

四级全真预测（第一套）



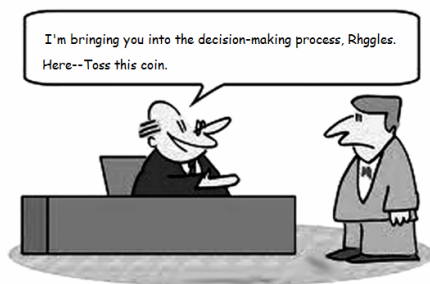
在线做题

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay. You should start your essay with a **brief description** of the picture and then express your views on the role of coin flipping in decision-making. You should write at least **120** words but no more than **180** words.



Part II

Listening Comprehension

(25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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.

Questions 1 and 2 will be based on the following news item.

1. A) Christmas-time attacks made by Somali rebels.
B) An explosion at a bus station in central Nairobi.
C) The killing of more than 70 Ugandans in Kampala.
D) Blasts set off by a Somali group in Uganda's capital.
2. A) On Christmas Eve.
B) Just before midnight.
C) During a security check.
D) In the small hours of the morning.

Questions 3 and 4 will be based on the following news item.

3. A) It is likely to close many of its stores.
B) It is known for the quality of its goods.
C) It remains competitive in the recession.
D) It will expand its online retail business.
4. A) Expand its business beyond groceries.
B) Fire 25,000 of its current employees.
C) Cut its DVD publishing business.
D) Sell the business for one pound.

Questions 5 to 7 will be based on the following news item.

5. A) All taxis began to use meters.
B) All taxis got air conditioning.
C) Advertisements were allowed on taxis.
D) Old taxis were replaced with new cabs.
6. A) A low interest loan scheme
B) Environmentalists' protests.
C) Taxi passengers' complaints.
D) Permission for car advertising.
7. A) There are no more irregular practices.
C) New cabs are all equipped with meters.

B) All new cabs provide air-conditioning.

D) New legislation protects consumer rights.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation 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.*

Conversation One

Questions 8 to 11 are based on the conversation you have just heard.

8. A) The man shows off his new sweater.
B) The man complains about the salesman.
C) The woman teaches the man how to stand up to the salesman.
D) The woman and the man discuss who is good at shopping.
9. A) The one he likes doesn't suit him.
B) This sweater is on special.
C) This sweater is the most fashionable one.
D) He is tricked by the salesman.
10. A) Bright
B) High-necked.
C) Long-sleeved
D) Patternless.
11. A) The man should send his wife to go shopping next time.
B) The man's wife has the final decision.
C) The man should learn to turn down the salesman.
D) The man's wife should sell something to the salesman.

Conversation Two

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

12. A) She shows jealousy about the beauty.
B) She shows satisfaction to the picture.
C) Make-up can turn the ugly to be the beauty.
D) She appreciates a lot about the skin of the beauty.
13. A) They will eat more cucumbers.
B) They tend to put lots of make-up on face.
C) They tend to try natural vegetable on the skin.
D) They will have some cosmetic surgery on the face.
14. A) It can be used to cure the scar.
B) It is rich in water and Vitamin A.
C) It can reduce the wrinkles of the face.
D) It is effective in tightening the skin.
15. A) Go to the beauty salon.
B) Try some herbal plants.
C) Have a cosmetic surgery.
D) Put cucumber on his face.

Section C

Directions: *In this section, you will hear three 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) They lived healthily in a dirty environment.
B) They thought bath houses were too dirty to stay in.

- C) They believed disease could be spread in public baths.
 D) They considered bathing as the cause of skin disease.
17. A) Afraid. B) Curious. C) Approving. D) Uninterested.
 18. A) To stress the role of dirt. C) To call attention to the danger of dirt.
 B) To introduce the history of dirt. D) To present the change of views on dirt.

Passage Two

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

19. A) Banking. C) Transportation. B) Food business. D) Automobile industry.
 20. A) 135,000 C) 515,000. B) 350,000 D) 531,000.
 21. A) Food selling C) Food distribution. B) Food growing. D) Food manufacturing.

Passage Three

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

22. A) His family business failed.
 B) He hoped to make his son a dramatist.
 C) He was attracted by the “Great American Dream”.
 D) He suffered from severe hunger in his home country.
23. A) It focuses on the skills in doing business.
 B) It talks about the business career of Arthur Miller.
 C) It discusses the ways to get promoted in a company.
 D) It exposes the cruelty of the American business world.
24. A) It achieved huge success. C) It was warmly welcomed by salesmen.
 B) It won the first Tony Award. D) It was severely attacked by dramatists.
25. A) Arthur Miller and his family. C) The awards Arthur Miller won.
 B) Arthur Miller and his best-known play. D) The hardship Arthur Miller experienced.

