

CAMBRIDGE

CERTIFICATE OF PROFICIENCY IN

ENGLISH

剑桥大学地方考试特别委员会

# 英语水平考试题集

杨守忠 刘大为 阎岫峰 任 强 庞淑霞 编译

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## 编译者的话

本书是根据 Certificate of Proficiency in English Practice Tests 选编而成的。

原书由英国剑桥大学地方考试特别委员会编写，是世界公认的权威性的优秀试题集，在国内外具有深广影响。经改编，它极适于我国具有中等以上英语水平的读者学习与参考，特别是对于准备参加研究生和出国留学考试的人员、各类院校拟通过四级以上考试的本科生和英语专业二年级以上的学生更为适宜。

侧重语言实际、强调交际能力，是它区别于其他试题集的突出特点。基于此，它不仅帮助我们掌握语言知识，还帮助我们提高灵活运用语言知识的技能。选编的试题体现着活的语言，而不是我们常见的那种为考试而考试的死东西。因此，只有能灵活进行语言交际——听说读写——的人，才能做好这套试题。反过来说，做好这套试题肯定会在一定程度上提高我们的实际语言交际能力。这一点得到了许多语言学者的高度重视。

它的另一个特点是，避免陷入国内外某些试题包括 TOEFL 的片面性。它承认现实，尊重书面语，但不排斥口语；承认英国用法，又不摒弃美国用法。它是为大多数讲英语的民族都可接受的地道的英语。

它的第三个特点是精。它剔除许多试题集中的非语言与非理解类的内容。比如，动词单数第三人称一般现在时的词尾需加-(e)s 等等问题，对于初级学生的考试，很有必要。但对于拟参加研究生或出国留学考试的人来讲，只是个测试是否细心的问题。诸如此类的试题，该集绝不吸收。

原集分为上下两册，每册包括五个考试单位，即 tests，每个考试单位又包括五份试卷 (papers)，每份试卷着重测试语言某一方面的知识 with 技能。此本 (选译本) 将上下两册合并为一册，每个考试单位只保留两份试卷。试卷一为阅读理解，测试词汇，比如同义词与反义词、词的搭配，以及对文章句、段的把握等等。试卷二测试语言实际运用的能力，比如灵活变换不同的结构等等。

该试题集的难度较大，我们除附有答案和详解外，对其中的文章还作了汉译。这些文章堪称优秀的现代英语范文，汉译仅供参考。此外，许多试题，比如结构变换题，答案可能有许多，我们尽量多列一些，但远没有穷尽，因此许许多多的答案亦仅供参考。试卷一中的词汇测试题，答案附有英语注释，目的是使辨义更显豁，因为单纯的汉语解释有时很不明了。这个部分全部为编译者所加，如有舛误，编译者自负。

编译者的英语水平有限，谬误与不当实恐难免，敬希广大读者赐教斧正。

1988 年 8 月

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## Practice Test 1

### UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

#### CERTIFICATE OF PROFICIENCY IN ENGLISH

##### PAPER 1; READING COMPREHENSION

1  $\frac{1}{4}$  hours

Answer all questions. Indicate your choice of answer in every case on the separate answer sheet. Follow carefully the instructions about how to record your answers. ①

#### Section A

In this section you must choose the word or phrase which best completes each sentence. On your answer sheet, indicate the letter A, B, C, D or E against the number of each item 1-40 for the word or phrase you choose. Give one answer only to each question.

1. He badly \_\_\_\_\_ his back digging in the garden last Sunday.  
A stretched B exerted C pulled D burst E strained
2. The escaped prisoner waited until \_\_\_\_\_ of night before leaving his hiding place.  
A dark B deep C depth D high E dead
3. The discussion quickly became a very \_\_\_\_\_ argument about increasing prices.  
A exploded B roaring C boiling D warmed E heated
4. When we shook hands I was conscious of his firm \_\_\_\_\_.  
A fist B handhold C crunch D grip E grapple
5. We forgave his bad temper because we knew that his son's illness had put him under great \_\_\_\_\_.  
A emotion B excitement C crisis D stress E nervousness
6. She bought a blue and yellow hat to \_\_\_\_\_ her new blue dress.  
A match B shade C combine D pair E marry
7. A car begins to \_\_\_\_\_ in value as soon as it is bought.

