

# COLLEGE ENGLISH

PRACTICE TESTS BAND 2

大学英语

二级水平测试试题集

上海外语教育出版社

College English Practice Tests—Band 2

2

## 大学英语二级水平测试

### 试 题 集

主编	庄恩平	程和平
编写	庄恩忠	戚元方
	王大伟	宋继平
	殷建国	

上海外语教育出版社

沪新登字 203 号

大学英语二级水平测试

试 题 集

主编 庄思平 程和平

---

上海外语教育出版社出版发行

(上海外国语学院内)

上海外语教育出版社印刷厂印刷

新华书店上海发行所经销

---

开本 787×1092 1/16 8.5 印张 204 千字

1991 年 9 月第 1 版 1991 年 9 月第 1 次印刷

印数: 1—10,000 册

ISBN 7-81009-622-2/G·180

定价: 2.90 元

## 出版说明

《大学英语水平测试试题集一至四级》是为适应各高等院校英语分级教学要求而设计编写的一套循序渐进的测试集。其目的在于帮助师生通过测试检验各级教学效果:掌握词汇用法和语法结构的程度及运用语言的能力。《试题集》为学生提供大量实践练习,帮助学生提高应试能力,为基础阶段各级教学结束时参加全国统一四级考试奠定基础。通过测试,教师可了解各级教学的薄弱环节,从而根据实际情况改进教学方法,提高教学质量。

《试题集》编者以国家教委审定批准的文理科与理工科《大学英语教学大纲》为依据,参考《大学英语》、《大学核心英语》等各类教材进行设计编写,适用于采用不同大学英语教材的院校使用。这套试题集既可作各类教材的综合水平测试练习用,也可供大学本科,专科文、理、工、医等专业学生自测使用。同时还可供参加工程技术人员 A、B、C 级考试者使用。

《大学英语二级水平测试试题集》由上海科技大学、华东化工学院等院校编写。

CAE 38/10

## 前 言

本书是根据《大学英语教学大纲》基础阶段分级要求编写的《大学英语二级水平测试试题集》，旨在检查学完二级课程的学生及同等水平的英语自学者掌握词汇用法和语法结构的程度和综合运用语言的能力。在编写过程中，我们参考了《大学英语四级考试大纲及样题》和高等院校非英语专业采用的《大学英语》、《大学核心英语》等各类教材，结合实际教学经验设计命题，有一定的针对性和实用性。

本书编有二级水平测试试题 10 套，每套试题分四个部分：词汇与语法结构、阅读理解、完形填空、连词成句与汉译英，按百分制计分（满分为 80 分），测试时间为 100 分钟。

试题形式、计分方法及时间分配列表如下：

题项	题号	题目名称	题目数	计分	测试时间
I	1—35	词汇 语法结构	20 题 15 题 } 35 题	10 分 15 分 } 25 分	20 分钟
II	36—50	阅读理解	15 题	30 分	35 分钟
III	51—70	完形填空	20 题	10 分	15 分钟
IV	71—80	连词成句 汉译英	5 题 5 题	5 分 10 分 } 15 分	30 分钟
合计			80 题	80 分	100 分钟

每套试题后附有答题纸，实际使用时，可将答题纸撕下，选择题在相应部分的字母中间划一条横线，连句、翻译也写在答题纸上。书后附有参考答案，供师生检查教学效果，进行各项分析。本书既可作各类大学英语教材的练习册，又可供学生自测使用，也可供参加工程技术人员 A、B、C 级考试的学员使用。

本书由上海科技大学庄恩平和华东化工学院程和平主编，参加编写的有同济大学庄恩忠、华东化工学院戚元方、上海海运学院王大伟、上海科技大学宋继平和上海医科大学殷建国。

编 者

1990 年 12 月

## Contents

<b>Part One</b>	<b>College English Practice Tests</b>	
	Band 2 Practice Test 1 .....	1
	Band 2 Practice Test 2 .....	13
	Band 2 Practice Test 3 .....	25
	Band 2 Practice Test 4 .....	37
	Band 2 Practice Test 5 .....	49
	Band 2 Practice Test 6 .....	61
	Band 2 Practice Test 7 .....	73
	Band 2 Practice Test 8 .....	85
	Band 2 Practice Test 9 .....	95
	Band 2 Practice Test 10 .....	107
<b>Part Two</b>	<b>Key to Band 2 Practice Tests 1—10 .....</b>	<b>119</b>

