



张鑫友大学英语应试系列



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编写 大学英语四级考试
命题研究组



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四级 仿真题及详析

SIMULATION TEST

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张鑫友大学英语应试系列(第三辑)

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写在前面的话

市面上四、六级应试方面的书籍随处可见,随意翻开看看,给读者的印象不外乎以下几种:粗制滥造的,改头换貌的,炒现饭的,哗众取宠的;新颖实用的,标新立异的。本系列隶属于哪一种呢?我们不用“王婆卖瓜,自卖自夸”,还是让细心的读者细嚼后,再给“她”戴上一顶合适的帽子吧!不过,我们可以毫不掩饰地告诉我们的读者,在编写本系列的过程中,从选题到内容,从作者到读者,从编辑到校对,从封面设计到版式安排,我们都经过了反反复复的酝酿、斟酌和推敲,并倾注了我们全部的心血。我们是在做一种实实在在的工作,是在为你寻找一条通往四级考试的捷径。我们所做的工作绝非是以前四级考试丛书的简单重复,而是更多地考虑到你的实际要求,更加接近四级考试的最新动态。我们在不遗余力地使本系列成为一套最新实用的参考书,为你在四级考试复习中排忧解难、一举夺魁,这就是本系列的宗旨所在,也是我们所追求的目标!

本系列共分五册:《大学英语四级听力训练及详析》、《大学英语四级阅读理解及详析》、《大学英语四级词汇结构及详析》、《大学英语四级写作范例及译文》、《大学英语四级仿真题及详析》。前四册书分别为大学英语四级考试几种题型的单项训练,最后一册书是前四册书的综合。

本册为《大学英语四级仿真题及详析》。本书根据大纲要求设计了十套模拟试题,每套试题都附有参考答案、听力原稿和答案及详析,编排新颖,模拟形式强,指导方向准,力求使每道题的容量和

难度都与实际考题一致,有极高的权威性。

最后,我们特别要指出的是,本系列是由大学英语四级考试命题研究组集体编写,其针对性极强,可信度极高。读者从中也许会领悟到一些新的东西,会得到一些意外的收获。这决非我们妄言,信不信由你好了!

大学英语四级考试命题研究组

2000年8月

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Simulation Test One

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) and 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.

B) In the waiting room.

C) At the airport.

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) at 10 : 00. B) at 10 : 40. C) at 11 : 00. D) at 10 : 30.
2. A) 6 hours. B) 2 hours. C) 8 hours. D) 4 hours.
3. A) The clothes are for boys only.
B) The colors of the clothes go with both boys and girls.
C) The clothes are for girls only.
D) The colors of the clothes are for girls only.
4. A) On the corner on your left.
B) On the main street on your right.
C) On the main street on your left.
D) On the main street next to the station.
5. A) They are worried about children's health.

- B) They are worried about social manners.
- C) They are worried about money.
- D) They are worried about old people's health.
6. A) His family likes the sausage very much.
- B) His family doesn't like it at all.
- C) He is not going to buy it because it is smoked.
- D) He is going to buy six kilos.
7. A) At an art exhibit.
- B) In a supermarket.
- C) In a shoe store.
- D) In a clothing store.
8. A) It is unfair that the man's wife should stay home.
- B) It is impossible to repair the pipes again.
- C) It is not the first time that the pipes have leaked.
- D) It is a pity that the man's wife can not go to the concert.
9. A) The man's wife.
- B) A railroad clerk.
- C) An airport clerk.
- D) A passenger.
10. A) He ate too much and needs to go to sleep.
- B) He can't wait to see his friends tomorrow.
- C) The woman should wait until tomorrow to have her party.
- D) He doesn't want to go to the party because it starts late.

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 center.

11. A) A recipe for a soft drink.
B) The medicinal effects of cola.
C) The history of cola.
D) Soft-drink production.
12. A) As a soft drink.
B) As a medicine.
C) As flavored hard candy.
D) As a cooking oil.

