the island of Britain. The earliest known of these British Indo-European split into two groups called the Scots and the Celts. There was another group, who were not Indo-European, called Picts. Together these three peoples are known as Britons. The Britons were a fierce, Stone Age people constantly making war on each other. They dressed in animal skins, lived in caves or rude wooden huts. These people had their own languages.

After conquering all of Europe, Rome invaded Britain and made it part of the empire, in AD 43. Romans brought their advanced culture to the Britons. Not only did they bring their art, literature, law and Latin language, they established schools, built buildings and roads and provided an army to protect themselves against invaders.

Meanwhile, the Germanic peoples of northern Europe, known as "Norsemen" or "Northmen", were developing another, separate European culture. Some groups of Norsemen came to be known as Angles, Saxons, Jutes and Goths. They were warriors, but also sailors and traders. In very early times the Angles and Saxons began to trade with the Celts in England. This was probably the first time the Britons came into contact with other peoples.

During the four hundred years Britain was part of the Roman Empire, Rome was getting weaker and weaker, and the Norsemen were getting stronger and stronger. By AD 409, Rome had lost all control of Britain. As soon as the Roman armies pulled out of Britain, the Picts and Scots began to destroy the Celts. The Celts turned for help to the Angles and Saxons across the sea in Sweden and Denmark. The latter were quick to respond, because they loved war. They saved the Celts; they also destroyed practically all the culture which had been brought by the Roma: literature, sculpture, schools and roads. The Germanic languages of the Angles and Saxons combined to become Anglo-Saxons. Since the Angles and Saxons had become the power in England, the Anglo-Saxon language became the very early beginning of English.

Gradually, between the sixth and eleventh centuries, the feudal estates of Europe give into powerful kingdoms. Of these, the French kingdom of Normandy became very important to the development of English.

The various peoples in England were coming together as a nation also, under the rule of more powerful kings such as Alfred the Great, who ruled between 871 and 899. Alfred was not only an efficient ruler and a great defender of his people, he was also an eager scholar. He was able to preserve some of the learning which had been left behind when the Romans left England. In Anglo-Saxon he began a detailed diary of events in his own time known as the Anglo-Saxon Chronicle. Although Alfred encouraged reading and writing in Anglo-Saxon as well as in Latin, most works continued to be written in Latin.

Alfred's efforts to unity England and established a national language apart from Latin were interrupted by an invasion of yet another group of Norsemen, the Vikings. The Vikings who invaded England were called Danes, and those who invaded France were known as the Normans.

Gradually, as invaders do eventually, the Danes settled down and became peaceful farmers. Their language mixed with Anglo-Saxon and became what we know as Old English. Old English was established as the language of the land by the tenth century. For the next hundred years or so after the Danish invasions, the English people lived in peace. If they had continued that way our language today might be quite different form what it is; it would be something similar to Dutch, Danish and German. But about nine hundred years ago, English was invaded again, and another, very different language was brought to the country. When this language arrived, English moved away from Danish and Anglo-Saxon and passed form Old English into Middle English.

The new foreign language which was to have such an important influence on the development of Middle English was French. In 1066, the Norman French people invaded England. The invasion is known as the Norman Conquest, and it is very important for two reasons. First, it was the last time England was ever to be invaded. Second, Old French became as important an influence as Danish and Anglo-Saxon to the development of English as it is today.

The Normans brought their law, custom and literature to England. Since there was still so much Latin in their own language, Latin again began to be swallowed up by a foreign language in the way their Celtic and early Anglo-Saxon ancestors had. Although the invading Norman French became the rulers of the land, and French became the language of government and law in England, the English people stubbornly refused to give up their own language. English remained the spoken language of the people. And when they did accept French words, they mispronounced them so badly that no one could recognize them as French. Eventually, the two language came together to form what we know today as Middle English. The change from Old English to Middle English took place gradually over a period of about hundred years.

By the time of Shakespeare's death in 1616, our history and our language had entered the modern period. The English of Shakespeare's time is considered modern English because, except for some different spellings and a few words we no longer use, the language is quite similar to the English we speak today. Many of the old saying we use every day come right out of Shakespeare's writings. When we think something is unimportant we " laugh it off ". Describing something which is strong and in good condition, we say it is " sound as a bell ". When we are disgusted with something, we say it is " lousy ". If you know or use these expressions you are quoting Shakespeare.

