

大学英语水平测试系列

710分

# 大学英语 五级水平测试 试题集

(710分版)

*College English  
Practice Tests (Band 5)*

主编 胡金环 王伟



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# 前 言

本书共收录了 10 套大学英语五级水平测试题,覆盖了新大纲的六大题型:写作、快速阅读、听力理解(短对话、长对话、短文理解及复合式听写)、仔细阅读理解(篇章阅读理解、篇章词汇理解或简短问答)、完形填空或改错、翻译。所有试题采用全真题的形式编排。每套试题均附有答案、简单的解题说明、作文范文。最后附有听力部分的录音材料。

对于即将参加六级考试的同学来说,本试题集起着承上启下的作用。测试题的题型、格式、记分方法等均与六级真题相同,而内容较六级试题容易。在选材上,注重材料的实效性、现实性、知识性等,并注重题材的广泛性与多样性,文章大都摘自英美报刊、杂志等。

每套测试题包含的题型如下:

第一部分:写作(Writing)。共 15 分,考试时间为 30 分钟。写作部分测试学生用英语进行书面表达的能力,要求思想表达准确、意义连贯、无严重语法错误。体裁包括议论文、说明文、应用文等。

第二部分:快速阅读理解(Reading Comprehension [Skimming and Scanning])。共 10 分,10 个小题,每题 1 分。时间为 15 分钟。快速阅读部分采用一篇 1000 字左右的文章,要求学生运用略读和查读的技能从篇章中获取信息,常用的题型有是非判断、句子填空等。

第三部分:听力理解(Listening Comprehension)。共 35 分,35 个小题,每题 1 分,其中听力对话占 15 分,听力短文占 20 分;时间为 35 分钟。听力对话部分包括短对话和长对话的听力理解;听力短文部分包括短文理解和短文听写,短文理解的题型为选择题。听力素材选用对话、讲座、广播电视节目等真实材料。

第四部分:仔细阅读理解(Reading Comprehension [Reading in Depth])。共 25 分,时间是 25 分钟。要求学生阅读 3 篇短文,其中两篇题型为多项选择题,每篇长度为 300-350 词;另一篇题型为选词填空或简答题。仔细阅读部分除测试篇章阅读理解外,还测试篇章语境中的词汇理解。

第五部分:完形填空(Cloze)或改错(Error Correction)。共 10 分,时间是 15 分钟。完形填空测试学生各个层面上的语言理解能力和运用能力;改错测试学生的词汇、语法和上下文理解的综合能力。

第六部分:翻译(Translation)。共 5 分,每小题 1 分,时间是 5 分钟。翻译部分是汉译英测试,共 5 个句子,一句一题。句中的一部分内容已用英语给出,要求学生根据全句意思将汉语部分译成英语。翻译必须符合英语语法结构和表达习惯,用词准确。

本书在编写过程中,由于时间仓促,疏漏和错误之处在所难免,敬请广大学生和英语教育界同仁批评指正。在编写过程中参阅了大量国内外相关资料,采用了一些很有价值的文章,在此我们向有关机构、作者和资料提供者一并致以诚挚的谢意。

编 者

2008年7月



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# ***PART ONE***

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## ***PRACTICE TESTS***





# PRACTICE TEST 1

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## Part I Writing

(30 minutes)

注意：此部分试题在答题卡 1 上。

## 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 the statement contradicts the information given in the passage;

**NG** (for NOT GIVEN) if the information is not given in the passage.

For questions 8 – 10, complete the sentences with the information given in the passage.

### Oral English Proficiency Evaluation

All pilots shall meet the language proficiency requirements when they fly internationally.

#### Why is it important to initiate evaluation of language proficiency rapidly?

While the formal evaluation of language proficiency is only required as of 5 March 2008, there are good reasons to start formal evaluation of language proficiency much earlier;

- a. for recruitment purposes: It is likely that most air traffic service providers and airlines will want their new recruits to meet the language proficiency requirements as a prerequisite for recruitment;
- b. for benchmarking purposes: The establishment of the training program

- required to bring existing staff to the appropriate level would require an accurate assessment of the level of language proficiency of existing staff; and
- c. to be prepared for the 5 March 2008 deadline.

### **What should be the scope and depth of the evaluation?**

The scope of the evaluation is the “speaking and listening ability” which is specified in Annex 1 for pilots and air traffic controllers. The depth of the evaluation is defined by the Holistic Descriptors and the Standards for Operational Level 4.

