

迎考试题文库

全国大学英语四级

考试题精解

赵恒元 主编

对外经济贸易大学出版社

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全国大学英语四级考试题精解

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前 言

《大学英语四级考试大纲》指出,大学英语四级考试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。《大纲》还规定了试卷的题型。1995 年后又陆续公布了一些新题型,但是采用率很低,因此今后的考试题型仍会以大纲规定的题型(听力理解、阅读理解、词汇用法和语法结构、完形填空和短文写作)为主。

听力理解题主要有两种题型:对话、短文。

对话的形式为:一男一女各说一句话,然后提出一个问题。听完问题后,考生要从四个选项中挑出问题的答案。

短文的形式为:短文只读一遍,然后读听力理解题。听完每道题后,考生要从四个选项中挑出答案。

复合听写题型极少采用,其形式为:前 7 空是单个单词,后 3 个空是短语或句子。单个单词按听到的单词形式填写;短语或句子可以按听到的形式填写,也可以用英语概括大意。

预读是做好听力题的第一步。预读指提前阅读卷面上的 A、B、C、D 选项。考生有两次机会预读,一是利用考试指令的播放时间预读,一是利用每道题播放前的些微时间预读。

通过预读可以猜测到与 A、B、C、D 选项相关的试题内容,如果猜测准确,那么就相当于看到了该题的准答案,从而大大提高了选中率。懂得猜测手段并认真做的考生通常都有收获,能猜对 2、3 道题。悟性较高的能猜对 3、4 道题。悟性较高又感知到某些试题设计规律的考生能猜对 4、5 道题。

对话内容涉及到许多方面,提问的方式也是五花八门。但是,其中有规律可循,比如经常问到的内容有:时间、地点、数字、原因、结果、行为方式、同义词语、中心意思、言外之意、看法、建议、身份、对话人的关系等。熟悉了这些内容,就有可能在听完对话的一刹那,甚至在听对话的同时,便能预知会提什么样的问题,待到听完提问,就可以径直去选自己认定的选项。这样做的选中率通常很高。

听力的短文一般难度不大。每篇听力短文都有一个主题,或者叫作中心思想。在听朗读时,要注意把握文章的整体。一篇文章要么说人,要么叙事。说人,必然要说到人的行为;叙事,必然要说到事情的来龙去脉,交待清楚这是件什么事。一篇短文,不管是说人还是叙事,都会放在一定的时间和空间来陈述。因此,在听朗读时,要注意听时间、地点以及在某一具体时间、地点发生了什么事情。如果是说人,要注意听行为人的身份、行为人和其他人之间的关系、行为的具体内容、行为产生的影响等。如果是叙事,要注意听事情产生的背景,事情涉及到的人物,事情的发生、发展和结局,事情的结果或影响。

阅读理解部分共 20 题,要求考生阅读若干篇短文,每篇短文后有若干个问题。考生应根据文章内容从每题四个选项中选出一个最佳答案。

阅读理解的选材广泛,包括人物传记、社会现象、文化、日常知识、科普常识等。短文的体裁多种多样,有叙述文、说明文、议论文等。

做阅读理解题,首先要读懂。读懂、读快的方法有许多,比如按文章脉络去阅读、借助于下文读上文。阅读时,要注意代词指代什么、省略现象、倒装、长句、难句、主谓被隔离、常用词的偏用词意和偏用词类等。

词汇用法和语法结构部分共 30 题,目的是测试考生运用词汇、短语及语法结构的能力。做好这部分题,除了靠扎实的语言基本功来确定选项外,还可以运用逻辑推理的方法,利用题句中的已知部分来推断空白处的正确选项,也就是说,把空白处之外有逻辑关系的相关部分纳入自己的判断思路之中。多一条思路,就多一次成功的机会,从而有可能在茫然不知所措之时,曲径通天,柳暗花明。