Between the sixteenth and nineteenth centuries England built an empire which included North America, some Caribbean islands, Australia, New Zealand, parts of Asia and parts of Africa. About nine or ten years before Shakespeare's death, England had established her first American colony, Virginia. Three hundred years later, England no longer had an empire, but the lands which she had conquered still spoke the English language. Today, English is the native or official language of not only the United States but also Canada, Australia, New Zealand, India, Kenya, South Africa, Trinidad, Jamaica and more lands on every continent of this planet.

注意：此部分试题请在答题卡 1 上作答。

1. The passage is mainly about the historical development of Great Britain.
2. The earliest Indo-European people living in Britain split into two groups called the Scots and the Celts, which are lately known as Britons.
3. The Britons' first encounter with other peoples happened around AD 43.
4. Angles and Saxons seized power in Britain after Roman Empire, and the combination of their languages became the very beginning of English.
5. It was in the late 8th century that England under Alfred the Great united as a nation.
6. Since Normans ruled England, the literature then was mainly written in French.
7. After the year 1066, French began to influence Old English, and together with other languages gradually changed it into Middle English.
8. With so much Latin in the contemporary Norman language, Latin again began to be \_\_\_\_\_ by a foreign language in the way their Celtic and early Anglo-Saxon ancestors had.
9. Shakespeare's death in 1616 marks that English finally evolved into \_\_\_\_\_.
10. On every continent of the world English is widely used and is spoken as \_\_\_\_\_ in many countries.

### Part III Listing 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.

注意：此部分答题在答题卡 2 上作答。

11. A) The woman likes hanging out at the coffee shop very much.  
 B) The woman doesn't seem to be that satisfied with her job.  
 C) The woman is sure about the reason of people coming to the coffee shop.  
 D) The woman enjoys the atmosphere at the coffee shop.
12. A) The man's childhood.      B) A movie.      C) A fight in the street.      D) Noises.
13. A) 12:20      B) 12:30      C) 12:40      D) 12:50
14. A) Classmates      B) Mother and son      C) Boss and secretary      D) Surgeon and patient
15. A) A watch.      B) A doll.      C) A dress.      D) A girl.



**Passage Two**

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

29. A) The woman will invite the man to a home-cooked meal.      B) The man will pick the woman up at her home.  
 C) They will pay their own expenses respectively.              D) The woman may take the initiative in inviting the man.
30. A) The woman will sit at home by the telephone and waiting for the man to call her.  
 B) The man will take the woman home at the end of the date.  
 C) The man pays all the expenses.  
 D) The woman pays her own expenses.
31. A) Their only place is in the home.  
 B) They make nearly half of the work force in the US.  
 C) Many of them hold positions of great responsibility and authority.  
 D) It does not conform to modern American culture to look down upon women.

**Passage Three**

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

32. A) The differences between sheep and cattle breeding.      B) Living conditions in the colony of Massachusetts.  
 C) Food shortages in the early 1800's.                              D) Livestock raising on early American farms.
33. A) They were imported from European countries.              B) They migrated from distant colonies.  
 C) They were domesticated from local wild breeds.              D) They were the result of a careful breeding program.
34. A) Planting crops.    B) Clearing new land.    C) Building houses.    D) Caring for animals.
35. A) Traded them to neighboring families.                              B) Sold them to people in cities and towns.  
 C) Fed and clothed themselves.    D) Nourished their crops and livestock.

**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：此部分试题在答题卡 2 上；请在答题卡 2 上作答。

In many big Asian cities, such as Seoul and Tokyo, there is a (36)\_\_\_\_\_ of cars, trucks and buses on the streets. This has caused (37)\_\_\_\_\_ traffic jams that pollute the air. One large city, Singapore, is an (38)\_\_\_\_\_. There are no traffic jams. Its air is clean — free from pollution. It only takes fifteen minutes to drive from the city to the airport.

This happy situation is no (39)\_\_\_\_\_. It is the result of a government program to (40)\_\_\_\_\_ air pollution and traffic jams. The government had simply made it very (41)\_\_\_\_\_ to own and drive a car in Singapore. The program requires anyone who wants a car to buy a permit.