① 为节约篇幅,“答案纸”未附。

- A depress B deprecate C depreciate D deepen E descend
8. A completely new situation is likely to \_\_\_\_\_ when the school leaving age is raised to 16.  
A affect B rise C arise D raise E happen
9. He never \_\_\_\_\_ to read the news but turned at once to the crossword on the last page.  
A worried B noticed C pained D troubled E wearied
10. Since we can't hear you at the back of the hall, you'll have to \_\_\_\_\_ your voice.  
A lift B increase C open D speak up E raise
11. The door hinges had all been oiled to stop them \_\_\_\_\_.  
A squeaking B screeching C shrieking D hissing E squealing
12. Only \_\_\_\_\_ journalists will be considered for the post of assistant editor.  
A habitual B reputed C settled D experimented E experienced
13. Good lighting in factories leads to greater comfort, higher \_\_\_\_\_ and productivity, fewer mistakes and accidents.  
A profusion B craft C efficiency D proficiency E technology
14. Keys should never be hidden around the house since thieves \_\_\_\_\_ know where to look.  
A virtually B variously C unavoidably D reliably E invariably
15. A competitor may submit any number of entries, \_\_\_\_\_ each one is accompanied by a packet top.  
A guaranteeing B insuring C allowing D providing E notwithstanding
16. The eight vehicles in the sale-room can all lay some \_\_\_\_\_ to being bargains.  
A right B claim C case D notion E foundation
17. A child will \_\_\_\_\_ half an hour of your complete attention.  
A delight B estimate C consider D compensate E appreciate
18. Enquiries \_\_\_\_\_ the condition of patients may be made personally or by telephone.  
A revealing B concerning C affecting D for E following
19. Tenants are \_\_\_\_\_ to beware of paying rent to unknown persons.  
A commanded B informed C notified D advised E suggested
20. The Department is also deeply \_\_\_\_\_ in various improvement schemes.  
A connected B included C entailed D implied E involved
21. The engineers have rejected the employers' proposals to end the strike and the other workers have come out in \_\_\_\_\_.  
A opposition B return C sympathy D readiness E collaboration
22. It is hoped that the prisoner will be released through the \_\_\_\_\_ of the president himself.

- A convention B prevention C intervention D interference E concession
23. The sound of the water gently \_\_\_\_\_ against the side of the boat was very pleasant.  
A creaking B rapping C surging D sucking E lapping
24. Occasionally we experience westerly gales, but the \_\_\_\_\_ winds are from the north-east.  
A existing B general C particular D special E prevailing
25. This book gives a brief \_\_\_\_\_ of the history of the castle and details of the art collection in the main hall.  
A outline B reference C article D outlook E research
26. It is not as difficult to store information as it is to \_\_\_\_\_ it quickly when it is wanted again.  
A restore B represent C retrieve D retain E refer
27. To be a good short story writer one needs, among other things, a very \_\_\_\_\_ imagination.  
A vivid B living C bright D nervous E coloured
28. The price they offered for my old car was so low that I \_\_\_\_\_ it down.  
A turned B brought C called D refused E shouted
29. I just managed to \_\_\_\_\_ a quick breath before I was sucked under the water by the passing boat.  
A load B gain C possess D grab E snatch
30. This book is full of practical \_\_\_\_\_ on home decorating and repairs.  
A helps B tips C nods D clues E informs
31. He tries to \_\_\_\_\_ up his lessons by telling a few jokes  
A raise B inspire C stimulate D snap E liven
32. The BBC tries to \_\_\_\_\_ for all tastes with its four national programmes.  
A suit B furnish C oblige D cater E regard
33. This \_\_\_\_\_ was conducted to find out how many people prefer butter.  
A examination B inspection C survey D opinion E analysis
34. I'm in no \_\_\_\_\_ this evening to listen to his silly jokes.  
A feeling B attitude C mood D opinion E tendency
35. The explosion blew the kitchen door off its \_\_\_\_\_.  
A joints B connections C boards D hinges E axles
36. There is a very widely \_\_\_\_\_ demand for this law to be changed.  
A based B joined C settled D united E proved
37. Many university courses are not really \_\_\_\_\_ to the needs of students or their future employers.  
A associated B relative C geared D sufficient E qualified
38. The police managed to \_\_\_\_\_ down the man in Glasgow.

A trace B track C catch D search E pursue

39. The \_\_\_\_\_ of the book, with the text on the left and the notes on the right, makes it a pleasure to use.

A layout B method C system D pattern E style

40. The noise of the traffic \_\_\_\_\_ Paul from his work.

A prevented B annoyed C obstructed D upset E distracted

### Section B

In this section you will find after each of the passages a number of questions or unfinished statements about the passage, each with four suggested answers or ways of finishing. You must choose the one which you think fits best. On your answer sheet, indicate the letter A, B, C or D against the number of each item 41. to 60 for the answer you choose. Give **one answer only** to each question. Read each passage right through before choosing your answers.

