



王光汉 主编

大学英语四级考试 模拟试题与解析

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大学英语四级考试指导丛书之五

大学英语四级考试 模拟试题与解析

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前 言

《大学英语四级考试模拟试题与解析》一书是根据近几年的全国大学英语四级考试采用题型的实际情况和考生的实际需要出版的，旨在帮助考生提高大学英语四级考试成绩，是大学英语四级考生的必备之书。其理由如下：

一) 本书的测试题是依据对近年来全真题的统计分析、系统研究而精心制作的，跟大学英语四级考试的全真试题很相似。我们认真研究了每一个考点和体现这个考点的题型以及它们在最近几次考试中出现频率。我们试题的测试点(Testing Points)几乎跟全真考题一致。

二) 本书的每套测试题以及其后讲解的语言点和解题技巧都与考生大学英语四级考试成绩的提高有密切关系。

三) 本书讲解部分指出了每一题的考点，这样，有助于考生检测自己还有那些知识能力点没有掌握或者还不甚熟练，以便他们在备考过程中研究这些考点，了解自己的薄弱环节，进行强化训练，熟练地掌握回答各类问题的技能技巧。毫无疑问，考生有一本这样的备考指南，将有助于提高他们在实战考试中的应变能力。

《大学英语四级考试模拟试题与解析》主要包括四级考试中的常考题型。下面简单介绍与本书有关的几个方面：

一、题型简介

大学英语四级考试原来分为五个部分：听力理解(Part I Listening Comprehension)、阅读理解(Part II Reading Comprehension)、词汇与结构(Part III Vocabulary and Structure)、完形填空(Part IV Cloze)、写作(Part V Writing)。但是，

近年来的考试题型有了一些变动，主要是减少客观题的分值增加了主观题的分值，但总分不变。从题型上讲，近年来的大学英语四级考试只有词汇与结构及写作部分基本上是固定的，而听力理解、阅读理解和完形填空部分是变化的。听力理解部分基本上是简短对话（共 10 题）以及三篇短文的听力理解题（共 10 题），可能会出现复合式听写（Compound Dictation）、填空式听写（Spot Dictation）。有时进行交替变化，但原分值不变。阅读理解部分基本上是多项选择题，也可能将翻译题、简答题与多项选择题进行交替变化，同样该部分的分值不变。词汇与结构部分不变。完形填空部分同阅读理解部分结合考虑。第五部分是短文写作（Writing）。

二、本书重点

阅读理解部分（Reading Comprehension）是本书处理的重点。我们从近年来的试题中阅读理解部分分数所占比例可以看出阅读理解对整个考试取得高分至关重要（如果将完形填空算在内，共占试卷总分的 50%）。

就阅读理解部分的题型而言，按其考点可分为要旨题、细节题、推理题、词汇题、结构题及复述题等六类。按答题方式又分为客观题和主观题两类。上述各类题型均为多项选择的客观题。另有翻译题和简答题两类题型是由考生自答的主观题。多项选择的客观题应用于各类考试中，是在全世界范围多年实践中被证明为行之有效的最方便、最科学的较为固定的一种题型。近年来，大学英语四级考试中又采用了翻译题和简答题两类题型。为了大学英语教学上新台阶，教育部考试委员会还将研究出更多新题型。已经原国家教委批准，大学英语四级考试将逐渐采用新题型，每次采用何种题型，试前不通知。总之，题型是多种多样的，出题方式也是变化多端的。

但是万变不离其宗。题型只是以某种出题的形式反映测试题

的类型。无论题型怎么变化，只要考生牢固掌握并能熟练运用英语，考生对任何题型的测试题都会有较强的应变能力。再加上每次考试前半年公布此次考试的新题型，考生在考试时不会对新题型不知所措，也不会因题型的变化而丢失应该得到的分数。而且，新题型的使用频率极少。就阅读来讲，到目前，翻译题和简答题已经采用过几次，而四项选择题却从未间断过。所以，阅读理解部分的四项选择题是我国大学英语四、六级考试中采用最多的一种题型。人们普遍认为这种客观题题型比较适合我国的具体情况。

综上所述，考生在备考阅读理解部分时应将注意力重点放在四项选择题上。为了帮助考生深入认识这种答题方式的各类题型的性质、问题形式和阅读理解考点，我们对阅读理解要旨题、细节题、推理题、词汇题、结构题、复述题分别加以说明：

一) 要旨题 (Main Idea Questions) 测试考生理解文章要旨和大意的能力，通常就文章的主题 (Topic) 或者标题 (Title)、中心思想 (Main Idea/Central Thought)、作者的写作意图与目的提问，在大学英语四级考试中，这是一种极为常见的题型。

二) 细节题 (Detail Questions) 测试考生了解文章中所述的某些事实与细节的能力，分为特殊疑问问题与是非题。特殊疑问问题要求考生回答用 where, when, what, why, who, which, how 这些特殊疑问词所提的问题；而非题则要求考生根据所读内容辨明是非。细节题在阅读测试中所占比例最大，大约占一半以上。

