

外教社

全新大学英语水平测试

系列

College English Practice Tests

大学英语

主 编 庄恩平

副主编 庄恩忠

(Band 2)

2

级水平测试题集

College English



上海外语教育出版社

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前 言

《大学英语二级水平测试试题集》初版于 1991 年,1998 年经过一次局部修订。本书自初版以来,历时十余年久销不衰,可以说明它符合我国大学英语教学的实际需要,受到广大教师和学生的欢迎。

随着 1999 年底新的教学大纲的实施以及教学方法的改革,近年来大学英语教学面貌有了较大改观,本书第二版已不能完全适应新世纪大学英语教学的要求。我们决定再次对本书作全面修订,此次修订主要集中在以下几个方面:

调整题型

新近提出的大学英语教学改革要求切实提高学生的听说能力,又根据大学英语四、六级考试的具体情况,我们将第二版听力部分第二项 Spot Dictation 全部改换为 Compound Dictation。关于 Translation 一项,虽然大学英语四、六级考试近年来已很少采用,但新的大学英语教学改革仍然重视提高学生的阅读和翻译能力,事实上许多学校在课程考试中也包括了这方面的要求,因此本书仍保留这部分内容。

更新和拓宽内容

随着科技的进步和生活方式的变化,人们所关注的问题越来越多,兴趣也越来越广泛,这使得原书的内容略显陈旧和狭窄,为此我们全面更新了 Reading Comprehension 中的短文,并对 Short Answer Questions 和 Cloze 的内容进行部分调整,力求更能反映时代特点。另外,原书中 Vocabulary and Structure 部分涵盖的内容也显得不够广泛,本次修订我们就此作了全面调整。

此外,为便于自学,这次修订还扩大了注释范围,对 Reading Comprehension、Vocabulary and Structure 和 Cloze 的答案也加了简要的分析说明。

本书共收大学英语二级水平测试试题集(College English Practice Test)十套,题后为答案及简要的分析说明,书末附听力部分的录音文字材料。

本试题集的命题以现行《大学英语教学大纲(修订本)》的要求为依据。《大纲》规定,大学英语教学的目的是培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息。因此,试题主要考核学生运用语言的能力,同时也考核学生对语法结构和词语用法的掌握程度。

本书的修订量约占全书的 70%,因此事实上可以说是一本全新的书,我们希望它更能适应新世纪新读者的需要。

本书的责任编辑杨自伍先生为此次修订提供了宝贵意见,谨此表示感谢。

编 者

2004 年 11 月

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PART ONE

PRACTICE TESTS

PRACTICE TEST 1

PART I LISTENING COMPREHENSION (20 minutes)

SECTION A

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question 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 the Answer Sheet with a single line through the center.

1. A) Ten dollars.
C) Thirteen dollars.
2. A) In the office.
C) At school.
3. A) She doesn't know how long they'll have to wait.
B) They are going to be in Beijing at 2 : 30.
C) They are already very late.
D) The train is expected to leave at 3 : 00.
4. A) In a bakery.
C) On a farm.
5. A) Tom has trouble in hearing.
B) Tom didn't say anything at the meeting.
C) Tom doesn't understand him.
D) Tom doesn't listen to him.
6. A) Manager and secretary.
C) Headmaster and teacher.
7. A) Tom's.
C) The man's.
8. A) The radio needs repairing.
B) He repaired the radio by himself.
C) His brother helped him to repair the radio.
D) His brother repaired the radio.
9. A) Write a report.
C) Type a few letters.
10. A) She got injured while working.
C) She was not feeling well.
- B) Eleven dollars.
D) Sixteen dollars.
- B) At home.
D) In a house.
- B) They are going to be in Beijing at 2 : 30.
C) They are already very late.
D) The train is expected to leave at 3 : 00.
- B) In a restaurant.
D) At a hotel.
- B) Mother and son.
D) Teacher and student.
- B) Bob's.
D) The woman's.
- B) Type a report.
D) Mail some letters.
- B) She has just lost her job.
D) She has just found a job.

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 the Answer Sheet with a single line through the center.

Passage One

Questions 11 to 13 are based on the passage you have just heard.

