大学英语四级冲刺专项训练

2026 年 11 月 21 日 · 原创模拟卷

阅读 60 分钟（含 15 分钟复盘） · 写作 30 分钟 · 翻译 30 分钟

在浅蓝色答题框填写答案字母或英文作答，完成后保存 PDF。请用设备时钟计时。

Section A 选词填空（10 分钟）

Directions: Fill each blank with one word from the word bank. Use each word only once. Write the letter of your choice in the answer boxes.

Most households own things they use only once or twice a year. A drill may sit in a cupboard for months, although someone down the street needs one for a ten-minute job. A library of things makes such equipment __(26)__ to people who would rather not buy it. Members can take home tools, cake tins or camping gear and return them when they are finished.

The idea can __(27)__ the amount that families spend on rarely used goods. But lending objects is more complicated than lending books. A book can usually be put straight back on the shelf. A sewing machine, by contrast, must be checked for missing parts. Staff also need to __(28)__ equipment so it remains safe to use. These checks take time, and the __(29)__ of storage and repair have to be covered.

One way to start is to collect a small number of __(30)__ and record how often each one is __(31)__. If the same ladder is booked weeks in advance, there is clear __(32)__ for another. An object that __(33)__ leaves the building, on the other hand, may not deserve a second place on the shelf.

Some projects also offer short lessons. These give beginners __(34)__ experience with unfamiliar tools before taking them home. If the service works well on a small scale, it can __(35)__ to serve nearby districts without having to guess what people will use.

A) available B) borrowed C) costs

D) demand E) eventually F) expand

G) familiar H) items I) maintain

J) occasionally K) practical L) reduce

M) replaced N) response O) simply

26 ____ **27** ____ **28** ____ **29** ____ **30** ____

31 ____ **32** ____ **33** ____ **34** ____ **35** ____

Section B 段落匹配（15 分钟）

Directions: Identify the paragraph that contains the information in each statement. A paragraph may be used more than once.

What Happens at a Repair Café?

A) On a Saturday morning, people arrive at a community hall carrying a radio, a bag with a broken zip and a lamp that no longer works. The tables inside belong for the morning to a repair café. There is no promise that everything will work again by lunchtime. What visitors are offered is a chance to sit with someone who knows how to look for the problem and decide whether it can be put right.

B) The term can give newcomers the wrong impression. At a commercial repair counter, customers leave an object and come back for it later. Here, the owner is usually invited to stay. For a simple job, a volunteer may demonstrate the first step and then hand over the tool. The exchange takes longer than doing it alone, but the person who brought the article may feel able to deal with a similar fault next time.

C) Getting to that point requires a little preparation. Some groups ask people to describe their objects when they make an appointment. A short note saying that a lamp stopped working after it fell, for example, helps the organisers decide which volunteer should be there. Early information can also spare someone a journey if the equipment needed for the job will not be available that day.

D) Once the doors open, the hardest thing to manage may be the line. A complicated diagnosis can take an hour, while several other visitors stand waiting. Some groups set an initial time limit per object. If the problem cannot be solved within that period, the visitor can return during a quieter session. A limit allows volunteers to look at more objects without obliging them to hurry through delicate work.

E) Certain articles are turned away for another reason. Volunteers may be able to see what is wrong with a damaged device but be unable to establish whether it will be safe afterwards. In such cases some groups direct the owner to a qualified professional. Explaining that decision matters, since a machine that starts again on the table is not necessarily safe to use at home.

F) Even a straightforward repair can fail because a small part is unavailable. A manufacturer may no longer sell it separately, or may sell it only as part of a costly set. Some organisers keep a supply of common pieces taken from discarded objects. That helps with familiar models, but it cannot solve the more general problem of goods whose parts were never intended to be removed.

G) For visitors who get on well with a volunteer, the most valuable result can turn out to be a new connection. Someone who has recently moved to the area may return with nothing to fix simply because the hall is a friendly place to spend an hour. Tea and chairs are inexpensive, but they make it possible to stay after a job is done and talk with people one would otherwise rarely meet.