Part III

Reading Comprehension

(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 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 centre. You may not use any of the words in the bank more than once.*

Questions 26 to 35 are based on the following passage.

Where do *pesticides* (杀虫剂) fit into the picture of environmental disease? We have seen that they now 26 soil, water, and food, that they have the power to make our streams fishless and our gardens and woodlands 27 and birdless. Man, however much he may like to pretend the contrary, is part of nature. Can he escape a pollution that is now so thoroughly 28 throughout our world?

We know that even single 29 to these chemicals, if the amount is large enough, can cause extremely severe poisoning. But this is not the major problem. The sudden illness or death of farmers, farm workers and others exposed to 30 quantities of pesticides is very sad and should not occur. For the population as a whole, we must be more concerned with the delayed effects of absorbing small amounts of the pesticides that 31 pollute our world.

Responsible public health officials have pointed out that the biological effects of 32 are *cumulative*

(累积的) over long periods of time, and that the danger to the individual may depend on the sum of the exposures received throughout his lifetime. For these very reasons the danger is easily 33. It is human nature to shake off what may seem to us a 34 of future disaster. "Men are naturally most impressed by diseases which have obvious signs," says a wise physician, Dr Rene Dubos, "yet some of their worst enemies slowly approach them 35."

- | | |
|----------------|---------------|
| A) avoided | I) pollute |
| B) chemicals | J) silent |
| C) distributed | K) small |
| D) exposure | L) sufficient |
| E) found | M) threat |
| F) ignored | N) touch |
| G) invisibly | O) unnoticed |
| H) obviously | |

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**.*

Organic Food for Thought

- A) Feeding 30 million schoolchildren is a difficult task. As a result, many of today's school cafeterias' offerings end up as appealing as a tray of lukewarm (卖相好看的) airplane food. And if there's one point of agreement on the state of school lunches, it's that local school districts and the federal government are overtasked. The US Department of Agriculture's National School Lunch Programme (NSLP) helps feed millions of American schoolchildren. Critics charge that the programme is underfunded and mispends money on meals that are overly processed, too rich in fat and not nutritious (有营养的). The challenge is how to change this on a national and local level.
- B) Help has historically trickled (陆续到位) in courtesy of local businessmen and nearby natural-food advocates who supplied some schools with organic and farm-fresh foods. Now, a new campaign supported by national corporations hopes to make more sweeping changes across the country. Whole Foods and a loose union of organic-food manufacturers and advocates say that creating a healthier national food policy is the start.
- C) In August, Whole Foods launched a fundraising campaign to reform the country's school lunch programmes and has so far raised more than \$440,000 that will support an online effort to help school districts create healthy and affordable meal options. According to the supermarket chain's chief operating officer Walter Robb, some of that money will also help raise awareness about the Child Nutrition Act (CAN). CAN determines school food policy and financial resources as well as funds the NSLP. Advocates for healthier lunches say that the Nutrition Act will be reauthorized (再次授权) by the President and Congress (although it may be delayed several months beyond its September 30 deadline, while debate about health-care legislation continues). School lunch programmes now get \$9.3 billion in federal funding, or about \$2.68 for each entitled child. Subtract labour and other administrative costs and some child-nutrition advocates estimate that only \$1 goes toward food. That's not enough, said Robb. "It's a Sisyphean (永远做不完的) situation. We're at a tipping point. We need to raise exposure and do something right now."

