

新编

大学英语四级测试题集

XINBIAN DAXUEYINGYU SIJI CESHITIJI

东北师范大学出版社

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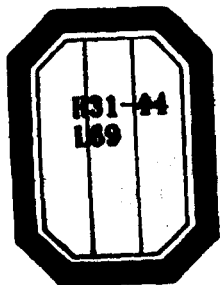
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(吉) 新登字 12 号

1284/33
新编大学英语四级测试题集 07

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东北师范大学出版社出版
(长春市斯大林大街 110 号)
(邮政编码: 130024)

吉林省新华书店发行
吉林工学院印刷厂制版
长春市全安印刷厂印刷

开本: 850×1168 毫米 1/32

印张: 11.125

印数: 333 千

1993 年 3 月第 1 版

1995 年 2 月第 3 次印刷

印数: 13 001—19 000 册

ISBN 7-5602-0886-X/G·383

定价: 6.00 元

前 言

国家教委审定批准的《大学英语教学大纲》规定大学英语“第四、第六级结束时，应按本大纲的要求进行全国统一考试。”为了满足广大考生在大学英语四级统考前进行全面复习和应试训练的需要，我们编写了这本《新编大学英语四级测试题集》。本书是我们在总结几年来的实践、汲取各方成功经验的基础上，借鉴国内外最新资料，精心编写而成的。

为了使读者对大学英语四级考试的性质、形式和内容等具有更加深入的了解，本书第一部分收入了《大学英语四级考试大纲》及样题。第二部分的十五套模拟试题是编者根据《考试大纲》的要求并完全按照标准样题的模式潜心编制而成的，具有较强的适用性与针对性且最大限度地覆盖了教学大纲规定的教学内容。第三部分所收录的两套曝光题能够帮助考生客观真实地检验其应试准备的充分程度。本书附录部分提供了全部试题的参考答案及范文以利于应试者自学。听力部分的有声材料均由外籍专家录制。

本书亦可作为准备参加其它类型的大规模标准化英语考试的读者应试复习之用。

限于编者的水平与经验，书中疏漏与不足之处在所难免，恳请读者与同仁批评指正。

编者

1992年10月

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PART I
SYLLABUS AND SAMPLE TEST FOR
COLLEGE ENGLISH TEST—BAND FOUR

大学英语四级考试大纲

Syllabus for College English Test

—Band Four (CET-4)

总 则

国家教委在印发理工科本科和文理科本科用的两种《大学英语教学大纲》的通知中指出,大纲执行两年后,开始对结束四、六级学习的学生进行统一的标准化测试。大学英语四级考试(CET-4)就是根据这一规定而设计的。考试的目的在于全面考核已修完大学英语四级的学生是否达到教学大纲所确定的各项目标。这种考试属于尺度参照性考试(criterion-referenced Test)。

教学大纲指出:大学英语教学的目的是培养学生具有较强的阅读能力,一定的听的能力(理工科适用的大纲还规定一定的译的能力)以及初步的写和说的能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。为此,本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。

本考试是一种标准化考试。由于目前尚不具备口试的条件,暂只进行笔试。考试范围主要是教学大纲所规定的一级至四级说与译的技能以外的全部内容。为保证试卷的可信度,除短文写作部分是主观性试题外,其余试题都采用客观性的多项选择题形式。短文写作部分旨在较好地考核学生运用语言的能力,从而提高试卷的

效度。

本考试于每学期结束前后举行,由大学英语四、六级标准考试设计组负责设计和实施。试行期间每年举行一次。

考 试 内 容

本考试包括五个部分:听力理解、阅读理解、词语用法与语法结构、完形填空、短文写作。全部题目按顺序统一编号。

第一部分:听力理解(Part I: Listening Comprehension):共20题,考试时间20分钟。这一部分包括两节:A节(Section A)有10题,每题含一组对话,共两句,对话后有一个问句。B节(Section B)有10题,分别安排在若干篇听力材料之后,每篇后有二至四道题,每题为一问句。

听力部分的每个问句后有15秒的间隙,要求考生从试卷所给出的每题四个选择项中选出一个最佳答案。录音的语速为每分钟约120词,念一遍。选材的原则是:

1. 对话部分为日常生活中的一般对话,句子结构和内容不太复杂;
2. 短篇听力材料为题材熟悉、情节不太复杂的故事、讲话、叙述等;
3. 所用词语不超出教学大纲词汇表四级规定的范围。

听力理解部分的目的是测试学生获取口头信息的能力。

第二部分:阅读理解(Part II: Reading Comprehension):共20题,考试时间35分钟。要求考生阅读若干篇短文,总阅读量不超过1000词。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择项中选出一个最佳答案。选材的原则是:

1. 题材广泛,可以包括人物传记、社会、文化、日常知识、科普常识等,但是所涉及的背景知识应能为学生所理解;
2. 题材多样,可以包括叙述文、说明文、议论文等;
3. 文章的语言难度中等,无法猜测而又影响理解的关键词,如超出教学大纲词汇表四级的范围,用汉语注明词义。

阅读理解部分主要测试下述能力:

1. 掌握所读材料的主旨和大意;
2. 了解说明主旨和大意的事实和细节;

3. 既理解字面的意思,也能根据所读材料进行一定的判断和推论;

4. 既理解个别句子的意义,也理解上下文的逻辑关系。

阅读理解部分的目的是测试学生通过阅读获取信息的能力,既要求准确,也要求有一定的速度。

第三部分:词语用法和语法结构(Part III: Vocabulary and Structure):共30题,考试时间20分钟。题目中40%为词和短语的用法,60%为语法结构。要求考生从每题四个选择项中选出一个最佳答案。

词语的用法和语法结构部分的目的是测试学生运用词汇、短语及语法结构的能力。考试范围包括教学大纲词汇及语法结构表一级至四级的全部内容。

第四部分:完形填空(Part IV: Cloze):共20题,考试时间15分钟。在一篇题材熟悉、难度适中的短文(约200词)中留有20个空白,每个空白为一题,每题有四个选择项,要求考生在全面理解内容的基础上选择一个最佳答案,使短文的意思和结构恢复完整。填空的选项包括结构词和实义词。

完形填空部分的目的是测试学生综合运用语言的能力。

第五部分:写作(Part V: Writing):共1题,考试时间30分钟。要求学生写出一篇100—120词的短文。试卷上可能给出题目,或规定情景,或要求看图作文,或给出段首句要求续写,或给出关键词要求写成短文。要求能够正确表达思想,意义连贯,无重大语法错误。写作的内容包括日常生活和一般常识。

短文写作部分的目的是测试学生用英语书面表达思想的初步能力。

答题及计分办法

客观性试题用机器阅卷,要求考生从每题四个选择项中选出一个最佳答案,并在答题纸(Answer Sheet)上把相应部分用铅笔在字母中间划一条横线。试卷(Test Paper)上不能作任何记号。每题只能选择一个答案,多选作废。多项选择题记分只算答对的题数,答错不扣分。主观性试题按科学的评分标准评分。试卷各部分采用加权办法,折算成百分制,以60分为及格标准。凡达到及格标准的

发给大学英语四级考试合格证书,达到85分的注明“成绩优秀”字样。

试卷五个部分的题目数、计分和考试时间列表如下:

序号	题号	各部分名称	题目数	计分	考试时间
I	1—20	听力理解	20题	20分	20分钟
II	21—40	阅读理解	20题	40分	35分钟
III	41—70	词语用法和语法结构	30题	15分	20分钟
IV	71—90	完形填空	20题	10分	15分钟
V	91	短文写作	1题	15分	30分钟
合计			91题	100分	120分钟

大学英语四级考试样题

COLLEGE ENGLISH TEST

-----BAND FOUR -----

(SAMPLE)

注 意 事 项

- 一、将自己的校名、姓名、准考证号写在答题纸和作文纸上。考试结束后,把试题册、答题纸和作文纸放在桌上。教师收卷后才可离开考场。试题册、答题纸和作文纸均不得带走。
- 二、仔细读懂题目的说明。
- 三、在 120 分钟内答完全部试题,不得拖延时间。
- 四、多项选择题的答案一定要写在答题纸上。作文写在作文纸上。凡是写在试题册上的答案一律作废。
- 五、多项选择题只能选一个答案,多选作废。要将选定的答案用铅笔在字母中间划一条横线。正确方法是:

[A] [B] [C] [D]

使用其他符号答题者不给分。

4. A) He will no longer ask for their help.
B) He will regret not having their help.
C) He still needs their help.
D) He has to manage without their help.
5. A) She is not feeling very well.
B) She is very ill.
C) She is annoyed with the doctor.
D) She is badly hurt.
6. A) Things to wear.
B) The warm weather.
C) Best material for making clothes.
D) A bright shirt.
7. A) In a restaurant.
B) At the railway station.
C) In the post office.
D) At the airport.
8. A) 6:45. C) 7:15.
B) 7:45. D) 6:15.
9. A) Two weeks from now.
B) In about two days.
C) He hasn't decided yet.
D) In four weeks.
10. A) A double room.
B) A single room.
C) A room on the second floor.
D) A room on the top floor.

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 centre.

Passage I

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

- 11. A) Listening to music.
B) Swimming.
C) Walking.
D) Going to movies.
- 12. A) Running.
B) Cycling.
C) Fishing.
D) Hunting.
- 13. A) Swiss people are very frank.
B) Switzerland has a favourable climate for sporting activities.
C) Switzerland has a variety of attractions.
D) Switzerland is one of the most beautiful countries in Europe.

Passage 1

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

- 14. A) To find out how clever monkeys were.
B) To test the intelligence of different animals.
C) To compare the difference between man and the monkey.
D) To find out how monkeys search for food.
- 15. A) To give the monkey a surprise.
B) To see how the monkey ate from a box.
C) To see how soon the monkey could find it.
D) To find out how the monkey would open the box.
- 16. A) By watching it through the keyhole.
B) By waiting outside the door.
C) By kneeling down at the door.
D) By putting it in a small box.