H) One challenge is keeping the events going once the first burst of interest has passed. A group that depends on two particularly skilled volunteers can run into trouble when either of them is away. Some organisers pair those volunteers with beginners who are willing to come regularly. Over time, the beginners can take on the simpler jobs and provide cover for others. The team gains some room to deal with holidays and changes in people's lives.

I) Counting successful jobs is an obvious way of reporting what a café has achieved, but it leaves out part of the story. A broken clock may go home still broken after its owner learns that a small replacement part is all it needs. The result may also change a later decision in a shop. After seeing how much harder it is to open a case that is glued shut, a visitor might look for a product held together with screws.

J) Local businesses sometimes wonder how a free service will affect them. Experience can be more varied than they expect. A volunteer who finds that a job requires more time or better equipment can recommend a nearby shop. In some towns, shops tell their customers when the café is open so that people who want to learn basic skills have somewhere to go. It is possible for the two services to attract different kinds of work.

K) The environmental argument deserves care as well. Keeping a coat in use for an extra winter can delay the purchase of a new one. The effect is harder to judge if the repaired object is taken home and put back in a cupboard. Some groups send a short message weeks after an event to ask whether an object is still in use. This offers a better picture than weighing everything that left the hall on the day.

L) Public support can help a group in ways that may look unexciting. One of the biggest expenses can be renting a room large enough to set out tables and leave safe paths between them. A library that regularly makes a room available can therefore do more for the project than a single gift of tools. Reliable space gives organisers a basis on which to plan a whole series of events.

M) Running an event every weekend is not the only way to spread repair skills. A group can show schools or other community organisations how to arrange their own sessions. It may share notes on room layout and offer advice on finding volunteers. With the practical experience in more hands, a town can make repair easier to try without asking the original group to spend every Saturday at the same tables.

Questions 36 to 45

36. Visitors may use what they have learned about product design when making future purchases.

37. Details supplied ahead of a session can prevent a visitor from making a wasted trip.

38. Regular access to a venue may be more valuable than a one-time donation of equipment.

39. Training less experienced helpers can keep the service running when its experts are absent.

40. Visitors can sometimes carry out part of a repair themselves after being shown what to do.

41. Checking whether repaired goods are actually being used can give a clearer idea of their environmental benefit.

42. A device may have to be referred to a professional even if volunteers can identify its fault.

43. Businesses and repair cafés may send people to each other for different kinds of help.

44. A cap on the time spent at first can help volunteers attend to a greater number of items.

45. Some people come back mainly for company, even when they have no broken object to bring.

36		**37**		**38**		**39**		**40**	
41		**42**		**43**		**44**		**45**	

Section C 仔细阅读（两篇共 20 分钟）

Directions: For each question, choose the best answer from A), B), C) and D). Write the letter in the answer box.

Passage One

When a city announces that it will plant thousands of trees, the figure is easy to put on a poster. The benefits are harder to count. Consider two streets with the same number of trees. On one, the branches shade the pavement used by people walking to a clinic. On the other, the shade falls mainly across a fence and an empty yard. A count would give the streets equal marks, although the trees make the first walk far more comfortable.

Even maps that show how much ground is covered by branches can miss something important. A map made at noon tells little about the experience of someone waiting for a bus at four in the afternoon. The sun has moved, and the place where passengers stand may get no shade at all. To understand what the trees do, planners need to know when and where people spend time outdoors.

One way to collect that information is to walk the routes with residents. They can point out where children wait to cross the road or where older people stop on the way to the shops. Such places may appear unimportant on a city map. Seen from the ground, however, a single shaded bench can determine whether someone feels able to finish a journey on foot.

There is also the question of time. A young tree usually casts little shade, and it may be years before its branches spread. A bus shelter can offer relief the day it opens. The two measures can work together: a shelter meets an immediate need while trees are given the chance to grow.

This does not make a city's planting goal useless. A target can help secure money and show whether work is moving forward. What it cannot show on its own is whether the extra shade reaches the people who need it. That is a question the city must keep asking even after the last tree in the plan has been planted.