完形填空题是测验考生逻辑思维、判断推理、生活常识、知识范围、阅历经验、语法、词汇、语感等方面的综合试题。看到完形填空题时,不要急于下笔。做题前一定要通读一遍。通读中,不要管空白处,只管抓住关键词往下看,边看边捕捉全篇的中心意思。关键词主要是指动词和主语,有时转折连词也很重要。首先要有信心,相信自己能看懂文章的大概,要充分发挥想象力,构思出文章内容的轮廓。

短文写作是必考的题型,占总分的 15%,要求写一篇不少于 100 个词的短文。短文给出了题目,给出了汉语要点,要求考生的短文把要点包括进去。做短文写作题时,首先要看清考题要求,弄懂其含义。切记短文中要包括所有的要点,不要漏掉或忽略。动笔之前,要思考布局谋篇。布局谋篇就是在内容构思后,统盘考虑篇章结构,考虑怎样把构思好的内容按照合理的布局用各种可用的写作手段表达出来。布局谋篇要求考虑三个问题:句子与句子的上下衔接;段落与段落之间的过渡;开头和结尾的前后照应。同时要设想几个承上启下的连词、主要句型、关键词语。

可多使用简单些的句型。句子内容要明确、连贯。

多使用自己较有把握的句型。根据自己的情况,对哪一种句型掌握得较好,就多用哪种句型,以保证不出语法方面的错误。几种句型最好交替使用,不要通篇只用一个句型。简单句、复合句、不定式、分词、动名词、强调句等要变换使用,避免给人以单调死板的感觉。

一篇文章写完后,要进行修改和润色。看一看主题句表达的主题思想是否清晰;句与句之间、段与段之间的衔接过渡是否平稳、连贯、流畅;各支持段落是否紧紧围绕着主题思想;开头和结尾是否照应;英语句子是否写得正确。

参加本书编写工作的还有:郑宏、潘书祥、王泽斌、牛建新、贾风坡、潘桂敏、徐昕、韩绍华、陈亚娜、李勍、张培权、杜振中、唐方明、李玉峰、李占生、张东山、赵荻川、简易、倪群、李银素、王桂娟、郑春晖、赵丽芳、师淑凤、傅金霞、赵庆国、杨喜龙、王淑丽、潘宁、杜鹃、姚霞、马秀娥、罗慧、马新霞、周桂舟、程席法、庞守义、李伟强、李浩、贾飏、王艳君等。

赵恒元

2001 年于北京

体例说明

1. sb = somebody
2. sth = something
3. to do 代表带 to 的不定式。
4. do 代表不带 to 的不定式。
5. doing/-ing 代表动名词或现在分词。
6. done 代表过去分词。
7. -ed 代表过去时或过去分词。
8. wh-代表 who, whom, whose, what, when, where, which, why 或 how。
9. 例句前带有“▲”者为 CET 4 中出现过的考题。
10. 年份指的是某年的 CET 4 题;年份后的数字指的是月份;月份后的数字是指第几道考题。

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一、大学英语四级考试真题精选

1990 年 1 月试卷

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), D), and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the center.*

Example: *You will hear:*

You will read:

- | | |
|-------------------------|---------------------|
| A) At the office. | C) At the airport. |
| B) In the waiting room. | 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 center.

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

1. A) The man wants to go to Los Angeles.
B) The man wants to go to San Francisco.
C) There are no flights to Los Angeles for the rest of the day.
D) There are two direct flights to Los Angeles within the next two hours.
2. A) He enjoyed writing home every week.
B) He never fails to write a weekly letter home.
C) He doesn't write home once a week now.
D) He has been asked to write home every week.
3. A) Because she has got an appointment.
B) Because she doesn't want to.