- D) For Ann Cooper, the former director of nutrition services for California's Berkley Unified School District, help from either the public or private sector is much needed. Cooper, a chef and author, created *thelunchbox.org*, funded by Whole Foods. The site's mission is "to help your community changing step by step to a school programme that will improve the health and well-being of our children." It features cookbooks for schools, information about food safety, and promotes community activism. "I hope we're building a trend," Cooper said of her partnership with Whole Foods. "More companies are doing this, maybe it's part *altruistic* (利他的), part capitalistic. But if a company can make money feeding kids and make them healthier, that's the bottom line."
- E) That's what the executives of Revolution Foods, a \$10-million-a-year business based in Oakland, said they've been doing since introducing organic meals to four Northern California schools in 2006. Three years later, the company supplies 200 school cafeterias and has expanded into Denver and Washington, D.C., and sells some of its products in Whole Foods stores. COO and co-founder Kirsten Tobey said that 80 to 85 percent of Revolution's lunches go to low-income students who are receiving reduced rates or free meals.
- F) Not everyone thinks that the current wave of corporations' interest is purely about the children. Marion Nestle, a professor of nutrition, food studies, and public health at New York University, doubts about the Whole Foods initiative, calling it a public-relations trick. "I think most schools know exactly what to do. They just don't have the money to do it," Nestle said. And even Whole Foods' customers are doubtful about the plan. In a comment on the Whole Foods official blog, "The Whole Story", one commenter wrote: "There is a massive problem with our school meals. I agree. But I doubt Whole Foods is going to make much contribution to this problem with *fleeing* (诈取) their customers for website funding."
- G) The *high-quality* supermarket chain could indeed use some good public relations (PR) these days. Whole Foods took a PR hit on August 11, when CEO John Mackey wrote an opinion piece in *The Wall Street Journal* opposing the public option in President Barack Obama's health-care plan. The piece caused an *uproar* (骚动) among some of the market's customers who saw Mackey's views as out of step with Whole Foods' progressive position. Some customers threatened to organise a nationwide *boycott* (联合抵制) via Twitter and Facebook, but protests were mostly limited to a handful of store demonstrations.
- H) Still, almost everyone is in agreement that school lunches need help. The debate is about how best to go about making things better. On one side there is the *hyperlocal* (超本地化的) approach. In July, Kaiser Permanente, an Oakland, Calif.-based managed-care organisation, donated \$3,000 to help fund a summer lunch programme for 300 students in Rancho Cordova, Calif. Jack Rozance, the physician-in-chief for Kaiser Permanente in Sacramento, was informed by a colleague that while year-round lunches were federally funded, there was no money to pay staff to serve those meals. The Kaiser money made up for the *shortfall* (资金短缺) in an "economically depressed" community, according to Rozance. And in Michigan, Blue Cross Blue Shield allocated \$2,200 to a Grand Rapids charter school for a salad bar, healthy snacks, and an in-class "smart eating programme." They also gave \$15,000 to a Traverse City, Mich., elementary school that will be preparing "cook from scratch" meals instead of serving prepared foods.
- I) Then there are companies like Whole Foods that think a national campaign would do the most to increase federal allowance, ban *trans-fats* (反式脂肪) from school cafeterias, and fill menus with more locally grown foods. But solutions aren't borne out of an either-or mentality, says NYU's Nestle: "The implementation of change needs to come both on the small scale and at the national policy level." "Because of their size and influence, national companies can exert the kind of pressure that could affect federal policy," she said. On a local level, small grants could fund approaches tailored for individual

school districts. “Unfortunately, there are barriers at every level to overcome.”

36. In Ann Cooper’s opinion, school lunch programme needs help from the public and private sectors.
37. In the eyes of some consumers of the Whole Foods, John Mackey’s opinion ran counter to the supermarket’s progressive position.
38. It is the size and influence of the national companies that enable them to affect federal food policy, according to Nestle.
39. The purpose to support an online effort is to help school districts create healthy and affordable meal options to the children.
40. Students from low-income families are the biggest beneficiaries of Revolution Foods.
41. According to Whole Foods and some advocates, the first thing that should be done to reform the country’s school lunch programme is to create a healthier national food policy.
42. According to Marion Nestle, the initial purpose of the Whole Foods’ efforts to reform the school lunch programme is not to improve students’ health but to enhance their public image.
43. Ann Cooper’s website mainly concerns children’s health and well-being.
44. The school meals in the US look good but lack nutrition.
45. Most protests against John Mackey’s opinion take the way of store demonstrations at last, according to the passage.

Section C

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 46 to 50 are based on the following passage.

Nearly 5,000 people below the age of 21 die because of excessive alcohol consumption each year. Oddly, this has *triggered* (引起) a new movement to lower the drinking age. In America, young people can vote, drive, marry, divorce, hunt and go to war before alcohol is legally allowed to touch their lips. Many states once set their minimum drinking-age at 18. But in 1984 Ronald Reagan *oversaw* (监督) the passage of the “21 law”, which requires states to set 21 as the minimum drinking-age or risk losing 10% of their highway funds. Now campaigners want to move it back.

In the past, states have been too financially timid (胆小的) to challenge the 21 law. But calls for change are growing louder. Two local judges in South Carolina recently ruled that banning 18- to 20-year-olds from drinking or possessing alcohol is unconstitutional. Public officials, including the former attorney general of South Dakota, have called the 21 law a failure. The about-face of Morris Chafetz, a doctor who served on the commission that recommended increasing the drinking age to 21, has also raised eyebrows. This week he called it the most regrettable decision of his career.

Supporters of existing status, including the organisation Mothers Against Drunk Driving, say that the law has helped avoid thousands of deaths. But doubters point out that other countries, like Canada, have seen similar declines, even though their drinking-age is 18. They also argue that barring young people from drinking does not stop them from consuming alcohol: it just makes them drink more quickly.