## Part One

### College English Practice Tests

#### Band 2 Practice Test 1

#### Part I Vocabulary and Structure

**Directions:** There are 35 items in this part. For each item there are four choices A), B), C), and D). Choose the ONE word or phrase that best completes the meaning of the item. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

1. Water, when boiled, always \_\_\_\_\_ steam.  
A) gives in  
B) gives off  
C) gives up  
D) gives away
2. The experiment in physics is \_\_\_\_\_ Prof. Strong.  
A) in charge of  
B) in the charge of  
C) taking charge of  
D) taking the charge of
3. I should like to rent a house, modern, comfortable and \_\_\_\_\_ in a quiet environment.  
A) before all  
B) first of all  
C) after all  
D) above all
4. They are \_\_\_\_\_ to arrive in time.  
A) likely  
B) possibly  
C) maybe  
D) probably
5. Be quiet! It's rude to \_\_\_\_\_ people when they are speaking.  
A) interfere  
B) interrupt  
C) investigate  
D) involve
6. The Americans and the British not only speak the same language but also \_\_\_\_\_ a large number of social customs.  
A) share  
B) join  
C) take  
D) make
7. He offered to \_\_\_\_\_ her a hand as the suitcase was too heavy for her to carry.  
A) help  
B) show  
C) lend  
D) load
8. Although I spoke to him many times, he never took any \_\_\_\_\_ of what I said.  
A) remark  
B) notice  
C) attention  
D) observations

9. On my present salary, I just can't \_\_\_\_\_ a car which costs over \$ 3,000.  
A) pretend  
B) allow  
C) adopt  
D) afford
10. His office is on the third \_\_\_\_\_ of the building.  
A) floor  
B) flat  
C) ground  
D) level
11. I have always \_\_\_\_\_ you my best friend.  
A) regarded  
B) considered  
C) trusted  
D) found
12. Everyone else was killed in the accident. I was the only one to \_\_\_\_\_.  
A) relieve  
B) alive  
C) release  
D) survive
13. He was completely \_\_\_\_\_ by the thief's disguise.  
A) taken away  
B) taken in  
C) taken through  
D) taken up
14. At nightfall, when I had given up all hope, I was \_\_\_\_\_ by a small boat which was sailing for London.  
A) rescued  
B) lifted  
C) raised  
D) carried
15. When we arrived in Paris it was \_\_\_\_\_ with rain.  
A) running  
B) dropping  
C) pouring  
D) falling
16. I am afraid I won't have any influence over my 18-year-old daughter \_\_\_\_\_ her mind is made up.  
A) as soon as  
B) now  
C) the moment  
D) once
17. I've forgotten what you said; will you \_\_\_\_\_ me?  
A) remind  
B) remember  
C) recall  
D) remark
18. He tried to \_\_\_\_\_ his daughter of the dangers of spending more than she earned.  
A) remember  
B) threaten  
C) warn  
D) realize
19. They are nice boys and I'm sure you'll \_\_\_\_\_ them very well.  
A) catch up with  
B) come up with  
C) go on with  
D) get on with
20. It's the \_\_\_\_\_ in this country to go out and pick flowers on the first day of spring.  
A) use  
B) habit  
C) custom  
D) action
21. The world \_\_\_\_\_ we live is made up of matter.