- C) Because she has to work.
D) Because she wants to eat in a new restaurant.
4. A) The teacher postponed the meeting.
B) There won't be a test this afternoon.
C) The students will be attending the meeting.
D) The students will take an English test this afternoon.
5. A) On the whole, she liked the film.
B) She didn't see the film.
C) The film was very exciting.
D) The film wasn't as good as she'd expected.
6. A) Around 5:00. C) At 2:00.
B) Around 3:00. D) At 1:00.
7. A) He had to work overtime. C) His car ran out of gas.
B) He was held up in traffic. D) He had a traffic accident.
8. A) John Smith isn't in right now.
B) John Smith can't come to the phone right now.
C) John Smith doesn't want to speak to the caller.
D) The caller dialed the wrong number.
9. A) Yesterday. C) Two days ago.
B) Three days ago. D) Early last week.
10. A) She got up later than usual. C) She forgot she had classes
B) The bus was late. D) Her clock was slow.

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 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) 4,000 years ago. C) 2,000 years ago.
B) 3,000 years ago. D) 1,000 years ago.
12. A) The small bowl was put above the large bowl.
B) The large bowl was put above the small bowl.
C) The small bowl was put inside the large bowl.
D) The large bowl consisted of two equal parts.
13. A) Horsemen. C) Drops of water.
B) Brass doors. D) Metal balls.

Passage Two

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

14. A) They are the most attractive women in Britain.
B) They are the most popular film stars.
C) They are the first women news announcers on British television.
D) They appear almost every night in TV plays.
15. A) At 10 in the evening. C) At 9 in the morning.
B) At 9 in the evening. D) At 10 in the morning.
16. A) People still talk a lot about it.
B) Fewer people watched Susan's program from then on.
C) Anna's photographs appeared frequently in newspapers.
D) The number of viewers of her program that day increased by millions.

Passage Three

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

17. A) It is completely flat. C) It has many large lakes.
B) It has few rivers. D) It is hilly.
18. A) The soil has been overworked. C) The weather is too dry.
B) The climate is cold. D) The soil is sandy.
19. A) By raising cattle. C) By working in factories.
B) By working on farms. D) By raising sheep.
20. A) At school. C) From books.

B) From their parents.

D) In factories.

Part II Reading Comprehension

(35 minutes)

Directions: *There are 4 reading 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:

Oceanography has been defined as "The application of all sciences to the study of the sea."

Before the nineteenth century, scientists with an interest in the sea were few and far between. Certainly Newton considered some theoretical aspects of it in his writings, but he was reluctant to go to sea to further his work.

For most people the sea was remote, and with the exception of early intercontinental travelers or others who earned a living from the sea, there was little reason to ask many questions about it, let alone to ask what lay beneath the surface. The first time that the question "What is at the bottom of the oceans?" had to be answered with any commercial consequence was when the laying of a telegraph cable from Europe to America was proposed. The engineers had to know the depth *profile* (起伏形状) of the route to estimate the length of cable that had to be manufactured.

It was to Maury of the US Navy that the Atlantic Telegraph Company turned, in 1853, for information on this matter. In the 1840s, Maury had been responsible for encouraging voyages during which *soundings* (测深) were taken to investigate the depths of the North Atlantic and Pacific Oceans. Later, some of his findings aroused much popular interest in his book *The physical Geography of the Sea*.

The cable was laid, but not until 1866 was the connection made permanent and reliable. At the early attempts, the cable failed and when it was taken out for repairs it was found to be covered in living growths, a fact which defied contemporary scientific opinion that there was no life in the deeper parts of the sea.

Within a few years oceanography was under way. In 1872 Thomson led a scientific *expedition* (考察), which lasted for four years and brought home thousands of samples from the sea. Their classification and analysis occupied scientists for years and led to a five-volume report, the last volume being published in 1895.