John McCardell, former president of Middlebury College in Vermont, is part of the Amethyst Initiative, a group of educators who are pushing for 18-year-olds to be allowed to drink. “Those who have graduated from high school, have a clean record and completed an alcohol-education programme should

qualify for a drinking licence,” he says, “in the same way that people who go to driving school receive a licence to operate a vehicle.”

This is not the first time that Americans have desired a change in alcohol policy during a period of economic distress. Franklin Roosevelt lifted prohibition in 1933 amid the trouble of a depression.

46. According to the passage, why did the U.S. states follow the “21 law” in the past?
- A) Fewer people consumed alcohol before.
 - B) Citizens believed it helped eliminate drunk driving.
 - C) Its passage was supervised by honorable Reagan.
 - D) They couldn’t afford to take the financial risk.
47. We learn from the passage that Morris Chafetz _____.
- A) made a terrible mistake many years ago
 - B) supports lowering the drinking age now
 - C) insists that the 21 law not be changed
 - D) regrets that few people support the 21 law
48. What happened in Canada where the legal drinking age is set at 18?
- A) Fewer people die from drunk driving.
 - B) Many people want it to be increased to 21.
 - C) Drunk driving causes more road deaths.
 - D) Young people learn to drink more quickly.
49. The Amethyst Initiative member John McCardell suggests that _____.
- A) young people should qualify to drink as long as they reach 18
 - B) 18-year-olds should learn for a license before they can drink
 - C) schools should make programmes on drinking a required course for students
 - D) drinking licences should be issued to stop excessive alcohol consumption
50. It can be inferred from the passage that the change of alcohol policy mainly depends on _____.
- A) president’s preference
 - B) political powers
 - C) economic situation
 - D) public opinion

Passage Two

Questions 51 to 55 are based on the following passage.

How useful are the views of public school students about their teachers?

Quite useful, according to preliminary results released on Friday from a research project that is intended to find new ways of distinguishing good teachers from bad.

Teachers whose students described them as skillful at maintaining classroom order, at focusing their instruction and at helping their charges learn from their mistakes are often the same teachers whose students learn the most in the course of a year, as measured by gains on standardized test scores, according to a progress report on the research.

Financed by the Bill and Melinda Gates Foundation, the two-year project involves scores of social scientists and some 3,000 teachers and their students in districts such as New York and Pittsburgh.

Statisticians began the effort last year by ranking all the teachers using a statistical method known as value-added modeling, which calculates how much each teacher has helped students learn based on changes in test scores from year to year.

Thousands of students have filled out *confidential questionnaires* (秘密调查问卷) about the learning environment that their teachers create. After comparing the students’ evaluations with teachers’ value-added scores, researchers have concluded that there is quite a bit of agreement.

Classrooms where a majority of students said they agreed with the statement, “Our class stays busy and doesn’t waste time,” tended to be led by teachers with high value-added scores, the report said.

The same was true for teachers whose students agreed with the statement, “In this class, we learn to correct our mistakes.”

Few of the nation’s 15,000 public school districts systematically question students about their classroom experiences, in contrast to American colleges, many of which collect annual student evaluations to improve instruction, Dr Ferguson said.

Until recently, teacher evaluations were little more than a *formality* (形式) in most school systems, with the vast majority of instructors getting top evaluations, often based on a principal’s superficial impressions.

But now some 20 states are overhauling their evaluation systems, and many policymakers have been asking the Gates Foundation for suggestions on what measures of teacher effectiveness to use, said Vicki L. Phillips, a director of education at the foundation.

One important finding, Ms Phillips said, is that teachers who constantly drill their students to prepare for standardised tests tend to have lower value-added learning gains than those who simply work their way *methodically* (有方法地) through the key concepts of literacy and mathematics.

51. What is said about teachers rated as good at keeping their classes in order?

- A) Their students gain more in test scores.
- B) Their classes stay busy and don’t waste time.
- C) Their students learn fastest during a semester.
- D) They help students learn to correct their mistakes.

52. What information of the research is revealed in the passage?

- A) Its final results.
- B) The money invested in it.
- C) Its leading author.
- D) Its sponsor and the people who participate.

53. What do we learn about colleges in the US from the passage?

- A) They never question students about the learning environment.
- B) Their students tend to enjoy their classroom experiences more.
- C) Their evaluation systems no longer have much real importance.
- D) They effectively utilized students’ views about their teachers.

54. It can be inferred from the context that “overhauling” (Line 1, Para. 11) has the closest meaning to _____.

- A) cleaning thoroughly
- B) catching up with
- C) changing to improve
- D) stopping using

55. What deserves to be noticed in preliminary results of the study?

- A) Teachers explaining literary ideas are most popular at school.
- B) Teaching to the test makes students do worse on the tests.
- C) It’s helpful to spend much of the class time practicing for tests.
- D) Literacy and mathematics are often overlooked in high schools.

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*.

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