

College English Test
(1999年1月 ~ 2005年1月)

最新版

大学英语

四级全真试题强化过关

COLLEGE ENGLISH
BAND 4

付桂芝 主编

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大连理工大学出版社
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四级全真试题强化过关
(最新版)

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前 言

实践一次又一次证明:要通过大学英语四、六级考试,必须做真题。对于标准化的考试来说,虽然每次考试试卷不同,但考核的内容(语言知识和能力)总体保持不变,试卷形式相对稳定,其中有多道题几乎原封不动地摘自往年的真题试卷。真实考试卷可以帮助考生进一步了解考试内容和命题原则,有效提高应试能力和英语水平。

本书汇集了 15 套最新大学英语四级考试真题试卷(1999 年 1 月—2005 年 1 月),涵盖了大学英语四级考试的各种题型,包括最近几年使用的新题型。内容新,题型全。本书根据大学英语四级考试的特点和广大考生的应试难点,着重对“阅读理解”部分进行详细解析,因而极具针对性。为了帮助考生读懂英语文章,提高英语阅读理解能力,我们在题解前都加了一段概括全文内容的文摘,引导考生进一步了解文脉结构从而提高解题效率。此外,书中还详细解析了“词汇和结构”并提供例句以便考生能巩固所学的英语语言知识。在听力部分,我们列出了相关生词和短语供考生参阅。短文写作部分的目的是考核学生运用英语书面表达思想的能力,本书提供了考题范文以帮助学生拓宽思路,提高写作能力。

浙江工商大学外国语学院在 2003 年对本校学生进行大学英语四级强化训练时,学生手头一本大学英语四级测试题集供学生课内外学习使用,课堂上使用另一本大学英语四级测试单项题集供学生课堂小考训练,收到很好的教学效果,当年的大学英语四级统考成绩令人瞩目。

本书由浙江工商大学长期从事大学英语教学与科研、举办英语四级培训班的一线授课老师编写。他们对大学英语四级考试内容一贯深刻钻研,对其题型了如指掌。该书凝聚了

编者多年的教学经验,希望学习者在学习中既为应试做准备,更能从试题解析中了解大学英语四级考试命题的内在特点、解题思路以及命题趋势。

本书的编写分工如下:付桂芝:负责1999年~2002年6月共8套测试卷的听力、词汇和结构、完型填空、简答、翻译和写作部分的编写以及2004年6月和2005年1月的听力、阅读、词汇、完形填空和写作部分共9套试卷的编写;邬易平:负责2003年1月、6月和2003年9月试卷的听力、词汇和完形填空、简答、翻译和写作部分以及2003年12月试卷的听力、阅读、词汇、简答、完形填空和写作部分共4套的编写;刘法公:负责1999年1月~2000年1月共3套测试卷的阅读理解部分的编写。李先玉:负责2000年6月和2001年1月共2套测试卷的阅读理解的编写。黄蓓莺:负责2001年1月~2003年6月共5套测试卷的阅读理解部分的编写。本书的编写得到了浙江工商大学外国语学院领导和其他老师的热情帮助和大力支持,谨此表示感谢。

由于编者水平有限,书中难免有疏漏和不妥之处,欢迎广大师生批评指正。

编 者

2005年1月于杭州

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1999年1月大学英语四级试题

试卷一

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 centre.*

Example: *You will hear:*

You will read: A) At the office.

B) In the waiting room.

C) At the airport.

D) In a restaurant.

From the conversation we know that the two were talking about some work they had to finish in the evening. This is most likely to have taken place at the office. Therefore, A) "At the office" is the best answer. You should choose [A] on the Answer Sheet and mark it with a single line through the centre.

Sample Answer [~~A~~] [B] [C] [D]

1. A) He watched television with his friend. B) He stayed at home talking with his friend.
C) He went to see a film with his friend. D) He went to see his schoolmate.
2. A) When the meeting is to be held. B) Who are going to attend the meeting.
C) Where the meeting is to be held. D) What's to be discussed at the meeting.
3. A) The necessity of writing to Mr. Johnson.
B) Who is going to contact Mr. Johnson.
C) The arrangement of the Wednesday meeting.
D) Where they are going to meet Mr. Johnson.
4. A) Jack brought the tape to the party. B) The tape had been returned to Paul.
C) The tape was missing. D) Jack lent his tape to Paul.
5. A) The man wants to reserve a room.
B) The man reserved a room some time ago.
C) The man has booked a room with no bath.
D) The man wants to buy a flat on the second floor.
6. A) Both editions are the same price now. B) It has two editions with the same cover.
C) The paperback edition is on sale. D) The hardcover edition is more expensive.
7. A) His TV sets are all of the same brand.
B) He doesn't have the newest models right now.
C) He has the best TV sets for sale.