### **Holistic Descriptors**

Proficient speakers shall:

- a. communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations;
- b. communicate on common, concrete and work-related topics with accuracy and clarity;
- c. use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstandings (e.g. to check, confirm, or clarify information) in a general or work-related context;
- d. handle successfully and with relative ease any linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar; and
- e. use a dialect or accent which is intelligible to the aeronautical community.

For more information, please refer to the Appendix of Annex 1.

### **ICAO Rating Scale for Operational Level 4**

A speaker is proficient to Operational Level 4 if the ratings for the following criteria are high:

#### **Pronunciation:**

(Assumes a dialect and/or accent intelligible to the aeronautical community.)

Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.

#### **Structure:**

(Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.)

Basic grammatical structures and sentences patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.

**Vocabulary:**

Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.

**Fluency:**

Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse makers or connectors. Fillers are not distracting.

**Comprehension:**

Comprehension is mostly accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.

**Interactions:**

Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.

For information on the complete ICAO language proficiency rating scale, please refer to the Attachment to Annex 1.

**Do native speakers need to be evaluated and how?**

Native speakers need to be evaluated. However, in this case, it is possible to use a process similar to that which is routinely used today to ensure that applicants do not have a speech impediment that would affect their capacity to operate safely. This assessment can also be extended to non-native language assessment at the highest or expert level. This is because native speakers can easily identify other speakers with native and/or expert language proficiency through fluent and natural use of the language. Similarly, completely inadequate proficiency is also relatively easy to identify.

In practice, language proficiency assessment for native and/or expert speakers can consist of an interview with a representative from the Licensing Authority such as a flight examiner. If a problem is noticed (speech impediment or inappropriately strong regional accent) during such an interview, the applicant should be referred to a specialist for follow-through.

**What is the best evaluation method?**

In any large-scale testing situation, it is accepted that the best practice is to permit a number of test/assessment options. For non-native language assessment, formal evaluation can currently include any of the following:

- a. an official test score on commercially available language tests (or other language tests available);
- b. a test score on an internally developed language test;
- c. an assessment provided by an outside language-testing expert (available through many universities or commercial testing agencies); or
- d. an assessment provided by an in-house language-testing expert.

The format of the formal assessment will be determined by the State, but the *Manual on the Implementation of the ICAO Language Proficiency Requirements — Doc 9835-AN 1453* provides specific suggestions on how States can assess the suitability and reliability of testing solutions that would be proposed by the industry.

**Are there any tests already available?**

Efforts to develop appropriate and commercially available aviation-specific testing instruments are underway and aviation-specific test options are already available and more will become available in the near future.

Most of the commercially available English knowledge tests such as TOEFL are not appropriate for the purpose of testing English competency for pilots and air traffic controllers. The main reason is that those tests have not been designed for testing the “speaking and listening ability” required by Annex 1. Some oral proficiency tests are available but they are generally designed for a context (e.g. business) that is not that of civil aviation and are therefore not fully satisfactory.

Generally speaking, the evaluation of the speaking and/or listening skills requires face-to-face contact between tester and test-taker, or semi-direct contact, through recorded speaking prompts and recorded responses that are analyzed later by the tester. Other testing methods and in particular those using only the computerized versions are not appropriate.

注意：此部分试题请在答题卡 1 上作答；8-10 题在答题卡 1 上。

1. Most air traffic service providers and airlines will want their new recruit to be proficient in language, but the existing staffs are not required to undertake any training program of language proficiency.
2. The language proficiency evaluation covers the “speaking and listening ability.”
3. Proficient speakers shall communicate accurately and clearly in face-to-face

situations only.

4. Proficient speakers are not allowed to make errors of grammatical structure in communication in any case.
5. When lacking vocabulary in unusual situations, a proficient speaker can express his idea with familiar words without interfering with meaning.
6. Native speakers will take fewer procedures in evaluation than non-native speakers.
7. For non-native language evaluation, the air traffic service providers and airlines can determine the format of the formal assessment.

### Part III Listening 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：此部分试题请在答题卡 2 上作答。

11. A) It's less expensive. C) Buses are not safe.  
B) It is the only thing available. D) Buses are too crowded.
12. A) He'd like the machine-translated texts revised.  
B) He is in need of some machine translation software.  
C) He does not think machine translation software is of much help.  
D) He does not think the woman's translation is up to standard.
13. A) 8. C) 6.  
B) 4. D) 5.
14. A) The government can strengthen the marriage bond by formulating appropriate policies.  
B) Divorce rates can be reduced with government intervention.  
C) Change of social attitude can influence marriage and divorce.  
D) The climate of a country affects both marriage and divorce.
15. A) He is a dentist. C) He's a surgeon.