46. Why does the author compare the two streets in the first paragraph?

A) To show that trees are more costly to grow on certain streets.

B) To explain why people prefer walking to a clinic to driving there.

C) To show that equal numbers of trees can bring unequal benefits.

D) To explain why cities often plant trees near public buildings.

47. What can make a map drawn at noon inadequate for planning shade?

A) It may fail to reflect conditions at the times people use a place.

B) It may leave out areas with no trees of any kind.

C) It may give the wrong total number of trees in a street.

D) It may overlook passenger numbers at busy bus stops.

48. What does walking the routes with residents allow planners to discover?

A) Which streets residents would choose if there were fewer trees.

B) Why people in different age groups prefer different shops.

C) How many people are willing to walk all the way to work.

D) Where relatively small changes could make walking easier.

49. What does the author suggest about bus shelters?

A) They are useful only where trees cannot be grown.

B) They can meet a need while trees are still developing.

C) They should be installed after the trees have grown.

D) They can provide more shade than mature trees in most places.

50. What is the author’s main point about city tree planting?

A) Success should be judged partly by who actually gets shade.

B) Citywide planting targets should be replaced with smaller ones.

C) Adding trees should take priority over building public shelters.

D) Tree planting succeeds mainly when residents help fund it.

46 **47** **48** **49** **50**

Passage Two

A student looking over her lecture notes may be surprised by how much she seems to know. Each heading calls to mind the next one, and the examples look familiar. The same student, asked to explain a point with the notebook closed, may find that she can produce only half of the explanation. The difference matters because the second task comes closer to what she will be asked to do in an exam.

One way to prepare is to put the notes aside and try to bring the information back from memory. This is sometimes called retrieval practice. It can be as ordinary as writing down three points from a lecture while waiting for a bus. The attempt should be followed by a check. Without it, a student may keep giving the same mistaken explanation and become more certain of it.

The method can feel less rewarding than reading a chapter again. During a second reading, sentences are easier to follow because they have already been seen. During a quiz, the gaps are visible. Students who judge their progress by how smoothly a session goes may therefore choose the activity that makes them feel better about their knowledge, even when it reveals less about what they can recall.

Difficulty, however, is no guarantee of good practice. If a learner cannot produce even the beginning of an answer, a smaller question may help. Someone who draws a blank when asked to describe a whole process might first name its main stages and then explain each one. The goal is to make a real attempt before looking at the answer, while keeping the task within reach.

None of this rules out reading. A first reading is often how a student comes to understand an idea in the first place. Later, a short attempt to recall it can reveal which part needs another look. In this way, a student can spend less time going through material already understood and give more attention to what is still missing.

51. What does the example in the first paragraph illustrate?

A) Written notes are more useful when their headings are familiar.

B) Recognising material does not ensure one can explain it unaided.

C) Students remember examples better than the ideas they illustrate.

D) Explaining a point takes longer when it is learned from notes.

52. Why should a student check after trying to recall information?

A) To find out which topics are most likely to be tested.

B) To identify the quickest way to read the notes again.

C) To make each attempt to remember equally difficult.

D) To avoid reinforcing an incorrect version of the material.

53. Why might students prefer rereading to giving themselves a quiz?

A) They believe that quizzes require knowledge beyond the course.

B) They can cover material that was left out of their lectures.

C) Its apparent ease can give them a stronger sense of progress.

D) It allows them to check the accuracy of their recall immediately.

54. What does the author advise when a recall question proves too difficult?

A) Start by copying the full explanation from the notes.

B) Break the task into parts that are easier to handle.

C) Wait longer before trying the same question again.

D) Switch immediately to a subject that is easier to understand.

55. What does the final paragraph say about reading and recall?

A) Reading is mainly useful after students have attempted a quiz.

B) Recall is effective only when students read the whole chapter again.