21. The proposal to lay a telegraph cable from Europe to America made oceanographic studies take on _____.

A) an academic aspect

C) a business aspect

B) a military aspect

D) an international aspect

22. It was _____ that asked Maury for help in oceanographic studies.
- A) the American Navy
 - B) some early intercontinental travelers
 - C) those who earned a living from the sea
 - D) the company which proposed to lay an undersea cable
23. The aim of the voyages Maury was responsible for in the 1840s was _____.
- A) to make some sounding experiments in the oceans
 - B) to collect samples of sea plants and animals
 - C) to estimate the length of cable that was needed
 - D) to measure the depths of the two oceans
24. "Defied" in the 5th paragraph probably means "_____".
- A) doubted
 - B) gave proof to
 - C) challenged
 - D) agreed to
25. This passage is mainly about _____.
- A) the beginnings of oceanography
 - B) the laying of the first undersea cable
 - C) the investigation of ocean depths
 - D) the early intercontinental communications

Passage Two

Questions 26 to 30 are based on the following passage:

Normally a student must attend a certain number of courses in order to graduate, and each course which he attends gives him a credit which he may count towards a degree. In many American universities the total work for a degree consists of thirty-six courses each lasting for one semester. A typical course consists of three classes per week for fifteen weeks; while attending a university a student will probably attend four or five courses during each semester. Normally a student would expect to take four years attending two semesters each year. It is possible to spread the period of work for the degree over a longer period. It is also possible for a student to move between one university and another during his degree course, though this is not in fact done as a regular practice.

For every course that he follows a student is given a grade, which is recorded, and the record is available for the student to show to prospective employers. All this imposes a constant pressure and strain of work, but in spite of this some students still find time for great activity in student affairs. Elections to positions in student organizations arouse much enthusiasm. The effective work of maintaining discipline is usually performed by students who advise the academic authorities. Any student who is thought to have broken the rules, for example, by cheating, has to appear before a student court. With the enormous numbers of students who has held one of these positions

of authority is much respected and it will be of benefit to him later in his career.

26. Normally a student would at least attend _____ classes each week.
A) 36 B) 12 C) 20 D) 15
27. According to the first paragraph an American student is allowed _____.
A) to live in a different university.
B) to take a particular course in different university
C) to live at home and drive to classes
D) to get two degrees from two different universities
28. American university students are usually under pressure of work because _____.
A) their academic performance will affect their future careers
B) they are heavily involved in student affairs
C) they have to observe university discipline
D) they want to run for positions of authority
29. Some students are enthusiastic for positions in student organizations probably because _____.
A) they hate the constant pressure and strain of their study
B) they will then be able to stay longer in the university
C) such positions help them get better jobs
D) such positions are usually well paid
30. The student organizations seem to be effective in _____.
A) dealing with the academic affairs of the university
B) ensuring that the students observe university regulations
C) evaluating students' performance by bringing them before a court
D) keeping up the students' enthusiasm for social activities

Passage Three

Questions 31 to 35 are based on the following passage:

Do you find getting up in the morning so difficult that it's painful? This might be called laziness, but Dr. Kleitman has a new explanation. He has proved that everyone has a daily energy cycle.

During the hours when you labor through your work you may say that you're "hot". That's true. The time of day when you feel most energetic is when your cycle of body temperature is at its peak. For some people the peak comes during the forenoon. For others it comes in the afternoon or evening. No one has discovered why this is so, but it leads to such familiar *monologues*

(自言自语) as: "Get up, John! You'll be late for work again!" The possible explanation to the trouble is that John is at his temperature-and-energy peak in the evening. Much family quarrelling ends when husbands and wives realize what these energy cycles mean, and which cycle each member of the family has.

You can't change your energy cycle, but you can learn to make your life fit it better. Habit can help, Dr. Kleitman believes. Maybe you're sleepy in the evening but feel you must stay up late anyway. *Counteract* (对抗) your cycle to some extent by habitually staying up later than you want to. If your energy is low in the morning but you have an important job to do early in the day, rise before your usual hour. This won't change your cycle, but you'll *get up steam* (鼓起干劲) and work better at your low point.

Get off to a slow start which saves your energy. Get up with a leisurely yawn and stretch. Sit on the edge of the bed a minute before putting your feet on the floor. Avoid the troublesome search for clean clothes by laying them out the night before. Whenever possible, do routine work in the afternoon and save tasks requiring more energy or concentration for your sharper hours.