- B) would have lay                      D) would not have laid
34. She has had to spend \_\_\_\_\_ money on medicine.  
A) a large number of                      C) a few  
B) a great many                          D) a great deal of
35. He is unable to answer the questions about the new text. He \_\_\_\_\_ it yesterday.  
A) must have previewed                C) ought to have previewed  
B) ought to preview                      D) should preview

## Part II Reading Comprehension

Questions 36 to 40 are based on the following passage:

It matters not what you learn, but when you once learn a thing, you must never give it up until you have mastered it. It matters not what you inquire into, but when you once inquire into a thing, you must never give it up until you have thoroughly understood it. It matters not what you try to think of, but when you once try to think of a thing, you must never give it up until you have got what you want. It matters not what you try to carry it out, but when you once try to carry out a thing, you must never give it up until you have done it thoroughly and well.

If another man succeeds by one effort, you will use a hundred efforts. If another man succeeds by ten efforts, you will use a thousand.

36. According to the author, first of all one must \_\_\_\_\_.  
A) obtain knowledge C) analyze  
B) inquire D) act
37. According to the author, \_\_\_\_\_.  
A) learning is unimportant C) thinking is of the least importance  
B) knowledge is unnecessary D) it doesn't matter what we learn
38. The end of learning should be \_\_\_\_\_.  
A) thought C) mastery  
B) inquire D) analysis
39. According to the author, another man's success should \_\_\_\_\_.  
A) spur us on to (激励我们) greater C) make us nervous

efforts

- B) not be taken into consideration      D) cause one to stop trying
40. Which of the following is implied but not stated?
- A) It is necessary to obtain a wide knowledge of what has been said and done in the world.      C) Success depends not so much on natural ability as it does on effort.
- B) The way to knowledge is through specialization.      D) Success in one's profession is least important in one's life.

Questions 41 to 45 are based on the following passage:

Are some people born clever, and others born stupid? Or is intelligence developed by our environment and our experience? Strangely enough, the answer to these questions is yes. To some extent our intelligence is given us at birth, and no amount of special education can make a genius out of a child born with intelligence. On the other hand, a child who lives in a boring environment will develop his intelligence less than one who lives in rich and varied surroundings. Thus the limits of a person's intelligence are fixed at birth, whether or not he reaches those limits will depend on his environment. This view, now held by most experts, can be supported in a number of ways.

It is easy to show that intelligence is to some extent something we are born with. The closer the blood relationship between two people, the closer they are likely to be in intelligence. Thus if we take two unrelated people at random from the population, it is likely that their degree of intelligence will be completely different. If, on the other hand, we take two identical twins, they will very likely be as intelligent as each other. Relations like brothers and sisters, parents and children, usually have similar intelligence, and this clearly suggests that intelligence depends on birth.

Imagine now that we take two identical twins and put them in different environments. We might send one, for example, to a university and the other to a factory where the work is boring. We would soon find differences in intelligence developing, and this indicates that environment as well as birth plays a part. This conclusion is also suggested by the fact that people who live in close contact with each other, but who are not related at all are likely to have similar degree of intelligence.

41. The writer is in favor of the view that man's intelligence is given to him \_\_\_\_\_.  
A) at birth      C) both at birth and through education  
B) through education      D) neither at birth nor through education
42. If a child is born with low intelligence, he can \_\_\_\_\_.  
A) never become a genius      C) exceed his intelligence limits in rich surroundings

- B) still become a genius if he should be given special education      D) not reach his intelligence in his life
43. In the second paragraph "if we take two unrelated people at random from the population —" means if we \_\_\_\_\_.  
 A) pick any two persons      C) choose two persons who are relative  
 B) take out two different persons      D) choose two persons with different intelligence
44. The example of the twins going to a university and to a factory separately shows \_\_\_\_\_.  
 A) the importance of their intelligence      C) the importance of their positions  
 B) the role of environment on intelligence      D) the part that birth place
45. The best title of this passage can be \_\_\_\_\_.  
 A) Surroundings      C) Dependence on Environment  
 B) Intelligence      D) Effect of Education

Questions 46 to 50 are based on the following passage:

The potential of closed-circuit television and other new electronic teaching tools is so great that it is inspiring to imagine "the school of tomorrow".

Televised lessons will be given in a central building having perhaps four or five master studies (播音室). The lessons will be carried into classrooms all over a city, or even an entire country.