- D) His TV sets have a good sale.
8. A) He must hand in a report about the museum.
 B) He has already visited the museum.
 C) He has to read a history book.
 D) He is too busy to go with her.
9. A) They are rewarding. B) They are entertaining.
 C) They are boring. D) They are time-consuming.
10. A) A sunny day. B) A raincoat. C) An attractive hut. D) A lovely hat.

Section B

Directions: In this selection, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passages and 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 centre.

Passage One

Questions 11 to 14 are based on the passage you have just heard.

11. A) She sat back and relaxed. B) She decided to retire.
 C) She entered university. D) She worked out a new English program.
12. A) 8 years. B) 20 years. C) 16 years. D) 30 years.
13. A) Bring a great deal of useful experience to the university.
 B) Improve human relationships in the university.
 C) Bring a fear of aging among young students on the campus.
 D) Improve the reputation of the university.
14. A) She is learning English and Drama.
 B) She is learning how to make sound judgments.
 C) She is learning how to teach minority students.
 D) She is learning to perceive, not to judge.

Passage Two

Questions 15 to 17 are based on the passage you have just heard.

15. A) The difference between classical music and rock music.
 B) Why classical music is popular with math students.
 C) The effects of music on the results of math tests.
 D) How to improve your reasoning ability.
16. A) Because it stimulates your nerve activity.
 B) Because it keeps you calm.
 C) Because it strengthens your memory.
 D) Because it improves your problem solving strategies.
17. A) Piano music could interfere with your reasoning ability.
 B) The effects of music do not last long.
 C) The more you listen to music, the higher your test scores will be.
 D) Music, whether classical or rock, helps improve your memory.

Passage Three

Questions 18 to 20 are based on the passage you have just heard.

18. A) To drive the car automatically. B) To measure the driver's pulse.
C) To prevent car accidents. D) To monitor the driver's health.
19. A) It sends out signals for help. B) It sounds an alarm to warn the driver.
C) It takes over the driving immediately. D) It stops the car automatically.
20. A) It monitors the signals transmitted from the driver's brain.
B) It can measure the driver's alcohol level in the blood.
C) It can quicken the driver's response to emergencies.
D) It bases its analysis on the driver's heartbeat.

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.

The view over a valley of a tiny village with *thatched* (草盖的) roof cottages around a church; a drive through a narrow village street lined with thatched cottages painted pink or white; the sight over the rolling hills of a pretty collection of thatched farm buildings—these are still common sights in parts of England. Most people will agree that the thatched roof is an essential part of the attraction of the English countryside.

Thatching is in fact the oldest of all the building crafts practised in the *British Isles* (英伦诸岛). Although thatch has always been used for cottage and farm buildings, it was once used for castles and churches, too.

Thatching is a *solitary* (独自的) craft, which often runs in families. The craft of thatching as it is practised today has changed very little since the Middle Ages. Over 800 full-time thatchers are employed in England and Wales today, maintaining and renewing the old roofs as well as thatching newer houses. Many property owners choose thatch not only for its beauty but because they know it will keep them cool in summer and warm in winter.

In fact, if we look at developing countries, over half the world lives under thatch, but they all do it in different ways. People in developing countries are often reluctant to go back to traditional materials and would prefer modern buildings. However, they may lack the money to allow them to import the necessary materials. Their temporary mud huts with thatched roofs of wild grasses often only last six months. Thatch which had been done the British way lasts from twenty to sixty years, and is an effective defense against the heat.

21. Which of the following remains a unique feature of the English countryside?
- A) Narrow streets lined with pink or white houses.
B) Rolling hills with pretty farm buildings.
C) Cottages with thatched roofs.