31. If a person finds getting up early a problem, most probably _____.
A) he is a lazy person
B) he refuses to follow his own energy cycle
C) he is not sure when his energy is low
D) he is at his peak in the afternoon or evening
32. Which of the following may lead to family quarrels according to the passage?
A) Unawareness of energy cycles.
B) Familiar monologues.
C) A change in a family member's energy cycle.
D) Attempts to control the energy of other family members.
33. If one wants to work more efficiently at his low point in the morning, he should _____.
A) change his energy cycle
B) overcome his laziness
C) get up earlier than usual
D) go to bed earlier
34. You are advised to rise with a yawn and stretch because it will _____.
A) help to keep your energy for the day's work
B) help you to control your temper early in the day
C) enable you to concentrate on your routine work
D) keep your energy cycle under control all day
35. Which of the following statements is NOT TRUE?
A) Getting off to work with a minimum effort helps save one's energy.
B) Dr. Kleitman explains why people reach their peaks at different hours of day.

- C) Habit helps a person adapt to his own energy cycle.
- D) Children have energy cycles, too.

Passage Four

Questions 36 to 40 are based on the following passage:

We find that bright children are rarely held back by mixed-ability teaching. On the contrary, both their knowledge and experience are enriched. We feel that there are many disadvantages in *streaming* (把……按能力分班) pupils. It does not take into account the fact that children develop at different rates. It can have a bad effect on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their intellectual ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability. We also value personal qualities and social skills, and we find that mixed-ability teaching contributes to all these aspects of learning.

In our classrooms, we work in various ways. The pupils often work in groups: this gives them the opportunity to learn to co-operate, to share, and to develop leadership skills. They also learn how to cope with personal problems as well as learning how to think, to make decisions, to analyze and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teacher.

Sometimes the pupils work in pairs; sometimes they work on individual tasks and assignments, and they can do this at their own speed. They also have some formal class teaching when this is appropriate. We encourage our pupils to use the library, and we teach them the skills they need in order to do this efficiently. An advanced pupil can do advanced work: it does not matter what age the child is. We expect our pupils to do their best, not their least, and we give them every encouragement to attain this goal.

36. In the passage the author's attitude towards "mixed-ability teaching" is _____.
A) critical B) questioning C) approving D) objective
37. By "held back" (Line 1) the author means "_____".
A) made to remain in the same classes
B) forced to study in the lower classes
C) drawn to their studies
D) prevented from advancing
38. The author argues that a teacher's chief concern should be the development of the student's _____.
A) personal qualities and social skills
B) total personality

- C) learning ability and communicative skills
- D) intellectual ability

39. Which of the following is NOT mentioned in the third paragraph?
- A) Group work gives pupils the opportunity to learn to work together with others.
 - B) Pupils also learn to develop their reasoning abilities.
 - C) Group work provides pupils with the opportunity to learn to be capable organizers.
 - D) Pupils also learn how to participate in teaching activities.
40. The author's purpose in writing this passage is to _____ .
- A) argue for teaching bright and not-so-bright pupils in the same class
 - B) recommend pair work and group work for classroom activities
 - C) offer advice on the proper use of the library
 - D) emphasize the importance of appropriate formal classroom teaching

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

41. The bridge was named _____ the hero who gave his life for the cause of the people.
- A) after
 - B) with
 - C) by
 - D) from
42. There were no tickets _____ for Friday's performance .
- A) preferable
 - B) considerable
 - C) possible
 - D) available
43. It wasn't such a good dinner _____ she had promised us.
- A) that
 - B) which
 - C) as
 - D) what
44. They decided to chase the cow away _____ it did more damage.
- A) unless
 - B) until
 - C) before
 - D) although
45. _____ student with a little common sense should be able to answer the question.
- A) Each
 - B) Any
 - C) Either
 - D) One
46. All _____ is a continuous supply of the basic necessities of life.
- A) what is needed
 - B) for our needs
 - C) the thing needed
 - D) that is needed