

学士学位 英语水平考试试题集

(第三版)

闫学迅 / 主编

*English Tests
for the Bachelor of
Arts and Bachelor of Science
Candidates of Non-English
Majors of
Continuing Education(ETCE)*



根据新大纲编写 针对性更强

增添历年真题 把握命题重点

加强模拟训练 提高应试水平

筛选常用词汇 有效记忆单词

合肥工业大学出版社

English Tests for the Bachelor of Arts and Bachelor of Science Candidates of Non-English Majors of Continuing Education (ETCE)

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主 编 闫学迅

副主编 王海珍 刘爱萍

编 者 王海珍 闫学迅 刘爱萍 沈永杰 张新生 陈 鸣 洪 程

合肥工业大学出版社

本书根据国家最新颁布的《成人高等教育学士学位英语水平考试大纲(非英语专业)》编写。本书的第一版、第二版先后于2003年和2006年出版发行,此为第三版。

全书包括四部分内容:新大纲及样卷,(8套)全真模拟试卷(附有参考答案及重点、疑点、难点注释),(4套)历年真题试卷和附录(常用口语句型及核心词组表等)。

本书可作为参加全国成人英语学士学位考试的学生的必备参考书。同时也可用于在读的高教自考生及各类成人本科生、大专生复习、迎考及进一步提高英语水平的自学自测用书。对于英语水平介于三、四级之间的全日制普通高校学生和社会上相应英语程度的其他学习者也有一定的参考价值。

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主编 闫学迅

责任编辑 陈淮民

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前 言

(第三版)

目前,随着我国教育体制改革的不断深化,高教自考和各类成人本科毕业生每年以几十万的速度递增,越来越多的考生加入到申请学士学位英语水平考试中来,每年全国参考的考生人数达几十万。

为了使更多的考生了解、熟悉学士学位英语水平考试的有关情况、考试类型、水平要求等,我们组织一些具有丰富教学和应试指导经验的高校一线教师,精心编写了这本《学士学位英语水平考试试题集》。本书的第一版、第二版分别于2003年和2006年出版发行,前两版售数逾两万册,深受广大考生欢迎和好评。第三版在前两版的基础上又做了部分修改和补充,使内容更趋完善。

本书由四部分组成:第一部分包括考试大纲、考试样卷、样卷参考答案和注释;第二部分包括8套全真模拟考试试题、参考答案和注释,并且在每套试题的后面附有两张考试答题卡,供考生强化实战训练,通过自测找出差距及失误;第三部分包括4套历年真题试卷,考生可用来检验模拟实战训练的效果,并对能否顺利通过考试有个大致估量。第四部分为附录助考,附有“常用口语表达用语”、“重点语法条目”和“核心词组表”。

本书目的明确,特色突出,针对性强。精编的各类试题覆盖面广,信息量大,内容新颖,具有很强的典型性和代表性,其中不乏各类热门话题,难易程度把握得当。同时注意了选文的语言规范性、知识性、趣味性、实用性和前瞻性,对重点、疑点、难点作了深入浅出、详略得当的注释并给出例句,还对一些长难句给出了汉语译文,以利考生充分理解、掌握。本书意在为那些热切期望顺利通过成人本科英语水平考试的考生搭起一座通向成功之路的桥梁,同时也为在读的高教自考生及各类成人本科生、大专生提供一本极好的复习、迎考及进一步提高英语水平的自学、自测用书。本书对于英语水平介于三、四级之间的全日制普通高校学生和社会上相应英语程度的其他学习者也有一定的参考价值。

本书由闫学迅担任主编,负责全书的策划、组稿和统稿工作。王海珍、刘爱萍为副主编。具体编写分工如下:陈鸣、沈永杰负责会话技能、短文写作;闫学迅、刘爱萍负责阅读理解、词汇和语法;张新生、洪程负责完形填空;闫学迅、王海珍负责样卷注释、历年真题;闫学迅、刘爱萍负责附录一、附录二;闫学迅、王海珍负责附录三。