13. A) He sold cola to doctors.
B) He was a drugstore clerk.
C) He developed the cola syrup.
D) He suffered from severe headaches.

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

14. A) In the 15th century. C) In this century.
B) In the 19th century. D) About 1910.
15. A) John Calcott Horslev. C) Louis Prang.
B) Boston. D) An Englishman.
16. A) To celebrate birthdays.
B) To acknowledge holidays.
C) To commemorate birthdays, Christmas and Easter.
D) To wish others well on almost any occasion.

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

17. A) Those who are themselves spoiled and self-centered.
B) Those who expected to have several children but could only have one.
C) Those who like to give expensive jewels to their children.
D) Those who like give birth to their only children when they are below 30.
18. A) Because their parents want them to share the family burden.
B) Because their parents are too strict with them in their education.
C) Because they have nobody to play with.
D) Because their parents want them to grow up as fast as possible.
19. A) Two types of only children.
B) Parents' responsibilities.
C) The necessity of family planning.
D) The relationship between parents and children.
20. A) They have no sisters or brothers.
B) They are overprotected by their parents.
C) Their parents expect too much of them.
D) Their parents often punish them for minor faults.

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:

There have been some new developments in a continuing mystery we have reported about many times. The mystery involves a change in the atmosphere — a hole, or thinning, of the ozone(臭氧) in the atmosphere over Antarctica. Scientists were not sure what was causing it.

Ozone is a three-atom form of oxygen gas. It is found both in the air we breathe and in the upper atmosphere. Near the earth, ozone in the air is a danger to life. It is a pollutant. But ozone found 10 kilometers to 50 kilometers up in the atmosphere protects life on earth. Ozone forms in the atmosphere through the action of solar radiation. Once formed, the ozone blocks harmful radiation from reaching the earth. Scientists say a decrease in ozone and an increase in the harmful radiation will cause many more cases of skin cancer and will harm crops, animals and fish.

Why has the ozone problem developed? No one knows for sure. But scientists say the evidence is very strong that the chlorine in chlorofluorocarbons (含氯氟烃) is causing much of the problem.

Chlorine is released into the air from the chlorofluorocarbons — or CFCs — used in plastic, air conditioners and spray cans. The use of CFCs has greatly increased worldwide since 1960 and is continuing to increase. The destruction of the ozone in the atmosphere also has increased.

An international effort is being made to halt the loss of atmospheric ozone. But many experts fear the effort will not produce results fast enough to prevent harm to life on earth. Thirty-one nations negotiated a treaty last year (1987) calling for a reduction in the worldwide production of chlorofluorocarbons. It was praised at the time as a major step in halting further destruction of the ozone. Cuts in the present production of CFCs will begin in the mid-1990s.

However, most scientists now agree destruction of the ozone will continue for decades. They say this will happen even though industries and governments do their best to control the damage.

Harmful chemicals take from 7 to 10 years to rise up into the atmosphere. Damage from the increase use of CFCs in this past decade still has not

been felt. Government scientists say more than two times the amount of these gases will be in the atmosphere before the levels stop rising.

Scientists also say damage to ozone will continue because of the long life of the chemical gases released into the atmosphere. Scientists point out a molecule of chlorine remains in the atmosphere for as long as 100 years. During that time, it destroys tens of thousands of ozone molecules.

21. Which of the following is NOT true?

- A) Ozone is a three-atom form of oxygen gas.
- B) Ozone is a solar radiation.
- C) Ozone in the air near the earth is a danger to life.
- D) Ozone in the upper atmosphere protects life on earth.

22. The passage probably was written in _____.

- A) 1960 B) 1990 C) 1987 D) 1988

23. Even though industries and governments do their best to control the damage the destruction of the ozone will continue for decades _____.