11. A) Trees that cover the earth. B) The sun that shines on the earth.
C) The sky that changes frequently. D) The world that we see around us.
12. A) Forms of matter. B) Chemical elements.
C) Chemical compounds. D) Chemical combinations.
13. A) About 100. B) About 1,000.
C) About 10,000. D) About a million.

Passage Two

Questions 14 to 16 are based on the passage you have just heard.

14. A) Wild Man of the Caves. B) Wild Man of the Mountains.
C) An animal that looks like a bear. D) An animal that looks like a monkey.
15. A) When a Yeti is happy. B) When a Yeti is sad.
C) When a Yeti attacks a small animal. D) When a Yeti gets frightened.
16. A) They have different opinions about these footprints.
B) They think what the Tibetan people say is right.
C) They think these are Tibetan people's footprints.
D) They say they have never seen such footprints.

Passage Three

Questions 17 to 20 are based on the passage you have just heard.

17. A) The native Californian tree.
B) The tree with the moving foot.
C) The famous tourist attraction in America.
D) The giant tree in America.
18. A) About 75 thousand years. B) For 17 million years.
C) For 17 thousand years. D) About 75 million years.
19. A) Tourists. B) Birds. C) Winds. D) Some animals.
20. A) The giant redwood trees can also be seen in Europe.
B) The giant redwood trees could not grow well in the Arctic.
C) Not all seeds that came to south survived.
D) The redwood trees growing in California are much bigger and taller.

PART II READING COMPREHENSION (35 minutes)

Directions: There are 4 passages in this part. 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 the Answer Sheet with a single line through the center.

Passage One

Questions 21 to 25 are based on the following passage.

On September 11, it seemed like New York and the people who lived there had changed forever. These days, however, it's become obvious that, at least in one way, New Yorkers haven't changed at all.

New Yorkers are famous for not agreeing on anything. Arguments, both good-natured and not, erupt daily on everything from politics to food, world events to the price of vegetables. However, for a brief moment, a half-dozen architectural models managed to unite New York public opinion. The models were of proposed designs of buildings to replace the fallen World Trade Center, and the overwhelming reaction was: "They *stink*" (糟透了).

Soon after the September 11 attack, the property's owners had considered the idea of rebuilding the towers exactly as they had stood before. But critics pointed out that the original designs were rather dull and their size made them impersonal and intimidating. Instead, they recommended a collection of smaller buildings including office space, retail stores and restaurants, and a memorial to the buildings and the people who died in them.

The public reaction to the models was almost completely negative, but that's where the agreement ended. Some thought the new designs were too big, while others felt they weren't big enough. Some complained they were too impersonal and didn't reflect the humanity of the people who had died, while others said they weren't impressive enough. Some suggested a more modern exterior, while some said it was already too modern and should have a more traditional look. With these ongoing disagreements, it's likely that the reconstruction will take longer than expected.

21. What is mainly discussed in this passage?
- A) The debate on how to design buildings to replace the World Trade Center is endless.
 - B) Proposed models have been accepted after heated arguments.
 - C) New Yorkers are well known for debating daily on various kinds of issues.
 - D) More people agree to rebuild the towers exactly as they had stood before.
22. What can we learn about New Yorkers according to this passage?
- A) New Yorkers are very impersonal.

- B) New Yorkers have changed their life style after the September 11 attack.
C) New Yorkers managed to unite public opinions.
D) New Yorkers like to argue with each other for everything.
23. Which of the following statements is NOT true according to this passage?
A) Someone suggested that the new building should have a more traditional look.
B) Someone suggested that the new building should include a memorial.
C) People's reaction to the models was positive.
D) Some thought the new designs were too big.
24. The reconstruction will take longer time because _____.
A) designers have not made models
B) people have not reached an agreement
C) it is dangerous to construct high buildings in New York
D) the property owners are afraid that companies will not move in.
25. The word "exterior" (Line 5, Para. 4) is closest in meaning to _____.
A) entrance B) design C) appearance D) materials

Passage Two

Questions 26 to 30 are based on the following passage.