Passage 2

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

- 17. A) He thought experts were more needed there.
B) He wanted to have a good time there.

- C) He was invited to work there.
 - D) He didn't like to stay in Shanghai any longer.
18. A) Nineteen.
- B) Sixty-five.
 - C) Eighty-four.
 - D) Fifty.
19. A) The food in Nanping.
- B) The organization of the class.
 - C) The discussion in the class.
 - D) The co-operative spirit of the students.
20. A) It was interesting.
- B) It was a valuable experience.
 - C) It was too far away from big cities.
 - D) It was a difficult course to teach.

Part I 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 centre.

Questions 21 to 25 are based on the following passage;

The advantages and disadvantages of a large population have long been a subject of discussion among economists. It has been argued that the supply of good land is limited. To feed a large population, inferior land must be cultivated and the good land worked intensively. Thus, each person produces less and this means a lower average income than could be obtained with a smaller population. Other economists have argued that a large population gives more scope for specialization and the development of facilities such as ports, roads and railways, which are not likely to be built unless there is a big demand to justify them.

One of the difficulties in carrying out a world-wide birth control program lies in the fact that official attitudes to population growth vary from country to country depending on the level of industrial

development and the availability of food and raw materials. In the developing country where a vastly expanded population is pressing hard upon the limits of food, space and natural resources, it will be the first concern of government to place a limit on the birthrate, whatever the consequences may be. In a highly industrialized society the problem may be more complex. A decreasing birthrate may lead to unemployment because it results in a declining market for manufactured goods. When the pressure of population on housing declines, prices also decline and the building industry is weakened. Faced with considerations such as these, the government of a developed country may well prefer to see a slowly increasing population, rather than one which is stable or in decline.

21. A small population may mean _____.
A) higher productivity, but a lower average income
B) lower productivity, but a higher average income
C) lower productivity and lower average income
D) higher productivity and a higher average income
22. According to the passage, a large population will provide a chance for developing _____.
A) agriculture C) industry
B) transport system D) national economy
23. In a developed country, people will perhaps go out of work if the birthrate _____.
A) goes up
B) goes down
C) remains stable
D) is out of control
24. According to the passage, slowly rising birthrate perhaps is good for _____.
A) a developing nation
B) a developed nation
C) every nation with a big population
D) every nation with a small population
25. It is no easy job to carry out a general plan for birth control

throughout the world because _____.

- A) there are too many underdeveloped countries in the world
- B) underdeveloped countries have low level of industrial development
- C) different governments have different views of the question
- D) even developed countries may have complex problems

Questions 26 to 30 are based on the following passage:

"It hurts me more than you." and "This is for your own good."

These are the statements my mother used to make years ago when I had to learn Latin, clean my room, stay home and do homework.

That was before we entered the permissive period in education in which we decided it was all right not to push our children to achieve their best in school. The schools and the educators made it easy on us. They taught that it was all right to be parents who take a let-alone policy. We stopped making our children do homework. We gave them calculators, turned on the television, left the teaching to the teachers and went on vacation.

Now teachers, faced with children who have been developing at their own pace for the past 15 years, are realizing we've made a terrible mistake. One such teacher is Sharon Klompus who says of her students — "so passive" — and wonders what happened. Nothing was demanded of them, she believes. Television, says Klompus, contributes to children's passivity. "We're not training kids to work any more," says Klompus. "We're talking about a generation of kids who've never been hurt or hungry. They have learned somebody will always do it for them. Instead of saying 'go look it up', you tell them the answer. It takes greater energy to say no to a kid."

Yes, it does. It takes energy and it takes work. It's time for parents to end their vacation and come back to work. It's time to take the car away, to turn the TV off, to tell them it hurts you more than them but it's for their own good. It's time to start telling them no again.

26. Children are becoming more inactive in study because _____.

- A) they watch TV too often
- B) they have done too much homework

- C) they have to fulfil too many duties
 - D) teachers are too strict with them
27. To such children as described in the passage _____.
A) it is easier to say no than to say yes
B) neither is easy—to say yes or to say no
C) it is easier to say yes than to say no
D) neither is difficult—to say yes or to say no
28. We learn from the passage that the author's mother used to lay emphasis on _____.
A) learning Latin
B) natural development
C) discipline
D) education at school
29. By "permissive period in education" the author means a time _____.
A) when children are allowed to do what they wish to
B) when everything can be taught at school
C) when every child can be educated
D) when children are permitted to receive education
30. The main idea of the passage is that _____.
A) parents should leave their children alone
B) kids should have more activities at school
C) it's time to be more strict with our kids
D) parents should always set a good example to their kids

Questions 31 to 36 are based on the following passage:

They are among the 250, 000 people under the age of 25 who are out of work in the Netherlands, a group that accounts for 40 percent of the nation's unemployed. A storm of anger boils up at the government-sponsored (政府资助的) youth center, even among those who are continuing their studies.

"We study for jobs that don't exist," Nicolle Steggerda, 23, said.

After three decades of prosperity, unemployment among 10 member nations of the European Community has exceeded 11 percent,