After a televised lesson has been given, the classroom teacher will take over for the all-important "followup" period. The students will ask any troublesome questions, and difficult points will be cleared up through discussion.

The teacher in the classroom will have additional electronic tools. On the teacher's desk, the traditional bright red apple will have been replaced by a multiple-control panel (操纵盘) and magnetic tape players. The tape machine will run pre-recorded lessons which pupils will follow by headphones. The lessons will be specifically connected closely to the students' levels of ability. For instance, while the class as a whole studies history, each student will receive an individual history lesson, directed to his particular level of ability.

Should questions arise, the students will be able to talk directly to the teacher on individual "intercom" (对讲机) without disturbing the rest of the class. In this way, the teacher will be able to conduct as many as three classes at the same time.

46. Closed-circuit television will probably carry lessons to \_\_\_\_\_.  
 A) a single classroom      C) all the classrooms in the world  
 B) one school      D) all the classrooms in a city or a country
47. After the televised lesson \_\_\_\_\_.

- A) the students will go to their next class      C) the students will ask questions  
 B) the classroom teacher will take over      D) both b and c
48. In the schools of tomorrow, the teacher's desk will \_\_\_\_\_.  
 A) contain electronic equipment      C) no longer exist  
 B) actually be a television set      D) look like an isolation cabin
49. In the schools of tomorrow, students will \_\_\_\_\_.  
 A) all study different subjects at the same time      C) not study  
 B) study at different levels with a subject at the same time      D) not have to read books
50. Electronic tools will enable the teacher to \_\_\_\_\_.  
 A) teach more than one class at the same time      C) teach only a small number of pupils  
 B) retire      D) rely on TV station only

### Part III Cloze

**Directions:** There are 20 blanks in the following passage. For each blank there are four choices A, B, C) and D) on the right side of the paper. You should choose the answer that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

I 51 by myself in my usual compartment for at least ten minutes, waiting 52. The train from Littlebury never seemed to start on time and I often thought that I could have 53 in bed a little longer, or had another cup of tea before 54. Suddenly I heard someone 55 on the platform outside. A young girl 56 towards the train. The man on duty put out his hand 57 but she ran past him and opened the door of my compartment. Then the whistle blew and the train started.

"I nearly missed it, 58?" the girl said.

"How long does it take to 59 London?" "It depends on the engine driver," I said. "Some day it's much slower than others." "I'll have to 60 so as not to be late again tomorrow," she said. "61 my first day at work with a new firm today and they told me that the man 62 is very strict. I 63 him yet so I don't know 64, but he sounds a bit frightening".

She talked about her new job on the way to London and before long, I realized that she 65 for my firm. I 66 in the firm for nearly 20 years. Our boss was really a very strict man. My own secretary 67 so I must be her new boss. 68 fair to her.

"Oh, dear," she said. "What a terrible mistake! I wish I 69."

"Never mind," I said, "At least you'll know when your train's late that 70."

- |                               |                                |
|-------------------------------|--------------------------------|
| 51. A) have been sitting      | C) sit                         |
| B) had been sitting           | D) am sitting                  |
| 52. A) the train to start     | C) the train start             |
| B) the train starting         | D) for the train to start      |
| 53. A) lain                   | C) lied                        |
| B) laid                       | D) lay                         |
| 54. A) I had left the home    | C) leaving home                |
| B) I leave from home          | D) to leave home               |
| 55. A) shouting               | C) was shouting                |
| B) shouted                    | D) be shouting                 |
| 56. A) running                | C) is running                  |
| B) runs                       | D) was running                 |
| 57. A) stop her               | C) and stopped her             |
| B) stops her                  | D) to stop her                 |
| 58. A) haven't                | C) don't                       |
| B) wasn't I                   | D) didn't I                    |
| 59. A) get to                 | C) arrive to                   |
| B) reach to                   | D) make to                     |
| 60. A) mend me the watch      | C) have my watch mended        |
| B) mend me my watch           | D) have mended my watch        |
| 61. A) There was              | C) It's                        |
| B) There is                   | D) It was                      |
| 62. A) I'm going to work for  | C) for which I'm going to work |
| B) what I'm going to work for | D) which I'm going to work for |
| 63. A) didn't meet            | C) didn't know                 |
| B) haven't met                | D) haven't known               |
| 64. A) what he is like        | C) how he is                   |
| B) what is he like            | D) how is he                   |
| 65. A) had been working       | C) is going to work            |
| B) will go to work            | D) was going to work           |
| 66. A) had been working       | C) had worked                  |
| B) have been working          | D) have worked                 |
| 67. A) was left               | C) had left                    |
| B) left                       | D) have left                   |
| 68. A) There was              | C) It was                      |
| B) That was                   | D) Was                         |
| 69. A) know                   | C) have known                  |
| B) knew                       | D) had known                   |
| 70. A) so will the mine be    | C) so will mine                |