As the basic building block of communication, words communicate meaning, but as we have seen, the meanings of words are very much influenced by culture. Meaning is in the person, not in the word, as each person is the product of a particular culture that passes on shared and appropriate meanings. Thus, if we want to learn to communicate well in a foreign language, we must understand the culture that gives that language meaning. Culture gives meaning and provides the context for communication, and the ability to communicate allows us to act out our cultural values and to share our language and our culture.

But our own native language and culture are so much a part of us that we take them for granted. When we travel to another country, it's as if we carry along with our passports, our own culturally designed lenses through which we view the new environment. Using our own culture as the standard by which to judge other languages and cultures is called *ethnocentrism* (民族优越感), and although unintentional, our ethnocentric ways of thinking and acting often get in the way of our understanding other languages and cultures. The ability and willingness to change lenses when we look at a different culture is both the cure and the prevention for such cultural blindness. Studying a new language provides the opportunity to practise changing lenses when we also learn the context of the culture to which it belongs.

26. According to this passage, if you want to understand what a speaker means, _____.
A) you have to understand what he says
B) you have to understand something behind his words
C) you have to listen carefully and guess what he implies
D) you have to share his way of thinking

27. What does the author mean by saying that “meaning is in the person, not in the word (Line 2, Para.1)”?
- A) The person gives the real meaning to the word, not the word itself.
 - B) The word has no meaning.
 - C) We need to understand what a person says.
 - D) We need to know the speaker so that we may understand him.
28. In this passage the author mainly discusses _____.
- A) the appropriate meanings of words used in communication
 - B) the importance of understanding the person engaged in communication
 - C) the different cultures involved in communication
 - D) the relationship between communication and culture
29. What does the word “passport” (Line 2, Para.2) most likely refer to?
- A) Document.
 - B) Our own way of doing things.
 - C) Identification card.
 - D) Personal features.
30. What can we learn from this passage?
- A) While we are learning a foreign language we must know its culture.
 - B) The meanings of words are not very important.
 - C) We have to understand what a speaker really means.
 - D) If you know the culture of a foreign country well, you can better understand its language.

Passage Three

Questions 31 to 35 are based on the following passage.

Crime has its own cycles, a magazine reported some years ago. Police records that were studied for five years from over 2,400 cities and towns show a surprising link between changes in the season and crime patterns.

The pattern of crime has varied very little over a long period of years. Murder reaches its high during July and August, as do rape and other violent attacks. Murder, moreover, is more than seasonal; it is a weekend crime. It is also a nighttime crime: 62 percent of murders are committed between 6 p. m. and 6 a. m.

Unlike the summer high in crimes of bodily harm, burglary has a different cycle. You are most likely to be robbed between 6 p. m. and 2 a. m. on a Saturday night in December, January, or February. The most uncriminal month of all? May — except for one strange statistic. More dog bites are reported in this month than in any other month of the year.

Apparently our intellectual seasonal cycles are completely different from our criminal tendencies. Professor Huntington, of the Foundation for the Study of Cycles, made extensive studies to discover the seasons when people read serious books, attend scientific meetings, make the highest scores on examinations, and propose the most changes to *patents* (专利). In all instances, he found a spring peak and an autumn peak separated by a summer low. On the other hand, Professor Huntington's studies indicated that June is the peak month for suicides and admissions to mental hospitals. June is also a peak month for marriages!

31. Which of the following is the best title for this article?
A) A Time for Murder
B) Summer Crimes
C) Crime Cycles Throughout the Year
D) Criminal Tendencies in Different Months
32. According to Paragraph 2, a murder would most likely occur _____.
A) on a weekend night in winter
B) on a weekday afternoon in summer
C) on a weekday night in summer
D) on a weekend morning in winter
33. In which of the following months are crimes least seen?
A) April. B) May. C) June. D) October.
34. In Paragraph 4, why is an exclamation mark (!) used at the end of the last sentence?
A) Because the author is surprised that so many people marry in June.
B) Because the author is surprised that the marriage peak occurs in the same month as the peak for suicides and admissions to mental hospitals.
C) Because the author doesn't understand why the peaks for suicides and marriage are in the same month.
D) Because the author lays emphasis on this sentence.
35. What does the last paragraph mainly tell us?
A) Prof. Huntington found seasonal crime cycles.
B) June is the peak month for suicides.
C) Spring and autumn are the intellectual seasons when people work efficiently.
D) Spring and autumn are crime peaks.