A 10-year permit to own a car can cost as much as US\$75,000. and when you add sales and (42)\_\_\_\_\_ taxes of 195 percent to the cost of buying a car, (43)\_\_\_\_\_ of Singapore might pay over US\$250,000 to get a car and a permit. (44)\_\_\_\_\_. And there is a big tax on gasoline.

As nice as this sounds, it might not work in other places. Think about your city. (45)\_\_\_\_\_. How would everyone feel if it became too expensive to own and drive cars?

Clearly, something must be done to change people's lifestyles in the world's large cities. (46)\_\_\_\_\_. Perhaps Singapore has the right answer after all.

## 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 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.

Unidentified Flying Object (UFO), any object or light, reportedly sighted in the sky, which cannot be immediately explained by the observer. Sightings of unusual aerial (47)\_\_\_\_\_ data back to ancient times, but UFOs became widely discussed only after the first publicized U.S. sighting in 1947. Many thousands of such observations have since been reported (48)\_\_\_\_\_.

At least 90 percent of UFO sightings can be identified as (49)\_\_\_\_\_ objects, although time-consuming investigations are often necessary for such identification. The objects most often mistaken for UFOs are bright planets and stars, aircraft, birds, etc. The (50)\_\_\_\_\_ sightings most likely can be

(51)\_\_\_\_\_ to other mistaken sightings or to inaccurate reporting, hoaxes, or delusions, although to disprove all claims made about UFOs is impossible.

In 1997 the U.S. Central Intelligence Agency admitted that the U.S. military had deceived the American public in an effort to hide information about high-altitude spy airplanes, which (52)\_\_\_\_\_ for over half of the UFO reports during the late 1950s and 1960s.

Some persons (53)\_\_\_\_\_ believe that UFOS are extraterrestrial spacecrafts, even though no (54)\_\_\_\_\_ valid evidence supports that belief. The possibility of extraterrestrial civilization is not the stumbling block; most scientists grant that (55)\_\_\_\_\_ life may well exist elsewhere in the universe. A fully convincing UFO photograph of a craftlike object has yet to be taken, however, and the scientific method requires that highly speculative explanations should not be (56)\_\_\_\_\_ unless all of the more ordinary explanations can be ruled out.

UFO enthusiasts persist, however, and some persons even claim to have been abducted and take aboard UFOs. No one has produced scientifically acceptable proof of these claims.

注意：此部分试题请在答题卡2上作答

A) phenomena	I) adopted
B) conventional	J) scientifically
C) adapted	K) worldwide
D) speculation	L) attributed
E) intelligent	M) accounted
F) evaluation	N) identification
G) remaining	O) controversial
H) nevertheless	

## 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.

Martin Luther King believed that there were six important points about nonviolent resistance. First, he argued that even though nonviolence may be perceived as cowardly, it was not, and was in fact a method that did resist. According to King, the nonviolent protestor is as passionate as a violent protestor and that despite not being physically aggressive, " his mind and emotions are always active, constantly seeking to persuade the opponent that he is mistaken. "

Second, the point of nonviolent resistance is to gain friendship and understanding. Further, the use of boycotts ( 联合抵制 ) and methods of non-cooperation, were the " means to awaken a sense of moral shame in the opponent. "The result was harmony instead of the bitterness and chaos that came from violent resistance.

The third point King advanced, was that the battle was against the forces of evil and not individuals. Tension was not between the races, but was " between justice and injustice, between the forces of light and the forces of darkness. And if there is a victory it will be a victory not merely for fifty thousand Negroes, but a victory for justice and the forces of light. "

Fourth, nonviolent resistance required the willingness to suffer. One must accept violence without retaliating ( 报复 ) with violence and must go to jail if necessary. Accordingly, the end was more important than safety, and retaliatory violence would distract from the main fight. King believed that by accepting suffering, it led to " tremendous educational and transforming possibilities " and would be a powerful tool in changing the minds of the opponents.

King's fifth point about nonviolent resistance was that the " universe was on the side of justice. " Accordingly, people have a " cosmic companionship " with God who is on the side of truth. Therefore, the resister has faith that justice will occur in the future.