本书在编写过程中得到有关领导、同行的关心和支持,保留了安徽省学士学位英语统考实考试卷的部分内容并参考、采用了国内外一些相关资料,在此谨向有关同志、作者表示我们诚挚的谢意。

由于编者水平有限,书中定有一些疏漏、错误和不足之处,敬请各位领导、同行专家以及使用本书的广大读者给予批评、指正。

编 者

2011年8月

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第一部分 大纲及样卷

考试大纲

一、考试性质

成人高等教育非英语专业学士学位英语水平考试是由各省级高等教育主管部门组织的统一考试,其目的是为了客观地测试非英语专业成人本科毕业生申请学士学位者的英语语言知识和英语运用等相关能力,考查其是否达到普通本科教育非英语专业英语教学大纲的一般要求。

二、考试要求

成人高等教育非英语专业学士学位英语水平考试要求考生能够较熟练地掌握英语基本语法和常用词汇,具有较强的阅读能力和语言综合运用能力。考生在英语运用能力方面应分别达到以下具体要求:

(一) 会话技能

能够使用英语进行日常会话交流,根据对话的情景、场合、人物关系、身份和讲话人的意图及话语含义能够作出正确判断和用语选择。

(二) 阅读理解

考生应能够综合运用英语语言知识和基本阅读技能,读懂难度适中的一般性题材(经济、社会、政法、历史、科普、管理等)和体裁(议论文、说明文、应用文等)的英语文章。能够基本上掌握文章大意并能领会作者的意图和态度。阅读速度达到每分钟 80 个词,具体要求为:

1. 能够掌握文章的中心思想、主要内容和细节;
2. 具备根据上下文把握词义的能力,理解上下文的逻辑关系;
3. 能够根据所读材料进行一定的判断和推论;
4. 能够对文章的结构和作者的态度等作出简单的分析和判断。

(三) 词汇

掌握本考试大纲所规定的英语词汇、常用词组、常用词缀,并在阅读、写作等过程中达到相应程度的应用能力,即:

1. 领会式掌握 4 250 个英语单词和 500 个常用词组;
2. 复用式掌握其中 1 800 个左右的常用单词和 200 个常用词组;
3. 掌握一定数量的常用词缀,并能根据构词法和语境识别常见的派生词。

(四) 语法

掌握基本的英语语法知识,要求能在阅读、写作等过程中正确运用这些知识,达到获取有关信息和表达交流思想的目的。具体需要掌握的内容如下:

1. 名词、代词的数和格的构成及其用法;
2. 动词的基本时态、语态的构成及其用法;
3. 形容词、副词的比较级和最高级的构成及其用法;
4. 常用连接词、冠词的词义及其用法;
5. 非谓语动词(不定式、动名词、分词)的构成及其用法;

6. 虚拟语气的构成及其用法;
7. 各类从句的构成及其用法;
8. 强调句型的结构及其用法;
9. 常用倒装句的结构及其用法。

(五) 完形填空

能够运用英语语言知识,在语篇的水平上理解一篇题材熟悉、难度适中的短文,并完成短文中的选择填空。短文中的完形填空内容一般涉及英语的基本句型结构、语法规则及词组搭配等。

(六) 写作

应具备一般性英语书面表达能力,能够根据所给的提纲、情景或图表等按要求写出相应的短文。所写短文要求主题明确,条理清楚,语言比较规范。

三、试卷结构

本考试试卷分试卷一和试卷二。试卷一以客观题为主,包括会话技能、阅读理解、词汇和语法结构、完形填空四个部分,考试时间为 90 分钟,卷面分值为 85 分;试卷二为短文写作,考试时间为 30 分钟,卷面分值为 15 分。试卷一和试卷二考试时间共计 120 分钟,总分为 100 分。试卷各部分结构如下:

第一部分 会话技能

会话技能共有 15 段不完整的简短对话,每段对话后设有四个选择项。考生须在理解每段对话的基础上从所提供的四个选择项中选出一个最佳答案。本部分满分为 15 分,每题 1 分。

第二部分 阅读理解

本部分共有 4 篇短文。4 篇短文的总长度为 1 200 个词左右。每篇文章后设 5 个问题,共 20 道题。考生须在理解文章的基础上从为每个问题提供的四个选择项中选出一个最佳答案。本部分满分为 40 分,每题 2 分。

第三部分 词汇和语法结构

本部分共设 40 道题,其中 20 道为词汇题,20 道为语法题。每道考题中有一个空白,要求考生在了解句意的基础上根据词汇或语法要求在四个选择项中选择最佳答案。本部分满分为 20 分,每题 0.5 分。

第四部分 完形填空

完形填空是一篇 200 个词左右的一般性短文。短文中有 10 个空白,每个空白为一题。考生须在理解短文意思的基础上从为每个空白提供的四个选择项中选出一个最佳答案,使短文的意思和结构恢复完整。本部分满分为 10 分,每题 1 分。

第五部分 短文写作

本部分采用提纲、情景或图表作文等考试形式。考生应按要求写出一篇 100~120 个词的英语短文。本部分满分为 15 分,考试时间为 30 分钟。

四、试卷题型、题量、记分及答题时间

成人高等教育非英语专业学士学位英语水平考试的题型、题量、记分及答题时间如下：

序号	题 型	题 量	记分	考试参考时间(分钟)
I	会话技能	15 道	15	15
II	阅读理解	20 道	40	40
III	词汇和语法	40 道	20	25
IV	完形填空	10 道	10	10
V	短文写作	100~120 个词	15	30
总计			100	120

考试样卷

Paper One 试卷一

(90 minutes)

Part I Dialogue Completion (15 points)

Directions: *There are 15 short incomplete dialogues in this part, each followed by 4 choices marked A, B, C and D. Choose the best one to complete the dialogue and mark your answer on the ANSWER SHEET with a single line through the center.*

1. **Simon:** How's things?

Jack: Fine, thanks. How are you doing?

Simon: _____. Just finishing off a few things before the holidays.

A. I'm doing well

B. Oh, not too bad

C. Pretty good

D. Not too well

2. **Mike:** Hi Chris. Do you fancy going for lunch?

Chris: _____

Mike: Shall we say twelve thirty?

Chris: Alright, see you then.

A. Yeah, I do.

B. What would you say?

C. Yeah, why not?

D. When shall we say?

3. **Speaker A:** Good morning, this is the housing bureau.

Speaker B: Good morning. Can I speak to Dominic Wong, please?

Speaker A: Who shall I say is calling?

Speaker B: _____.

A. Hilary Bower is calling

B. I'm Hilary Bower

C. My name is Hilary Bower

D. This is Hilary Bower speaking

4. **Jack:** I don't know what I've to tell the chief when they want strawberries for the house.

David: Get away with you now, and _____ tell no one.

A. mind you

B. remember you

C. remind you

D. keep you

5. **Will:** I like *Best Buy* the best.

Masahiro: Why?

Will: Coz they usually _____. They have sales on their TVs and CD-players every once in a while.

A. have the best deals

B. sell very well

- C. what will it reveal
D. why is it a secret
13. **Chicago, IL:** I think I need much money, but my wife does not think so. _____?
Dennie Hughes: What do you need “much money” for?
Perhaps your wife is a very organic, simple needs person.
Have you ever explained what the actual money is FOR?
A. What shall I do
B. Why does she not agree
C. How could she not like money
D. When she will agree with me
14. **Fargo, N. D. :** Robert, I read an Internet rumor that there might be a movie? Any details?
Thanks!
Robert Bianco: At this point, it is quite likely that a movie is somewhere _____. I
wouldn’t tell fans to give up.
A. to come up
B. along the way
C. to turn up
D. down the road
15. **Fort Lauderdale:** Dennie, I simply want to thank you for your advice last week.
Dennie Hughes: You are so very welcome, Lauderdale — there’s nothing that makes me
happier than to hear that I was able to help make a situation a little better. . .
Comment from Dennie Hughes: Thanks to all of you for making my Monday worthwhile!
_____ Be well. . . let’s do this again. Next Monday at 4:00 EST!
A. Watch out!
B. Congratulations!
C. It’s all over!
D. Take care!