- B) He's a physician. D) He's a chemist.
16. A) She spends too much money. C) She should get a job.  
B) She works in a factory. D) She likes to argue.
17. A) The man does not eat chicken.  
B) The woman has some dietary restrictions.  
C) The man wants to change the menu.  
D) The woman is responsible for food arrangements.
18. A) A play. C) A lecture.  
B) A TV program. D) A film.

**Questions 19 to 22 are based on the conversation you have just heard.**

19. A) Friendship. C) Cultural ignorance.  
B) Conflicts in the world. D) Education.
20. A) China. C) Korea.  
B) Japan. D) Germany.
21. A) By using a compass. C) By the oases.  
B) By the sun and stars. D) By instinct.
22. A) Because she thinks cheese is too sweet.  
B) Because she thinks cheese is greasy.  
C) Because her mother doesn't like cheese.  
D) Because she doesn't like the smell of cheese.

**Questions 23 to 25 are based on the conversation you have just heard.**

23. A) Boss and secretary. C) Husband and wife.  
B) Customer and waitress. D) Lawyer and client.
24. A) On the carpet. C) In his pocket.  
B) In the dustbin. D) On the table.
25. A) He thinks housework doesn't matter.  
B) He thinks housework is very important.  
C) He thinks housework is boring.  
D) He thinks housework is interesting.



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

注意：此部分试题请在答题卡 2 上作答。

### Passage One

Questions 26 to 29 are based on the passage you have just heard.

- 26. A) By asking native speakers for explanations.  
B) By reading good books in the foreign language.  
C) By comparing their speech with that of native speakers.  
D) By speaking without regard to native speakers.
- 27. A) They will not learn very much about foreign culture.  
B) They will not learn about the history of the foreign language.  
C) They will not have to worry about making mistakes.  
D) They will not take advantage of available language models.
- 28. A) Because communication is the primary goal of language learning.  
B) Because native speakers like foreign students who try to learn their language.  
C) Because native speakers will ignore their mistakes.  
D) Because everyone makes mistakes when trying to communicate in a strange language.
- 29. A) Mistakes are not important in the process of learning a language.  
B) Making mistakes can help learners discover the rules of the language.  
C) Learners are very afraid of making mistakes.  
D) Native speakers often do not tell foreign language learners about their mistakes.

### Passage Two

Questions 30 to 32 are based on the passage you have just heard.

- 30. A) Avoid their former ones.  
B) Accept their new ones.

- C) Forget being shut in certain stalls.
  - D) Go directly for the one they were released from.
31. A) Cows have a better memory than sheep.  
B) Cows can remember what happened in the past.  
C) Cows are happy when seeing a familiar face.  
D) Cows are different from sheep in developing a partnership with people.
32. A) Animals can feel pain or joy as humans do.  
B) Animals have all the feeling that humans have.  
C) Animals can do the same thing that happened in the past.  
D) Animals have their own subjective experience.

### Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) Because they like the taste of tar in cigarettes.  
B) Because smoking makes them feel relaxed.  
C) Because smoking means cancer to them.  
D) Because smoking reduces the risk to their health.
34. A) Being busy.  
B) Taking a break.  
C) Certain social custom.  
D) Comfort to a person feeling tense.
35. A) Many people don't know it is the tar that causes cancer.  
B) Health experts try to persuade people to give up smoking entirely.  
C) The manufactures try to keep selling cigarettes in the future.  
D) People will not give up smoking easily with cigarettes less dangerous.

### 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。

## 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 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 47 to 56 are based on the following passage.

As civilization proceeds in the direction of technology, it passes the point of supplying all the basic 47 of life — food, shelter, clothes, and warmth. Then we are faced with a choice between using technology to provide and fulfill needs which have hitherto been 48 as unnecessary or, on the other hand, using technology to reduce the number of hours of work which a man must do in order to 49 a given standard of living. In other words, we either raise our standard of living above that necessary for comfort and happiness or we leave it at this level and work shorter hours. I shall take it as axiomatic that mankind has, by that time, chosen the 50 alternative. Men will be working shorter hours in their paid employment. It follows that the housewife will also expect to be able to have more 51 in her life without 52 her standard of living. It also follows that human domestic servants will have completely 53 to exist. Yet the great majority of the housewives will wish to be relieved completely from the routine operations of the home such as scrubbing the floors or the bath or the cooker, washing the clothes or washing up, dusting or sweeping, or making beds.

By far the most logical step to 54 the housewife of routine, is to provide a robot slave which can be trained to the requirements of a particular home and can be programmed to carry out half a dozen or more standard operations (for example, scrubbing, sweeping and dusting, washing up, laying tables, making beds), when so switched by the housewife. It will be a machine having no more 55 than a car, but