- ### Passage Two

President Coolidge's statement, "The business of America is business," still points to an important truth today — that business institutions have more *prestige* (威望) in American society than any other kind of organization, including the government. Why do business institutions possess this great prestige?

Competition protects the freedom of the individual by ensuring that there is no *monopoly* (垄断) of power. In contrast to one, all-powerful government and many businesses compete against each other for profits. Theoretically, if one business tries to take unfair advantage of its customers, it will lose to competing business which treats its customers more fairly. Where many businesses compete for the customers' dollar, they cannot afford to treat them like inferiors or slaves.

Competition in business is also believed to strengthen the ideal of equality of opportuni-

ty. Competition is seen as an open and fair race where success goes to the swiftest person regardless of his or her social class background. Competitive success is commonly seen as the American alternative to social rank based on family background. Business is therefore viewed as an expression of the idea of equality of opportunity rather than the *aristocratic* (贵族的) idea of inherited privilege.

26. The statement "The business of America is business" probably means "_____".

- A) The business institutions in America are concerned with commerce
- B) Business problems are of great importance to the American government
- C) Business is of primary concern to Americans
- D) America is a great power in world business

27. Americans believe that they can realize their personal values only _____.

- A) when given equality of opportunity
- B) through doing business
- C) by protecting their individual freedom
- D) by way of competition

28. Who can benefit from business competition?

- A) Honest businessmen.
- B) Both businessmen and their customers.
- C) People with ideals of equality and freedom.
- D) Both business institutions and government.

29. Government is believed to differ strikingly from business in that government is characterized by _____.

- A) its absolute control of power
- B) its function in preserving personal freedom
- C) its role in protecting basic American values
- D) its democratic way of exercising leadership

30. It can be inferred from the passage that the author believes _____.

- A) Americans are more ambitious than people in other countries
- B) in many countries success often depends on one's social status
- C) American businesses are more democratic than those in other countries
- D) businesses in other countries are not as competitive as those in America

Passage Three

Questions 31 to 35 are based on the following passage.

The appeal of advertising to buying motives can have both negative and positive effects. Consumers may be convinced to buy a product of poor quality or high price because of an advertisement. For example, some advertisers have appealed to people's desire for better fuel economy for their cars by advertising automotive products that improve gasoline mileage. Some of the products work. Others are worthless and a waste of consumers' money.

Sometimes advertising is intentionally misleading. A few years ago a brand of bread was offered to *dieters* (节食者) with the message that there were fewer *calories* (热量单位, 大卡) in every slice. It turned out that the bread was not *dietetic* (适合于节食的), but just regular bread. There were fewer calories because it was sliced very thin, but there was the

same number of calories in every loaf.

On the positive side, emotional appeals may respond to a consumer's real concerns. Consider fire insurance. Fire insurance may be sold by appealing to fear of loss. But fear of loss is the real reason for fire insurance. The security of knowing that property is protected by insurance makes the purchase of fire insurance a worthwhile investment for most people. If consumers consider the quality of the insurance plans as well as the message in the ads, they will benefit from the advertising.

Each consumer must evaluate her or his own situation. Are the benefits of the product important enough to justify buying it? Advertising is intended to appeal to consumers, but it does not force them to buy the product. Consumers still control the final buying decision.

31. Advertising can persuade the consumer to buy worthless products by _____.

- A) stressing their high quality
- B) convincing him of their low price
- C) maintaining a balance between quality and price
- D) appealing to his buying motives

32. The reason why the bread advertisement is misleading is that _____.

- A) thin slices of bread could contain more calories
- B) the loaf was cut into regular slices
- C) the bread was not genuine bread
- D) the total number of calories in the loaf remained the same

33. The passage tells us that _____.

- A) sometimes advertisements really sell what the consumer needs
- B) advertisements occasionally force consumers into buying things they don't need
- C) the buying motives of consumers are controlled by advertisements
- D) fire insurance is seldom a worthwhile investment

34. It can be inferred from the passage that a smart consumer should _____.

- A) think carefully about the benefits described in the advertisements
- B) guard against the deceiving nature of advertisements
- C) be familiar with various advertising strategies
- D) avoid buying products that have strong emotional appeal

35. The passage is mainly about _____.

- A) how to make a wise buying decision
- B) ways to protect the interests of the consumer
- C) the positive and negative aspects of advertising
- D) the function of advertisements in promoting sales

Passage Four

Questions 36 to 40 are based on the following passage.