Passage Four

Questions 36 to 40 are based on the following passage.

Every artist knows in his heart that he is saying something to the public. Not only does he want to say it well, but he wants it to be something that has not been said before. He hopes the public will listen and understand what he wants to teach them, and what he wants them to learn from him.

What visual artists like painters want to teach is easy to make out but difficult to explain, because painters translate their experience into shapes and colors, not words. They seem to feel that a certain selection of shapes and colors, out of the countless billions possible, is exceptionally interesting for them and worth showing to us. Without their work we should never have noticed these particular shapes and colors, or have felt the delight which they brought to the artist.

Most artists take their shapes and colors from the world of nature and from human bodies in motion and at rest; their choices indicate that these aspects of the world are worth looking at, that they contain beautiful sights. Contemporary artists might say that they merely choose subjects that provide an interesting pattern, that there is nothing more in it. Yet even they do not choose entirely without reference to the character of their

subjects.

If one painter chooses to paint a decaying leg and another a lake in moonlight, each of them is directing our attention to a certain aspect of the world. Each painter is telling us something, showing us something, emphasizing something — all of which means that, consciously or unconsciously, he is trying to teach us.

36. An artist hopes that the public will _____.
 - A) understand him and learn from him
 - B) notice only shapes and colors in his work
 - C) teach him something
 - D) believe what he says in his work
37. It is hard to explain what a painter is saying, because he/she _____.
 - A) does not express himself/herself well
 - B) uses unusual words and phrases
 - C) uses shapes and colors instead of words
 - D) does not say anything clearly
38. The writer points out that contemporary artists might say their choices of subject _____.
 - A) carry a message to the public
 - B) only provide interesting patterns
 - C) have no pattern or form
 - D) teach the public important truths
39. The writer also points out that contemporary art contains _____.
 - A) nothing but meaningless patterns
 - B) uninteresting aspects of the world
 - C) subjects chosen partly for their meanings
 - D) completely meaningless subjects
40. What is implied in this passage?
 - A) A painting is more easily understood than a symphony.
 - B) Art is merely the arranging of shape and color.
 - C) Every artist tries to say something to the public.
 - D) One must look beyond shape and color to find what the artist is saying.

PART III VOCABULARY AND STRUCTURE (20 minutes)

Directions: There are 30 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE answerer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

41. The village _____ my grandfather grew up in is not far from the town.
A) what B) where C) wherever D) which
42. It takes two weeks for Smith's left hand to get entirely _____.
A) cured B) dedicated C) healed D) mended
43. By the time the course ends, _____ a lot about the British way of life.
A) we have learned B) we'll learn
C) we are learning D) we'll have learned
44. Nathan had his meaning _____ by simplifying the theories with a sketch.
A) comprehended B) to be comprehended
C) comprehend D) to comprehend
45. Staying in a hotel costs _____ renting a room in a dormitory for a week.
A) as much twice as B) twice as much as
C) as much as twice D) twice more than
46. When _____ where he was born, John said that he was a New Yorker.
A) asking B) being asked C) was asked D) asked
47. On no account _____ the child.
A) you should beat B) had you to beat
C) should you beat D) have you to beat
48. Hot objects give off _____ do cold objects.
A) rays are more *infrared* (红外线的) than
B) more *infrared* rays than
C) rays more than *infrared*
D) more than *infrared* rays
49. Go and dispatch the baggage for me, _____?
A) do you B) will you C) could you D) can you
50. It is time we _____ computers to the production of iron and steel.
A) will apply B) applied
C) have applied D) would have applied
51. Scarcely had we settled ourselves in our seats in the theatre _____ the curtain went up.
A) than B) after C) as D) when
52. I intended _____ the matter with you, but I had some guests then.
A) discussing B) having discussed
C) to have discussed D) to discuss
53. They did not find _____ to prepare for the worst conditions they might meet.
A) worthwhile B) it worthwhile C) it worth D) it worthy
54. The _____ action of the policemen saved the people in the house from being burnt.
A) prompt B) supreme C) significant D) vital
55. Researchers cannot _____ the possibility that Earth may one day run out of its orbit.
A) hand out B) drop out C) rule out D) keep out
56. A small child has to learn to keep its _____ before he can walk far.