King's sixth point held that bitterness and hate were absent from the resisters' mind, and replaced with love. However, the kind of love King was talking about, was not the affectionate type, but instead the type that meant " understanding, saving good will for all men. " According to King, " It is the love of God operating in the human heart. "

注意：此部分试题请在答题卡2上作答。

57. According to Martin Luther King, which of the following comments concerning nonviolent resistance is inaccurate?
- [A] Nonviolent resistance requires the willingness to suffer.      [B] It prevents physical violence and the internal violence of spirit.
- [C] It is physically aggressive.      [D] It is against the forces of evil and not individuals.
58. What is the appropriate description of the characteristic of Martin Luther King's speech?
- [A] poetic and idealistic      [B] official and passive
- [C] neutral and indifferent      [D] passionate and critical
59. In the fourth paragraph, when Martin Luther King says nonviolent resistance leads to " transforming possibilities "; what does he mean?
- [A] It indicates that resisters are showing their willingness to suffer.
- [B] Nonviolent resistance is a powerful tool in changing the minds of the opponents.
- [C] Nonviolent resistance is a powerful tool in changing the minds of the nonviolent resisters.

- [D] Resisters will be enlightened that retaliatory violence would distract from the main fight.
60. Which of the following can explain Martin Luther King's commitment to the method of nonviolent resistance?
- [A] It is the only solution that could cure society's evil and create a just society.
- [B] The power of love was a powerful force when applied to individual conflicts; it was not an effective solution to resolve social problems.
- [C] Violent resistance is available to oppressed people in their struggle for freedom.
- [D] Bitterness and hate were constantly swirling in the resisters' mind.
61. What is the kind of love King was talking about?
- [A] It is elaborated from romantic notion. [B] It is of an affectionate type, and it is reciprocal.
- [C] It is passive, and the agents enjoy almost no freedom. [D] It is " understanding, saving good will for all men. "

### Passage Two

Standard publishing operates on these basic principles: writing is accepted based on its merit; writing is printed in some form (book or magazine); writers are paid (in copies or cash); printed work is marketed and distributed through legitimate channels. Therefore, if any business operation wants to print your work and sell it without either paying you or distributing the book or periodical, then they are not offering to publish it by the strict definition. These operations, although they sometimes refer to themselves as " subsidy presses, "are often called vanity presses. They will ask you to pay a lot more money than necessary to pay for the print run of a book. Magazines that require you to buy before you can send them a writing submission are also disregarding standard publishing practices.

If you are just beginning, you might try to find other writers with whom to share your writing. Presenting your work to other writers, reading their work, and learning to formulate and respond to criticism can be crucial first steps in preparing your work for publication. After all, submitting your work to editors and agents for consideration will involve showing them your work, accepting their evaluations, and perhaps changing the work, rewriting or editing it in some way. Learning to be objective and flexible about your writing will help you deal with the realities of marketing it. Creative writing courses, writing workshops, and literary readings offer writers these opportunities as well as guidance and support.

Once you've found your market and have begun to submit your work, there are important points to remember. Most editors disapprove of the practice of multiple submissions—sending the same work to more than one publisher simultaneously—however, some editors do not mind this. For a book-length manuscript, send only an initial query letter, introducing the editor to both your current work and publication record. Sending a query saves the time, effort, and postage you would have spent sending the full-length work. Query letters and manuscripts should be neatly typed and mailed with an adequately posted SASE for their return.

注意：此部分试题请在答题卡2上作答。

62. What may " vanity presses " probably mean in paragraph 1?
- [A] Those presses pride themselves in their superior status and reputation and they are reluctant to accept the amateurs' works.
- [B] These presses publish books at the authors' own expenses.
- [C] These presses are of little significance, indicating that they are trivial and worthless.
- [D] These presses are located near some solitary area.
63. Which of the following disregards standard publishing practices?
- [A] Magazines require you to buy a subscription before you can send them a writing submission.
- [B] Printed works are distributed through legitimate channels, such as magazine stores, bookstores, catalogues and libraries.
- [C] Writing of an author can be accepted based on its merit.

- [D] The printed work is marketed through the means of advertisements, reviews, and interviews.
64. What is the purpose of presenting your work to other writers and reading their work?
- [A] This is the crucial step to criticize their works harshly.  
 [B] This is important if you want to learn to be objective about your writing.  
 [C] Without presenting your work and reading their work, you cannot possibly publish your own work.  
 [D] This is a convenient way for the writer to be sponsored by colleges, universities, writers' organizations, or community centers.
65. According to your understanding, who are the target readers of the passage?
- [A] those established writers [B] literary students  
 [C] critics [D] writers who have just began their literary career
66. If you had sent the same work to more than one publisher simultaneously, what would possibly happen?
- [A] The editors will refuse to publish your work beyond doubt because they all disapprove of the practice of multiple submissions.  
 [B] They will scrupulously proofread your work, and return it, saying this kind of practice is illegitimate.  
 [C] Some editors may publish your work because they don't mind this.  
 [D] The publisher's submission policies have made it quite clear that this kind of practice should be prohibited.