So long as teachers fail to distinguish between teaching and learning, they will continue to undertake to do for children that which only children can do for themselves. Teaching

children to read is not passing reading on to them. It is certainly not endless hours spent in activities about reading. Douglas insists that "reading cannot be taught directly and schools should stop trying to do the impossible."

Teaching and learning are two entirely different processes. They differ in kind and function. The function of teaching is to create the conditions and the climate that will make it possible for children to devise the most efficient system for teaching themselves to read. Teaching is also a public activity: It can be seen and observed.

Learning to read involves all that each individual does to make sense of the world of printed language. Almost all of it is private, for learning is an occupation of the mind, and that process is not open to public scrutiny.

If teacher and learner roles are not interchangeable, what then can be done through teaching that will aid the child in the *quest* (探索) for knowledge? Smith has one principal rule for all teaching instructions. "Make learning to read easy, which means making reading a meaningful, enjoyable and frequent experience for children."

When the roles of teacher and learner are seen for what they are, and when both teacher and learner fulfill them appropriately, then much of the pressure and feeling of failure for both is eliminated. Learning to read is made easier when teachers create an environment where children are given the opportunity to solve the problem of learning to read by reading.

36. The problem with the reading course as mentioned in the first paragraph is that _____.

- A) it is one of the most difficult school courses
- B) students spend endless hours in reading
- C) reading tasks are assigned with little guidance
- D) too much time is spent in teaching about reading

37. The teaching of reading will be successful if _____.

- A) teachers can improve conditions at school for the students
- B) teachers can enable students to develop their own way of reading
- C) teachers can devise the most efficient system for reading
- D) teachers can make their teaching activities observable

38. The word "scrutiny" (Line 3, Para. 3) most probably means "_____".

- A) inquiry B) observation C) control D) suspicion

39. According to the passage, learning to read will no longer be a difficult task when _____.

- A) children become highly motivated
- B) teacher and learner roles are interchangeable
- C) teaching helps children in the search for knowledge
- D) reading enriches children's experience

40. The main idea of the passage is that _____.

- A) teachers should do as little as possible in helping students learn to read

- B) teachers should encourage students to read as widely as possible
 C) reading ability is something acquired rather than taught
 D) reading is more complicated than generally believed

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 answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.*

41. A person's calorie requirements vary _____ his life.
 A) across B) throughout C) over D) within
42. A survey was carried out on the death rate of new-born babies in that region, _____ were surprising.
 A) as results B) which results
 C) the results of it D) the results of which
43. Generous public funding of basic science would _____ considerable benefits for the country's health, wealth and security.
 A) lead to B) result from C) lie in D) settle down
44. In a time of social reform, people's state of mind tends to keep _____ with the rapid changes of society.
 A) step B) progress C) pace D) touch
45. _____ in an atmosphere of simple living was what her parents wished for.
 A) The girl was educated B) The girl educated
 C) The girl's being educated D) The girl to be educated
46. _____ the calculation is right, scientists can never be sure that they have included all variables and modeled them accurately.
 A) Even if B) As far as C) If only D) So long as
47. My train arrives in New York at eight o'clock tonight. The plane I would like to take from there _____ by then.
 A) would leave B) will have left C) has left D) had left
48. The speech which he made _____ the project has bothered me greatly.
 A) being concerned B) concerned C) be concerned D) concerning
49. Harry was _____ by a bee when he was collecting the honey.
 A) stung B) stuck C) bitten D) scratched
50. The thief tried to open the locked door but _____.
 A) in no way B) in vain C) without effect D) at a loss
51. All flights _____ because of the snowstorm, many passengers could do nothing but take the train.
 A) had been canceled B) have been canceled
 C) were canceled D) having been canceled
52. _____ seeing the damage he had done, the child felt ashamed.