B) the mine will be, too

D) mine will be, too

## **Part IV Sentence Making and Translation**

### **Section A**

**Directions:** Arrange the following groups of scrambled words into correct and sensible sentences. Write your sentences on the Answer Sheet.

71. When, has, public, they, arrive, made, been, not, will
72. The, so good, more, that, tastes, will, everyone, soup, ask for
73. We, unclear, a, the, completely, meeting, purpose of which, was, had
74. They, their, often, enjoyed, friends, they, company, visited, because, their
75. If, sightseeing, keeps, I, reason, should, weather, not, fine, the, see, why, no, go, we

### **Section B**

**Directions:** Translate the following sentences into English. Write your translation on the Answer Sheet.

76. 你能否做好科研工作完全看你多么努力了 (depend on)。
77. 他是这样专心于他的工作, 别人叫他, 他也没听见 (be absorbed in)。
78. 归根到底, 一切真正的教育都是自我教育 (final analysis)。
79. 这项计划和原来的计划比起来, 要完整得多 (compare with)。
80. 他连走路的力气都没有, 更不用说跑步了 (let alone)。





## Band 2 Practice Test 1

### Answer Sheet

Dept. \_\_\_\_\_ Name \_\_\_\_\_ Score \_\_\_\_\_

#### Part I Vocabulary and Structure

- |             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|
| 1. A B C D  | 2. A B C D  | 3. A B C D  | 4. A B C D  | 5. A B C D  |
| 6. A B C D  | 7. A B C D  | 8. A B C D  | 9. A B C D  | 10. A B C D |
| 11. A B C D | 12. A B C D | 13. A B C D | 14. A B C D | 15. A B C D |
| 16. A B C D | 17. A B C D | 18. A B C D | 19. A B C D | 20. A B C D |
| 21. A B C D | 22. A B C D | 23. A B C D | 24. A B C D | 25. A B C D |
| 26. A B C D | 27. A B C D | 28. A B C D | 29. A B C D | 30. A B C D |
| 31. A B C D | 32. A B C D | 33. A B C D | 34. A B C D | 35. A B C D |

#### Part II Reading Comprehension

- |             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|
| 36. A B C D | 37. A B C D | 38. A B C D | 39. A B C D | 40. A B C D |
| 41. A B C D | 42. A B C D | 43. A B C D | 44. A B C D | 45. A B C D |
| 46. A B C D | 47. A B C D | 48. A B C D | 49. A B C D | 50. A B C D |

#### Part III Cloze

- |             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|
| 51. A B C D | 52. A B C D | 53. A B C D | 54. A B C D | 55. A B C D |
| 56. A B C D | 57. A B C D | 58. A B C D | 59. A B C D | 60. A B C D |
| 61. A B C D | 62. A B C D | 63. A B C D | 64. A B C D | 65. A B C D |
| 66. A B C D | 67. A B C D | 68. A B C D | 69. A B C D | 70. A B C D |

#### Part IV Sentence Making and Translation

71. \_\_\_\_\_
72. \_\_\_\_\_
73. \_\_\_\_\_
74. \_\_\_\_\_
75. \_\_\_\_\_
76. \_\_\_\_\_
77. \_\_\_\_\_
78. \_\_\_\_\_
79. \_\_\_\_\_
80. \_\_\_\_\_