#### First passage

We are told that the mass media are the greatest organs for enlightenment that the world has yet seen; that in Britain, for instance, several million people see each issue of the current affairs programme, Panorama. It is true that never in human history were so many people so often and so much exposed to so many  
5 intimations about societies, forms of life, attitudes other than those which obtain in their own local societies. This kind of exposure may well be a point of departure for acquiring certain important intellectual and imaginative qualities; width of judgement, a sense of the variety of possible attitudes. Yet in itself such exposure does not bring intellectual or imaginative development. It is no more  
10 than the masses of stone which lie around in a quarry and which may, conceivably, go to the making of a cathedral. The mass media cannot build the cathedral, and their way of showing the stones does not always prompt others to build. For the stones are presented within a self-contained and self-sufficient world in which, it is implied, simply to look at them, to observe—fleetingly—individually  
15 interesting points of difference between them, is sufficient in itself.

Life is indeed full of problems on which we have to—or feel we should try to—make decisions, as citizens or as private individuals. But neither the real difficulty of these decisions, nor their true and disturbing challenge to each individual, can often be communicated through the mass media. The disinclination to  
20 suggest real choice, individual decision, which is to be found in the mass media is not simply the product of a commercial desire to keep the customers happy. It is within the grain of mass communications. The organs of the Establishment, however well-intentioned they may be and whatever their form (the State, the

Church, voluntary societies, political parties), have a vested interest in ensuring that the public boat is not violently rocked, and will so affect those who work 25 within the mass media that they will be led insensibly towards forms of production which, though they go through the motions of dispute and enquiry, do not break through the skin to where such enquiries might really hurt. They will tend to move, when exposing problems, well within the accepted cliché—assumptions of democratic society and will tend neither radically to question these clichés nor to 30 make a disturbing application of them to features of contemporary life. They will stress the ‘stimulation’ the programmes give, but this soon becomes an agitation of problems for the sake of the interest of that agitation in itself; they will therefore, again, assist a form of acceptance of the status quo. There are exceptions to this tendency, but they are uncharacteristic. 35

The result can be seen in a hundred radio and television programmes as plainly as in the normal treatment of public issues in the popular press. Different levels of background in the readers or viewers may be assumed, but what usually takes place is a substitute for the process of arriving at judgement. Programmes such as this are noteworthy less for the ‘stimulation’ they offer than for the fact that 40 the stimulation (repeated at regular intervals) may become a substitute for, and so a hindrance to, judgements carefully arrived at and tested in the mind and on the pulses. Mass communications, then, do not ignore intellectual matters; they tend to castrate them, to allow them to sit on the side of the fireplace, sleek and useless, a family plaything.

41. According to the passage, the mass media present us with
  - A insufficient diversity of information
  - B too restricted a view of life
  - C a wide range of facts and opinions
  - D a critical assessment of our society
42. What effect is it claimed the mass media can have on our intellectual and imaginative development (lines 9—10)?
  - A They are likely to frustrate this development
  - B They can form a basis for it
  - C They can distort our judgement
  - D They can stimulate too much mental activity
43. The author uses the comparison with building a cathedral to show that
  - A worthwhile results do not depend on raw material only
  - B the medieval world had different beliefs
  - C great works of art require good foundations
  - D close attention to detail is important

44. How are the mass media said to influence our ability to make decisions?
- A They disturb us by their prejudices
  - B They make us doubt our own judgements
  - C They make no contribution in this area
  - D They make decisions appear too complicated
45. The main weakness of the mass media is identified by the author as
- A fear of losing the customer
  - B the diverse views of the contributors
  - C subservience to the profit motive
  - D trying to cater for a vast range of audience
46. The author says that a natural concern of the Establishment (line 22) is to
- A perform a good service to society
  - B arouse strong emotions in the public
  - C maintain its position in society
  - D change the form of public institutions
47. Radio, T. V., and the press are criticised here for
- A widening the gap between classes
  - B assuming that everyone's tastes are the same
  - C failing to reach any definite conclusions
  - D setting too intellectual a standard
48. Too frequent exposure to the kind of material discussed in the passage causes the viewer or reader to
- A form judgements which are too emotional
  - B lose touch with the real world
  - C cease to examine his own reaction to problems
  - D attach too much importance to testing reactions
49. What is the author's final judgement on how mass communications deal with intellectual matters?
- A They regard them as unimportant
  - B They see them as a domestic pastime
  - C They consider them to be of only domestic interest
  - D They rob them of their dramatic impact