- A) border B) block C) baggage D) balance
57. He was the prize for being the fastest runner in this competition.
A) rewarded B) awarded C) succeeded D) won
58. The tourists were by the beautiful scenery at the West Lake.
A) charmed B) charged C) cheated D) chilled
59. It was required that the manufacturer out the design immediately.
A) worked B) works C) would work D) work
60. Only when you have acquired a good knowledge fulfill the task.
A) you may B) can you C) you can D) should you
61. She knelt down and to God for her son's safety in the war.
A) piled B) piped C) pitched D) prayed
62. About three-fourths of the surface of the earth covered by the sea.
A) is B) are C) have D) have been
63. People tend to dislike .
A) at being laughed B) being laughed at
C) being laughed D) to be laughed at
64. The current steady, for the boat kept on moving forward smoothly.
A) must be B) should be
C) should have been D) must have been
65. I don't think you have ever heard of him, ?
A) have you B) haven't you C) do you D) don't you
66. You may fly to Japan next Saturday, you don't mind changing planes on the way.
A) as far as B) unless C) supposing D) provided
67. I don't care whether he is the plan or not.
A) in favour of B) on behalf of
C) in his favour D) in the interest of
68. I am interested in you have told me.
A) which B) all that C) all what D) that
69. The factory is quite different from .
A) what it was B) that it was C) which was D) what was it
70. My opinion is as good .
A) as he is B) as or even better than he
C) as or even better than his D) or better than his

PART IV 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). You should choose the ONE that fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

Developing cross-cultural awareness usually goes along with learning a new language and being exposed to a new culture; such 71 reveals both cultural similarities and differences. And sometimes it is the 72 between cultures that surprise us 73 the differences.

Cross-cultural awareness is the ability to 74 cultures — your own culture and others 75 objective, non-judgmental comparisons. It is an appreciation 76, an understanding of cultural pluralism — the ability to get rid of our ethnocentric tendencies and 77 another culture on its own terms. Many cross-cultural 78 go sour due to a lack of such 79.

Studying a second language 80 learning the culture is like learning how to drive a car 81 a driver's manual but never getting 82 a steering wheel. We study a foreign language in order to communicate with people who have learned their native language not in a classroom, 83 in natural, everyday interactions with people and situations in their culture. They have learned the intentions 84 words and phrases most 85 consciously thinking about them; it has been part of their 86 and they have taken it for 87. We, however, as adults 88 a second language, must make a 89 effort to examine the cultural 90 of the language we want to learn.

- | | | | |
|---------------------|--------------------|-----------------|-------------------|
| 71. A) development | B) awareness | C) exposure | D) learning |
| 72. A) language | B) judgment | C) similarities | D) differences |
| 73. A) as much as | B) as many as | C) so much | D) the same as |
| 74. A) expose | B) understand | C) possess | D) compare |
| 75. A) in terms of | B) in the event of | C) in case of | D) by means of |
| 76. A) about | B) with | C) of | D) for |
| 77. A) accept | B) to accept | C) accepting | D) to accepting |
| 78. A) interactions | B) comparisons | C) situations | D) understandings |
| 79. A) a culture | B) an examination | C) exposure | D) an awareness |
| 80. A) without | B) with | C) of | D) because of |
| 81. A) to study | B) study | C) by studying | D) in studying |
| 82. A) from | B) with | C) along | D) behind |
| 83. A) and | B) but | C) as well as | D) however |
| 84. A) behind | B) with | C) from | D) but |
| 85. A) by | B) about | C) with | D) without |
| 86. A) language | B) interactions | C) culture | D) own |
| 87. A) mistake | B) their culture | C) granted | D) sure |
| 88. A) learning | B) to learn | C) learn | D) having learned |
| 89. A) great | B) conscious | C) more | D) similar |
| 90. A) meaning | B) context | C) awareness | D) communication |