三) 推理题 (Inference Questions) 是这些类型中最难的一种。它要求考生根据文中所给信息进行推理判断，得出合乎逻辑的推论。

四) 词汇题 (Vocabulary Questions) 旨在检测考生通过上下文辨别单词或词组意义的能力。所测词有两类：一类是常用词；另一类是难词，有些是考生从未见过的。

五) 结构题 (Structure Arrangement Questions) 就作者组织文

章的逻辑方式提问，这类题主要针对所测试段落的前段或者后段的主题、全文的结构安排以及文中的指代关系。

六) **复述题** (Restatement Questions) 复述题与以上几个题型都有相同之处但又有区别。复述题测试考生对文章中所提重要事件过程中某个重要环节的理解，对其产生原因和发展结果的掌握，也有人称其为释义题 (Paraphrasing Questions) 或者同义题 (Synonym Questions)。要指出的是这种复述题有时从事实的反面提出问题，考它的反义而不是同义，要求考生从事情的反面复述，考生稍有疏忽就会弄错。

上述题型都属客观题。但近几年的四级考试中还采用过主观题，如翻译题和简答题。为了帮助考生将来在再出现此类题型时，在当次考试前随时进行翻译和简短问答的练习，我们在此对翻译题、简答题也顺便予以说明。

七) **翻译题** (Translation from English into Chinese) 是指从现有的阅读理解题四篇文章中，各摘 1~2 句，共 5 题，要求考生译成汉语，原有的多项选择题不变。此题型主要考核考生的英语阅读理解能力。由于原阅读理解的四项选择题未变，如果采用翻译题，完形填空题则可能不用。

八) **简答题** (Short Questions and Answers) 主要考核阅读理解能力，同时考核一定的书面表达能力。跟四项选择题的阅读理解题一样，简答题是要求考生在阅读完一篇载有多项选择题的短文之后，或者同该类短文难度相同的短文之后，不是回答多项选择题的问答，而是在规定字数内用简短的英语词句回答与多项选择题差不多的问题。所以，如果当次考试有可能出现简答题，考生在备考时只要对本书中的四项选择题的部分问题用英语进行简答训练就可以了。

将来还可能采用其他新题型。除了题型应当引起同学们重视外，同学们还应在练习中注意各方面题材。虽然阅读篇章可能为任意内容的阅读专题，但就已经考试过的阅读文章来看，绝大多

数都是为考生所熟悉的科普、政治、文化、历史、地理、人物传记、医疗卫生、体育运动、法律经济、交通运输、旅游观光、业余爱好等内容。一般在 300 词左右。

三、完形填空

完形填空部分 (Cloze) 与阅读理解有密切关系。完形填空实际上是一类综合阅读理解题, 不过, 它所强调的是语篇结构上的理解和运用能力。最重要的不同之处是要求考生对关系句子结构的功能词的准确选用, 即选用合适的连词、介词或冠词以及各种从属分句的连接词或关系代词。其次, 是语义上的选词问题, 包括根据上下文排除语义干扰、辨别同义词近义词、辨别同形词、区分惯用法和短语的固定搭配。还有, 文章内在的逻辑关系, 例如列举、补充、让步、对照、递进、转折、因果等则跟使用相应的逻辑连词关系极大。

四、短文写作

写作部分 (Writing) 在四级考试中有决定意义。虽然作文分在总成绩中只占 15%, 但由于实行积分制, 比如, 作文不到 5 分, 其他各项成绩总和即使及格, 四级考试成绩也不算及格。写作部分主要测试考生英语书面表达能力。但是, 考生常常由于受英语表达能力限制而在作文上得分太少。作文当然要靠平时多练, 但多背一些范文, 学习组段、布局、措辞、造句、取材等写作方法, 也有助于提高各类考试短文的写作能力。为此, 我们对每套测试题都给出一篇较规范的范文供同学们练习时参考。

五、使用方法

本书是一本供备考用的必要参考书, 它将为考生打开成功之门, 但不要像对待教材一样对待本书。如果用于课堂测试, 最好要求学生严格按照大学英语四级考试所规定的时间完成每套测试

题，这样才能真正检查他们对知识能力点掌握的情况，在讲解时来弥补他们的不足之处。如果用于自测，最好在做完一套题后再看讲解部分。切忌一边做题一边对答案和看讲解。

一书在手，成功在望，祝你成功！

第一部分

大学英语四级考试模拟试题

(共12套)

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Test One

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.

Questions 21 to 25 are based on the following passage:

John Hunter had three advantages. He had a brother who was a doctor and he was thus able to learn about diseases and their effects. His natural curiosity led him to observe and study the lives of wild animals in the countryside and he had strong and skillful hands, so essential to a surgeon. In fact he became in a short time so famous that he was asked to lecture, but John preferred the practical work of the surgeon.

Soon after becoming a surgeon, Hunter joined the army. He learnt a great deal from his experience of dealing with soldiers' wounds. In particular, he studied how to prevent a wounded man from bleeding too much, learning thereby how the nerve system functioned in the bodies of animals and humans. But there were many things he did not know about and which could only be learnt by dissection (解剖). And this posed (提出) a problem.