- A) because of the long life of the chemical gases released into the atmosphere
- B) because the effort will not produce results fast enough to prevent harm to life on earth
- C) because cuts in present production of CFCs will begin in the mid-1990s
- D) because of all of the above

24. Damage from the increased use of CFCs in 1995 would be felt at least in _____.

- A) 1996 B) 2000 C) 2005 D) 2010

25. After reading the passage one probably feels _____.

- A) sad B) relieved C) concerned D) curious

Questions 26 to 30 are based on the following passage:

By far the most common snake in Britain is the adder. In Scotland, in fact, there are no other snakes at all. The adder is also the only British snake with a poisonous bite. It can be found almost anywhere, but prefers sunny hillsides and rough open country, including high ground. In Ireland there are no snakes at all.

Most people regard snake bites as a fatal misfortune, but not all bites are serious, and very few are fatal. Sometimes attempts at emergency treatment

turn out to be more dangerous than the bite itself, with amateurs heroically but mistakenly, trying do-it-yourself surgery and other unnecessary measures.

All snakes have small teeth, so it follows that all snakes can bite, but only the bite of the adder presents any danger. British snakes are shy animals and are far more frightened of you than you could possibly of them. The adder will attack only if it feels threatened, as can happen if you take it by surprise and step on it accidentally or if you try to catch it or pick it up, which it dislikes intensely. If it hears you coming, it will normally get out of the way as quickly as it can, but adder cannot move very rapidly and may attack before moving if you are very close.

The effect of a bite varies considerably. It depends upon several things, one of which is the body-weight of the person bitten. The bigger the person, the less harmful the bite is likely to be, which is why children suffer far more seriously from snake bites than adults. A healthy person will also have better resistance against the poison.

Very few people actually die from snake bites in Britain, and though these bites can make some people very ill, there are probably just as many cases of bites having little or no effect, as there are of serious illness.

26. Which of the following statements is NOT true?

- A) The adder is the only poisonous snake in Britain.
- B) In Scotland there are no other snakes except the adder.
- C) Snake bites seem more dangerous than they actually are.
- D) People's attempts at emergency treatment are utterly unnecessary.

27. We are told that British snakes are _____.

- A) afraid of human beings
- B) poisonous including the adder
- C) dangerous except the adder
- D) friendly towards human beings

28. When will the adder not attack you?

- A) When you try to catch it.
- B) When you are some distance away from it.
- C) When you happen to step on it.
- D) When you try to pick it up.

29. If an adder hears you coming, it will usually _____.

- A) attack you immediately
 - B) disappear very quickly
 - C) wait to frighten you
 - D) move out of the way
30. According to the passage, a snake bite is _____.
- A) more harmful to a healthy man than to a sick man
 - B) less harmful to an adult than to a child
 - C) more dangerous than any serious illness
 - D) always fatal in Britain

Questions 31 to 35 are based on the following passage:

Many breakthroughs in science, engineering and the arts blend ideas from different fields. Consider "the Two-String Problem". Two widely separated strings hang from a ceiling. Even though you can't reach both at once, is it possible to tie their ends together, using only a pair of pliers?

One university student found the solution almost immediately. He tied the pliers to one string and set it in motion like a pendulum (钟摆). As it swung back and forth, he walked quickly to the other string and drew it as far forward as it would reach. Then he caught the swinging string when it passed near him and tied the two ends.

Asked how he had solved the problem, the student explained he had just come from a physics class on pendulum motion. What he had learned in one context transferred to a completely different one.

This principle works outside the laboratory as well. A friend told me how she gets her two boys to divide a cupcake exactly in half. "I tell them that one will do the cutting and the other will select whichever half he wants. The first child always cuts straight down the middle so he won't get cheated."

I asked how she came up with this wonderful idea. "I saw a TV program on international negotiation," she said.

Rubbermaid Inc. recently expanded its product line to include office furniture manufactured using the same blow-molding technique that the company uses to produce small plastic items for the home. Bud Hellman, a former Rubbermaid executive, came up with the idea while touring a Rubbermaid plant where picnic coolers are manufactured. "If top management hadn't encouraged us to look at other technologies in the company," says Chuck Has-

sel, another Rubbermaid executive, "none of this would have happened."