Part II Reading Comprehension(40 points)

Directions: *There are 4 passages in this part. Each of the passages is followed by 5 questions or unfinished statements. For each of them there are 4 choices marked A, B, C and D. Choose the best one and mark your answer on the ANSWER SHEET with a single line through the center.*

Passage One

Winter Break is officially over. I know this because I spent four hours in class today, beginning at eight o'clock in the morning. If that wasn't enough, I also spent \$231.04 on textbooks. Moreover, these are books that I will never use after this semester is over. Going back to school was a complete mental shock; my brain feels rusty and tired.

I discovered, however, the Sunday after I returned that I had nearly forgotten how much I love being at college. It was great to see my friends and catch up on all that had happened over break. Our excitement to see each other was mixed with a great deal of anxiety concerning classes on Monday. After all, it is hard to predict whether or not you will have good classes — meaning classes that are both interesting and relatively easy. I know it does not bother me to face challenging classes as long as teachers are reasonable.

It does not look like my schedule will be as easy as last semester's. It may just be first day jitters (心神不安), but I seem to have a lot of papers to write, many tests to take, and tons of books to read. Vacation was great, but I do not want to stay in that extremely relaxed state forever. There are too many deadlines — not only do I have to study for all my classes, but I want to rush for a business, and find a place to live next year. It feels like I have too much to do and not enough time! Nevertheless, it feels good to be back to work.

16. What does the author mean when he says his brain is "rusty and tired"?
 - A. He attended his classes in the whole morning.
 - B. The money he spent on his textbooks is too much.
 - C. It is a waste of money to buy those new textbooks.
 - D. He is not mentally ready yet for the new semester.
17. What did the author feel excited about later?
 - A. His return to school that Sunday.
 - B. The goings-on during the Winter Break.
 - C. His love of being at college.
 - D. The chance of seeing his great friends.
18. When the author talks about challenges in his study he implies that _____.
 - A. students' demands are not predictable
 - B. classes will be interesting and rather easy
 - C. teachers' requirements should be reasonable
 - D. students will be worried about their classes
19. Why does the author say that he is too busy?
 - A. Because he has so many books to read.
 - B. Because he has to take so many tests.
 - C. Because he has so many papers to write.
 - D. Because he must study hard and have a job.
20. In what sense does the author say that he likes to be back to work?
 - A. He does not want to be totally relaxed for long.
 - B. He loves seeing his classmates back to college.
 - C. He enjoys working on campus all the time.
 - D. He likes to take tough challenges in his college life.

Passage Two

Wetlands are among the most productive ecosystems in the world, comparable to rain forests. An immense variety of species of microbes, plants, insects and so on can be part of a wetland ecosystem. Physical and chemical features such as climate, landscape shape, geology, and the movement and abundance (丰富, 充裕) of water help to determine the plants and animals that inhabit each wetland. The complex, dynamic relationships among the organisms inhabiting the wetland environment are referred to as food webs.

Wetlands can be thought of as "biological supermarkets." They provide great volumes of

food that attract many animal species. These animals use wetlands for part of or all of their life-cycle. Dead plant leaves and stems break down in the water to form small particles of organic material. This enriched material feeds many small insects and small fish that are food for larger animals.