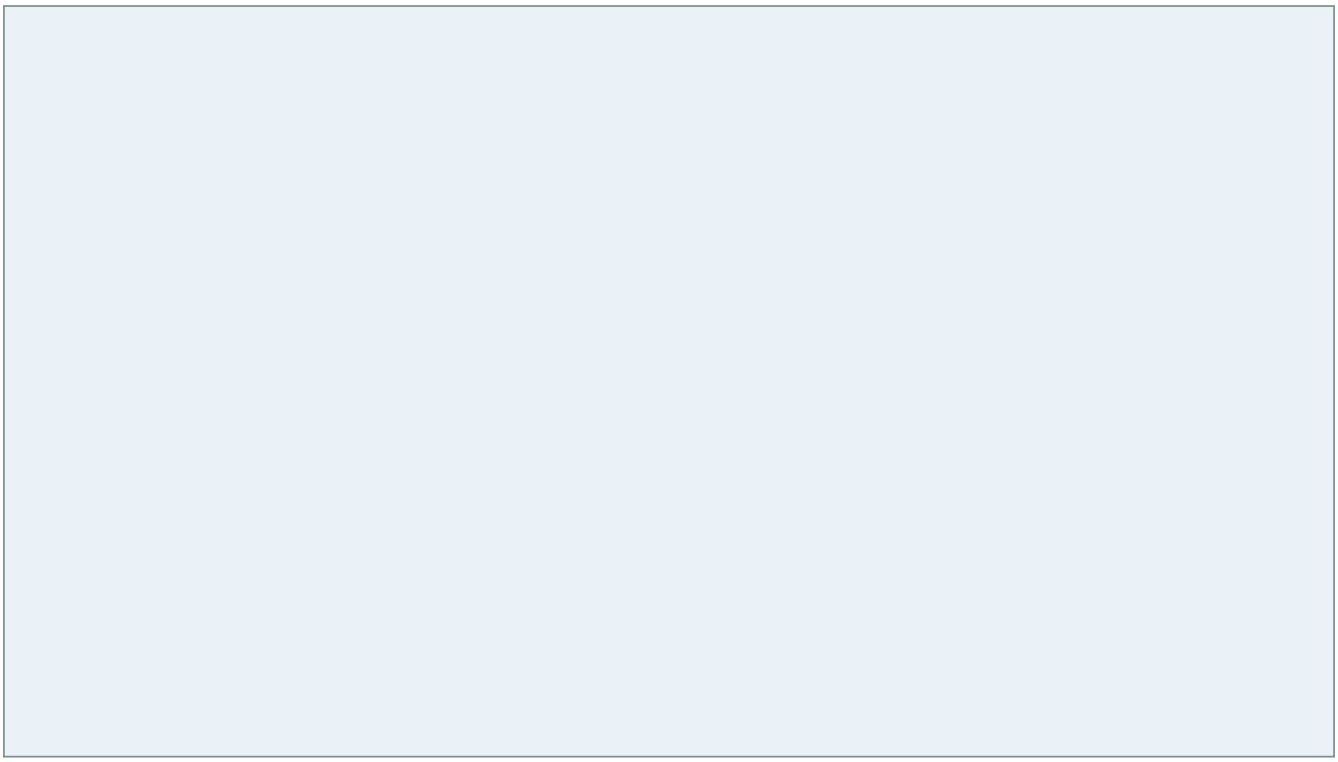
C) Recall can help students decide what they should reread.

D) Reading and recall should take up equal amounts of study time.

51 **52** **53** **54** **55**

写作（**30** 分钟）

Directions: For this part, you are allowed 30 minutes to write an essay on how university students can benefit from giving and receiving feedback on one another’s work. You should write at least 120 words but no more than 180 words.



汉译英（**30** 分钟）

Directions: For this part, you are allowed 30 minutes to translate the following paragraph from Chinese into English.

苏州古典园林是中国传统园林艺术的代表。园林虽然面积不大，却能通过巧妙的布局，让游客感受到丰富的空间变化。设计者常把池塘、假山和植物组合在一起，并利用门窗将远处的景色引入园中。沿着小路行走，游客会发现，同一处景物从不同角度看也会呈现出不同的美。如今，这些园林不仅是人们休闲的场所，也是了解中国古人如何处理人与自然关系的窗口。