The Christian church whose authority was complete on many matters frowned on dissection. Cutting up dead animals to find out

about their organs and how these functioned was thought a disgusting thing to do, and to cut up a human body, even though dead, was thought to be evil. Surgeons had to pay grave-diggers to steal bodies for dissection. Hunter once paid \$7 000 for the body of an eight-foot Irishman whose skeleton (骨骼) can still be seen in the Royal College of Surgeons' Museum. To be a surgeon was thought so inferior an occupation that many operations were carried out by barbers. ¹⁸

But Hunter continued with his experiments, all the time learning more about how our bodies worked, and he found new ways of operating on people so as to save both their limbs and their lives. If a man was brought to him with a bad tumor (肿瘤) on his leg, Hunter did not, as most surgeons would have done, cut off his leg, but tried first to remove the tumor and treat the leg so that the leg might be saved.

21. John Hunter had three advantages. Which do you think is the most important?

- A) His brother was a doctor.
- ☒ B) He had a natural curiosity.
- C) He lived in the country.
- ☒ D) He had strong and skillful hands.

22. Hunter's service in the army was very useful to his career because _____.

- A) he became a surgeon
- B) he lectured to the soldiers
- ☒ C) he gained experience of dealing with wounds
- D) he was able to practice dissection

23. The expression "frowned on" means _____.

- A) was puzzled by
- B) was undecided about
- C) was disgusted by
- ☒ D) did not approve of

24. We can conclude from the passage that a barber was _____.
A) looked down upon at that time
B) looked up to at that time
C) regarded as equal to other occupations
D) ☒ not permitted to carry out operations
25. The last paragraph implies that _____.
A) Hunter continued with his experiments
B) Hunter was learning more about how our bodies worked
C) Hunter found new ways of operations
D) ☒ Hunter was very conscious and responsible

Questions 26 to 30 are based on the following passage:

My father had returned from his business visit to London when I came in, rather late, to supper. I could tell at once that he and my mother had been discussing something. In that half-playful, half-serious way I knew so well he said, "How would you like to go to Eton?"

"You bet," I cried quickly catching the joke. Everyone knew it was the most expensive, the most famous of schools. You had to be entered at birth, if not before. Besides, even at 12 or 13, I understood my father. He disliked any form of showing off. He was always very conscious of his proper station in life, which was in the middle of the middle class; our house was semidetached; he had shrunk from (回避) joining the aristocratic Royal Liverpool Golf Club and approached (向……要求) a smaller one instead; though once he had acquired a secondhand Rolls-Royce at a remarkably low price, he felt embarrassed driving it, and quickly changed it for an Austin 1 100.

This could only be his delightful way of telling me the whole boarding-school (在校寄宿的) idea was to be dropped. Alas! I should

also have remembered that he had a liking for being different from everyone else, providing it did not conflict with his fear of drawing attention to himself.

It seemed that he had happened to be talking to Graham Brown of the London office, a very nice fellow, and Graham had a friend who had just entered his boy at the school, and while he was in that part of the world he thought he might just as well phone them. I remember my eyes stinging and my chin shaking with the confusion of my feelings. There was excitement, at the heart of great sadness.

“Oh, he doesn’t want to go away,” said my mother. “You shouldn’t go on like this. It’s up to him,” said my father. “He can make up his own mind.”

26. If a father wanted to send his son to Eton, he had better apply for it

_____.

- ☒ A) as soon as his son was born
- ☐ B) when his son was 12 or 13
- ☒ C) even before his son was born
- ☐ D) only if his son was clever

27. The house they lived in was _____.

- ☐ A) the best they could afford
- ☐ B) right for their social position
- ☐ C) near the Golf Club
- ☒ D) rather small

28. His father sold his Rolls Royce because _____.

- ☒ A) it made him feel awkward
- ☐ B) it was too old to be efficient
- ☐ C) it was too expensive to own
- ☒ D) he needed the money then

29. The writer's father enjoyed being different as long as ____.
- A) it enabled him to show off
 - B) it didn't involve him in arguments
 - C) it was understood as a joke
 - ☒ D) there was no danger of his showing off
30. What was the writer's reaction to the idea of going to boarding school?
- A) He was very unhappy.
 - ☒ B) He had mixed feelings.
 - C) He was delighted.
 - ☒ D) He didn't believe it.

Questions 31 to 35 are based on the following passage:

It reflects badly on the order of priorities in our society that school children can tell you the make of many cars on the road but cannot identify any but the most familiar trees and wild flowers. This is because, generally speaking, the educational system of the United States is squeezed indoors to a degree that stifles (压制) young minds. Few schools take advantage of the vast classroom of the outdoors to teach the things that really matter—the basics of life on a threatened planet. Children study insects in paper cups inside a classroom instead of having their knowledge filled out by examining the complex environment in which these creatures actually live.

This is pity, because a child is normally nature's most avid (热心的) student. Every parent knows that small children tend to bring home caterpillars, grasshoppers, toads, and other small living things. But parents rarely encourage this instinctive (本能的) attraction by separating a knowledge of nature to their children. Too often, the interest of children in the natural world is turned aside by the example of their elders into a concentration on the inanimate (无生命的) objects that money will buy.