### 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.

注意：此部分试题请在答题卡2上作答。

Advancing age means losing your hair, your waistline(腰带) and your memory, right? Dana Denis is just 40 years old, but 67 she worried about was " her rolling mental break ". " I try to remember something but sometimes I can't, " she says.

You may 68 about these lapses(退步), blaming them " early Alzheimer's(老年痴呆症). " Is it a fact that the older you get, the 69 you remember? But as time goes by, we tend to blame age 70 problems that are not necessarily age-related.

" When a teenager can't find e keys, she thinks that she is disorganized, " says Paul Gold. " A 70-year-old blames her 71 . " In fact, the 70-year-old may have been 72 things for decades.

In healthy people, memory doesn't worsen as 73 as many of us think. " As we 74 , the memory mechanism(机制) isn't 75 , " says psychologist Fergus Craik. It's just inefficient. "

The brain's processing 76 slows down over the years, though no one knows exactly 77 . Recent research suggests that nerve cells lose efficiency and 78 there's less activity in the brain. But, cautions Barry Gordon, " It's not clear that less activity is 79 . A beginning athlete is winded(气喘吁吁) more easily than a 80 athlete. In the same way, 81 the brain gets more skilled at a task, it expends less energy on it. "

There are 82 you can take to compensate for normal slippage in your memory gears, though it 83 effort. Margaret Sewell says: " We're a quick-fix culture, but you have to 84 keep your brain 85 shape. It's like having a good body. You can't go to the gym(健身房) once a year 86 expect to stay in top form. "

- |                       |                |                |                 |
|-----------------------|----------------|----------------|-----------------|
| 67. [A] that          | [B] where      | [C] what       | [D] which       |
| 68. [A] joke          | [B] laugh      | [C] blame      | [D] argue       |
| 69. [A] much          | [B] little     | [C] more       | [D] less        |
| 70. [A] since         | [B] for        | [C] by         | [D] because     |
| 71. [A] memory        | [B] mind       | [C] trouble    | [D] health      |
| 72. [A] disorganizing | [B] misplacing | [C] putting    | [D] finding     |
| 73. [A] swiftly       | [B] frequently | [C] timely     | [D] quickly     |
| 74. [A] mature        | [B] advance    | [C] age        | [D] grow        |
| 75. [A] broken        | [B] poor       | [C] perfect    | [D] working     |
| 76. [A] pattern       | [B] time       | [C] space      | [D] information |
| 77. [A] why           | [B] how        | [C] what       | [D] when        |
| 78. [A] since         | [B] hence      | [C] that       | [D] although    |
| 79. [A] irregular     | [B] better     | [C] though     | [D] yet         |
| 80. [A] famous        | [B] senior     | [C] popular    | [D] trained     |
| 81. [A] as            | [B] till       | [C] though     | [D] yet         |
| 82. [A] stages        | [B] steps      | [C] advantages | [D] purposes    |
| 83. [A] makes         | [B] takes      | [C] does       | [D] spends      |
| 84. [A] rest          | [B] come       | [C] work       | [D] study       |
| 85. [A] to            | [B] for        | [C] on         | [D] in          |
| 86. [A] so            | [B] or         | [C] and        | [D] if          |

## Part VI Translation (5 minutes)

**Directions:** Complete the sentences by translating into English the Chinese given in brackets. Please write your translation on *Answer Sheet 2*.

注意：此部分试题请在答题卡2上作答，只需写出译文部分。

87. (越来越多的人都有一致认识) \_\_\_\_\_ that women should enjoy full equality with men.
88. It was so dark that \_\_\_\_\_ (我费了点劲才认出了她)
89. (考虑到所有这些因素) \_\_\_\_\_, we can safely come to the conclusion that English will still play a major part in the future.
90. In recent years, teenager smoking \_\_\_\_\_ (呈上升趋势)
91. The central job of education is to \_\_\_\_\_ (最大程度的发掘每个学生的潜力)