- A) By B) On C) At D) For
53. Remember that customers don't _____ about prices in that city.
A) debate B) consult C) dispute D) bargain
54. Research findings show we spend about two hours dreaming every night, no matter what we _____ during the day.
A) should have done B) would have done
C) may have done D) must have done
55. I hope that you'll be more careful in typing the letter. Don't _____ anything.
A) lack B) withdraw C) omit D) leak
56. This crop does not do well in soils _____ the one for which it has been specially developed.
A) outside B) other than C) beyond D) rather than
57. "You are very selfish. It's high time you _____ that you are not the most important person in the world," Edgar said to his boss angrily.
A) realized B) have realized C) realize D) should realize
58. These two areas are similar _____ they both have a high rainfall during this season.
A) to that B) besides that C) in that D) except that
59. The tomato juice left brown _____ on the front of my jacket.
A) spot B) point C) track D) trace
60. If I hadn't stood under the ladder to catch you when you fell, you _____ now.
A) wouldn't be smiling B) couldn't have smiled
C) won't smile D) didn't smile
61. The committee is totally opposed _____ any changes being made in the plans.
A) of B) on C) to D) against
62. We'll visit Europe next year _____ we have enough money.
A) lest B) until C) unless D) provided
63. My father seemed to be in no _____ to look at my school report.
A) mood B) emotion C) attitude D) feeling
64. When he realized the police had spotted him, the man _____ the exit as quickly as possible.
A) made off B) made for C) made out D) made up
65. I was advised to arrange for insurance _____ I needed medical treatment.
A) nevertheless B) although C) in case D) so that
66. Frankly speaking, I'd rather you _____ anything about it for the time being.
A) didn't do B) haven't done C) don't do D) have done
67. I'm sorry I can't see you immediately; but if you'd like to take a seat, I'll be with you _____.
A) for a moment B) in a moment C) for the moment D) at the moment
68. The trumpet player was certainly loud. But I wasn't bothered by his loudness _____ by his lack of talent.
A) than B) more than C) as D) so much as
69. Our new house is very _____ for me as I can get to the office in five minutes.

- A) adaptable B) comfortable C) convenient D) available
 70. Our journey was slow because the train stopped _____ at different villages.
 A) unceasingly B) gradually C) continuously D) continually

试卷二

Part IV

Short Answer Question

(15 minutes)

Directions: *In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words (not exceeding 10 words).*

Would-be language teachers everywhere have one thing in common: they all want some recognition of their professional status and skills, and a job. The former requirement is obviously important on a personal level, but it is vital if you are to have any chance of finding work.

Ten years ago, the situation was very different. In virtually every developing country, and in many developed countries as well, being a native English speaker was enough to get you employed as an English teacher.

Now employers will only look at teachers who have the knowledge, the skills and attitudes to teach English effectively. The result of this has been to raise non-native English teachers to the same status as their native counterparts (相对应的人)—something they have always deserved but seldom enjoyed. Non-natives are now happy—*linguistic discrimination* (语言上的歧视) is a thing of the past.

An ongoing research project, funded by the University of Cambridge, asked a sample of teachers, teacher educators and employers in more than 40 countries whether they regard the native/non-native speakers distinction as being at all important. "NO" was the answer. As long as candidates could teach and had the required level of English, it didn't matter who they were and where they came from. Thus, a new form of discrimination—this time justified because it singled out the unqualified—liberated the linguistically *oppressed* (受压迫的). But the Cambridge project did more than just that: it confirmed that the needs of native and non-native teachers are extremely similar.

Questions (注意: 答题尽量简短, 超过 10 个词要扣分。每条横线限写一个英语单词, 标点符号不占格。)

S1. The selection of English teachers used to be mainly based on _____.

S2. What did non-native English teachers deserve but seldom enjoy?

S3. What kind of people can now find a job as an English teacher?

S4. What is the result of the "new form of discrimination" (Line 5, Para. 4)?

S5. The phrase "The linguistically oppressed" (Line 6, Para. 4) refers to those who were

_____.

Part V

Writing

(30 minutes)

Directions: *For this part, you are allowed thirty minutes to write a composition on the topic **Don't Hesitate to Say "No"**. You should write at least 100 words and you should base your composition on the outline (given in Chinese) below:*

1. 别人请求帮助时, 在什么情况下我们会说“不”。
2. 为什么有些人在该说“不”的时候不说“不”。
3. 该说“不”时不说“不”的坏处。

Don't Hesitate to Say "No"