Wetlands play an integral role in the ecology of the watershed. The combination of shallow water, high levels of nutrients, and primary productivity is ideal for the development of organisms that form the base of the food web and feed many species of fish, shellfish, and insects. Many species of birds and mammals rely on wetlands for food, water, and shelter, especially during migration and breeding.

Wetlands' microbes, plants, and wildlife are part of global cycles for water, nitrogen, and sulfur. Furthermore, scientists are beginning to realize that atmospheric maintenance may be an additional wetlands' function. Wetlands store carbon within their plant communities and soil instead of releasing it to the atmosphere as carbon dioxide. Thus wetlands help to moderate global climate conditions.

21. They types of plants and animals in a wetland can be determined even by _____.
A. the productive rain forest B. the shapes of the microbes
C. the movement of water D. the weather forecasts
22. The phrase "biological supermarkets" implies that _____.
A. species feed on each other
B. wetlands are usually too crowded
C. species are equals when they feed
D. great volumes of food attract many customers
23. Those animals that live in the wetland for part of their life most probably will _____.
A. be eaten by other animals
B. fly away to other areas
C. be carried away by human beings
D. become victims of illegal huntings
24. Which of the following is at the bottom of the food web?
A. plants B. insects C. fish D. organism
25. How do wetlands help to protect our environment?
A. Wetlands' species are part of global environment.
B. Atmosphere can keep wetlands' function.
C. Wetlands function to maintain atmosphere.
D. Carbon can be kept in wetlands' plants and soil.

Passage Three

Until 1847 the federal postal system had operated without stamps. To claim a letter, the recipient, rather than the sender, paid its postage. Stamps promised to flip this tradition on its head by shifting responsibility for paying postage from the recipient to the letter writer. Early reluctance to use stamps actually relied on something more mysterious but no less important.

A stamped or prepaid letter was sometimes seen as a way to insult the recipient because pre-paying a letter suggested that he was too poor to pay for it himself.

Given the cost involved, this was not as odd as it now seems. Says Michael Laurence, editor of Linn's Stamp News, "paying for a letter was like receiving a collect call from China. " In 1845 a congressman calculated that a letter sent from the East or South to the Northwest cost the value of a bushel(蒲式耳) of wheat—or a day's labor. Meg Ausman, the historian of the U. S. Postal Service, says that in the 1830s one angered individual harassed an enemy by sending him letters stuffed with blank pages.

Excessive costs probably kept some Americans from communicating through the mails. Many people who did receive mail simply refused to pay, rejecting the letter outright, which meant big head-aches for the Post Office in mountains of dead letters. These had to be returned to the sender at government expense; the Post Office wound up paying for two deliveries with nothing in return.

Some historians credit one Rowland Hill, a British reformer and educator, with the idea of sticking a stamp on a letter before sending it. It seems to have struck him one day as he watched a housemaid receive a letter. She carefully scanned the envelope, tried to understand a coded message from her lover, then refused to accept the mail. Postage was too expensive, Hill realized, and paid for by the wrong person. Prepaid stamps were the answer to both problems.

26. What does the phrase "to flip this tradition on its head" most probably mean?

- A. The introduction of stamps would change the situation.
- B. Stamps would be used without the top parts.
- C. The use of stamps was the essence of the tradition.
- D. The tradition would abandon the responsibility.

27. According to the author, taking prepaid letters as an insult _____.

- A. was what people then would like to do
- B. is what people nowadays think of as acceptable
- C. was not as strange then as people think nowadays
- D. is too easy for people nowadays to understand

28. Receiving a letter was so costly that _____.

- A. a congressman calculated it as worth a bushel of wheat
- B. Meg Ausman became a historian of the U. S. Postal Service
- C. mailing could become a means of venting anger
- D. people tended to write little as possible

29. What happened when the recipient rejected the letter?

- A. People chose to communicate more through mails.
- B. The Post Office would take the recipient to court.
- C. So many dead letters buried the Post Office.
- D. The Post Office would pay for the whole cost.