#### Second passage

Language is, and should be, a living thing, constantly enriched with new words and forms of expression. But there is a vital distinction between good developments, which add to the language, enabling us to say things we could not say before, and bad developments, which subtract from the language by rendering it

5 less precise. A vivacious, colourful use of words is not to be confused with mere

slovenliness. The kind of slovenliness in which some professionals deliberately indulge is perhaps akin to the cult of the unfinished work, which has eroded most of the arts in our time. And the true answer to it is the same—that art is enhanced, not hindered, by discipline. You cannot carve satisfactorily in butter.

The corruption of written English has been accompanied by an even sharper decline in the standard of spoken English. We speak very much less well than was common among educated Englishmen a generation or two ago.

The modern theatre has played a baneful part in dimming our appreciation of language. Instead of the immensely articulate dialogue of, for example, Shaw (who was also very insistent on good pronunciation), audiences are now subjected to streams of barely literate trivia, often designed, only too well, to exhibit 'lack of communication', and larded with the obscenities and grammatical errors of the intellectually impoverished. Emily Post once advised her readers, 'The theatre is the best possible place to hear correctly-enunciated speech.' Alas, no more. One young actress was recently reported to be taking lessons in how to speak badly, so that she should fit in better.

But the BBC is the worst traitor. After years of very successfully helping to raise the general standard of spoken English, it suddenly went into reverse. As the head of the Pronunciation Unit coyly put it, 'In the 1960's the BBC opened the field to a much wider range of speakers'. To hear a BBC disc jockey talking to the latest ape-like pop idol is a truly shocking experience of verbal squalor. And the prospect seems to be of even worse to come. School teachers are actively encouraged to ignore little Johnny's incoherent grammar, atrocious spelling and haphazard punctuation, because worrying about such things might inhibit his creative genius.

50. The writer relates linguistic slovenliness to tendencies in the arts today, in that both
- A occasionally aim at a certain fluidity
  - B from time to time show a regard for the finishing touch
  - C appear to shun perfection
  - D may make use of economical short cuts
51. 'Art is enhanced, not hindered, by discipline' (lines 8—9) means
- A an artist's work will be finer if he observes certain aesthetic standards
  - B an unfinished work is bound to be comparatively inferior
  - C the skill of certain artists conceals their slovenliness
  - D artistic expression is inhibited by too many rules
52. what is it claimed has happened to spoken English?
- A Writing problems are not reflected in poor oral expression

- B On the whole, people don't worry if they make mistakes
  - C Educated Englishmen now are less communicative than they were in the past
  - D Like written English, it has undergone a noticeable change for the better
- 53 What effect is the modern theatre said to have had on the language? It has
- A been an important reforming factor
  - B made us more aware of subtleties of language
  - C been a welcome and positive influence
  - D had a ruinous effect
- 54 The author says that the dialogue in Shaw's plays is noted for
- A refined presentation of Shaw's ideas
  - B remarkable outspokenness
  - C being outstandingly well expressed
  - D insistence on good pronunciation
- 55 Many modern plays, the author finds, frequently contain speech which
- A is incoherent and linguistically objectionable
  - B is far too ungrammatical for most people to follow
  - C unintentionally shocks the reader
  - D deliberately tries to hide the author's intellectual inadequacies
- 56 A certain actress is said to have taken lessons because
- A she had been too accustomed to leading roles
  - B her delivery was too refined for the parts she had to play
  - C she could hardly make herself heard by the audience
  - D her style of speech had been too vulgar for modern audiences
- 57 In the 1960's, the BBC began to
- A use broadcasters whose speech was notably more articulate
  - B employ announcers whose speech was less conformist than hitherto
  - C dismiss people who disregarded the earlier time-honoured speech standard
  - D be more intolerant of poor speakers in their programmes
- 58 The writer was especially shocked by what he calls an "experience of verbal squalor" (line 26) because he
- A had never previously idolised pop stars
  - B had rarely heard such incoherent rubbish before
  - C was unused to hearing so much out-dated slang
  - D might himself use this kind of language, but not publicly
- 59 Teachers are likely to overlook linguistic lapses in their pupils since
- A they find that children no longer respond to this kind of discipline nowadays
  - B they fear the children may become less coherent
  - C more importance is now attached to oral expression

- D the children may be discouraged from giving vent to their own ideas
- 60 What do you deduce of the writer's attitude to the developments in English?  
He thinks that
- A the English are more lax linguistically, and he strongly condemns this
  - B the English are more relaxed, and he tends to be complacent about the changes
  - C there is little to hope for, except in the attitude of school teachers
  - D there is some cause for satisfaction, even in the attitudes of school teachers

## PAPER 2: USE OF ENGLISH

3 hours

Answer all the questions.