To enhance your creativity, learn something new. If you're a banker, take up dancing. If you're a nurse, try the course in mythology. Read a book on a subject you know little about. Change your daily newspaper. The new will interconnect with the old in novel and potentially fascinating ways. Becoming more creative is really just a matter of paying attention to that endless flow of ideas you generate, and learning to capture and act upon the new that's within you.

31. "The Two-String Problem" was solved by a university student who used the method he had just learned _____.
- A) in his chemistry class
 - B) in a text
 - C) in the laboratory
 - D) in the same principle
32. In paragraph 4 the last sentence "he won't get cheated" means that _____.
- A) he will get the bigger half
 - B) he will get the other half
 - C) his half won't be cheated away
 - D) he won't get the smaller half
33. What are manufactured in Rubbermaid company?
- A) Office furniture.
 - B) Picnic coolers.
 - C) Small plastic items for the home.
 - D) All of the above.
34. The passage mainly talks about _____.
- A) many breakthroughs in science
 - B) technologies in company
 - C) great ideas from different field
 - D) the creative potentials of inventors
35. In the passage the author mentioned all the following people except _____.
- A) A student and a nurse
 - B) an executive and a banker
 - C) an artist and an engineer
- 8 •

D) a friend and her boys

Questions 36 to 40 are based on the following passage:

Between about 1910 and 1930, new artistic movements in European art were making themselves felt in the United States. American artists became acquainted with the new art on their trips to Paris and at the exhibitions in the famous New York gallery "291" (named after its address on Fifth Avenue) of the photographer Alfred Stieglitz. But most important in the spread of the modern movements in the United States was the sensational Armory Show of 1913 held in New York, in which the works of many of the leading European artists were seen along with the works of a number of progressive American painters.

Several of the American modernists who were influenced by the Armory Show found the urban landscape, especially New York, an appealing subject. Compared with the works of the realist painters, the works of American modernists were much further removed from the actual appearance of the city; they were more interested in the "feel" of the city, more concerned with the meaning behind appearance. However, both the painters of the "Ash Can School" and the later realists were still tied to nineteenth-century or earlier styles, while the early-modernists shared in the international breakthroughs of the art of the twentieth century.

The greatest of these breakthroughs was Cubism, developed most fully in France between 1907 and 1914, which brought about a major revolution in western painting. It overturned the rational tradition that had been built upon since the Renaissance. In Cubism, natural forms were broken down analytically into geometric shapes. No longer was a clear differentiation made between the figure and the background of a painting; the objects represented and the surface on which they were painted became one. The Cubists abandoned the conventional single vantage point of the viewer, and objects depicted from multiple viewpoints were shown at the same time.

36. What's the main topic of the passage?

A) Modern art movements in the United States.

B) The great influence of Cubism.

C) Several American modernists found urban landscape an appealing subject.

D) Contemporary artists in the United States.

37. Which of the following is NOT mentioned as a means through which American artists learned about new movements?
- A) Trips to Paris.
 - B) Lectures by European artists.
 - C) The exhibitions in the famous New York gallery "291".
 - D) The sensational Armory Show in 1913.
38. What was exhibitions on the sensational Armory Show of 1913 in New York?
- A) Works of many leading European artists as well as works of many progressive American painters.
 - B) Works of all the European artists and American painters.
 - C) Works of a number of American modernists and painters of the "Ash Can School".
 - D) Works of European artists only.
39. According to the author, which of the following was a major new movement in twentieth century art?
- A) Impressionism.
 - B) The rational tradition.
 - C) Cubism.
 - D) Realism.
40. What do we know about Cubism?
- A) It made a clear differentiation between the figure and the background of a painting.
 - B) Natural forms were broken down analytically into shape of a square.
 - C) The object represented and the surface on which they were painted became one.
 - D) The cubists preserved the conventional single vantage point of the viewer.

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