### Section A

1. Fill each of the numbered blanks in the following passage with one suitable word.

From the beginning, water has furnished man with a source of food and a highway to travel upon. The first civilisations arose \_\_\_\_\_ (1) water was a dominant element in the environment, a challenge \_\_\_\_\_ (2) man's ingenuity. The Egyptians invented the 365 \_\_\_\_\_ (3) calendar in response \_\_\_\_\_ (4) the Nile's annual flooding. The Babylonians, who were among \_\_\_\_\_ (5) most famous law-makers \_\_\_\_\_ (6) antiquity, devised edicts regulating water usage. Water inspired the Chinese \_\_\_\_\_ (7) build a 1,000 mile canal, a complex system \_\_\_\_\_ (8), after nearly 2,500 years, \_\_\_\_\_ (9) still partly in use and still commands the awe of engineers. But the ancients never found complete solutions \_\_\_\_\_ (10) their water problems. The Hwang Ho, or Yellow River, is also known \_\_\_\_\_ (11) "China's Sorrow"; it is so erratic and dangerous \_\_\_\_\_ (12) in a single flood it has caused a million deaths. Floods harassed the great civilisation of the Indus River valley, and inadequate drainage ruined much \_\_\_\_\_ (13) its land. Today \_\_\_\_\_ (14) dominates man as it always has \_\_\_\_\_ (15). Its presence continues to govern the location of his homes and cities; its tempestuous variability can kill \_\_\_\_\_ (16) or his herds or his crops; its routes link him to \_\_\_\_\_ (17) fellows; its immense value may add \_\_\_\_\_ (18) already dangerous political conflicts. There are many examples \_\_\_\_\_ (19) this in our \_\_\_\_\_ (20) time.

2. Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it.

**Example:** I expect that he will get there by lunch-time.

**Answer:** I expect him to get there by lunch-time

1. "Come on! You can jump over that wall if you try!" Bill said to his friend.  
Bill encouraged \_\_\_\_\_
2. Joe prefers sleeping to working.  
Joe would \_\_\_\_\_
3. You did the right thing when you resigned.

You were right \_\_\_\_\_

4. He was tired and hungry, too.

Not only \_\_\_\_\_

5. The accident was caused by thoughtlessness, not speeding.

The cause \_\_\_\_\_

6. The detective went into the house and immediately switched on the lights.

The moment \_\_\_\_\_

7. The last time I was in London was in 1972.

I haven't \_\_\_\_\_

8. The director told the representative to finish his report by the weekend but he didn't complete it until Wednesday.

It was not until \_\_\_\_\_

9. "I'm afraid you must move your car," the policeman said to Willy.

The policeman insisted \_\_\_\_\_

10. The only condition on which she promised to work for us was that we paid her in advance.

\_\_\_\_\_ as long as \_\_\_\_\_

3. Fill each of the numbered blanks with a suitable word or phrase.

**Example:**

Mary: "How long is your holiday?"

John: "A fortnight. We're halfway through it."

Mary: "Oh, so you've been staying \_\_\_\_\_ here a week already

Alternative answers, *have been staying, have been, etc.*

1. I shouldn't have done that if \_\_\_\_\_ in your position.

2. \_\_\_\_\_ John at the meeting, tell him I'll ring him tomorrow.

3. It's high time those children \_\_\_\_\_ in bed.

4. "I thought you were going to have your car repaired tomorrow."

"I changed my mind. It's \_\_\_\_\_ today."

5. During his schooldays, the President is said \_\_\_\_\_ a lazy pupil.

6. Neither Willy nor his wife \_\_\_\_\_ coffee.

7. I wish you \_\_\_\_\_ here last night when we were discussing films.

8. \_\_\_\_\_ as to open the door for me?

9. The doctor warned Willy that unless he \_\_\_\_\_ smoking he would be risking heart trouble.

10. Although I \_\_\_\_\_ "South Pacific" twice before, I think I'll enjoy seeing it again.