

大学英语

挑战

四级考试

全真模拟与详细解答

主编 刘四平 审订 王迈迈

高分



西北工业大学出版社

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大学英语四级考试 全真模拟与详细解答

主编 刘四平 审 订 王迈迈
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大学英语四级考试全真模拟与详细解答

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前 言

《大学英语教学大纲》最近又一次修订再版了,新修订的《大纲》对大学英语四、六级考试提出了新的更高的要求。1—4级领会式掌握的词汇由旧《大纲》的4000增加到了4200,1—6级领会式掌握的词汇由旧《大纲》的5300增加到了5500;阅读四、六级一般性材料的阅读速度要求达到每分钟70词;阅读难度略低的材料的阅读速度,四级则要求达到每分钟100词,六级要求达到每分钟120词;对听力的语速要求,四级由旧《大纲》的每分钟120词提高到了每分钟130—150词,六级由每分钟140词提高到了每分钟150—170词;写作要求也相应提高了,新《大纲》要求四级“能就一定的话题或提纲在半小时内写出120—150词的短文”,六级能在半小时内写出150—180词的短文。此外,新《大纲》还对大学英语四、六级考试的翻译能力作了具体要求,即能将“难度略低于课文的英语短文译成汉语,理解正确,译文达意,译速为每小时300英语单词”,六级译速则为“每小时350英语单词”。

为了适应新的《大学英语教学大纲》的要求,帮助同学们打好大学英语基础,提高大学英语四、六级考试的应试能力,我们组织全国多所著名大学的大学英语教师骨干,在认真总结多年来大学英语教学经验的基础上,隆重推出了这套**挑战高分**的大学英语四、六级考试丛书,希望能对同学们准备四、六级考试有所帮助。具体书目如下:

一、挑战高分 大学英语四级考试系列

1. 全真模拟与详细解答(配磁带两盒)
2. 听力理解详细解答(配磁带三盒)
3. 阅读理解高分必备
4. 词汇1000例详细解答

5. 简答·翻译·完形填空

6. 作文参考

二、挑战高分 大学英语六级考试系列

1. 全真模拟与详细解答(配磁带两盒)

2. 听力理解详细解答(配磁带三盒)

3. 阅读理解高分必备

4. 词汇 1000 例详细解答

5. 简答·翻译·改错·完形填空

6. 作文参考

三、大学英语四、六级考试词汇系列

1. 四级考试词汇速记自测宝典

2. 四级考试词汇必备(配磁带 3 盒)

3. 六级考试词汇速记自测宝典

4. 六级考试词汇必备(配磁带 1 盒)

5. 1—6 级考试词汇速记自测宝典

6. 1—6 级考试词汇必备(配磁带 3 盒)

欢迎同学们提出宝贵意见。联系地址:武汉市江大路 18 号
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编 者

2000 年 3 月

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Part I 大学英语四级考试

考生须知

全国大学英语考试是根据国家教育部颁布的《大学英语教学大纲》，由教育部高等教育司组织的全国统一的单科性标准化教学考试，分大学英语四级考试(CET-4)和大学英语六级考试(CET-6)两种。

八十年代初随着我国政府实行对外开放政策，英语作为国际交际工具的重要性日渐突出，英语教学受到了各级各类学校的高度重视。为了适应新的形势，1982年国家教委成立了教学大纲修订组。修订组经过两年的社会需要调查、中学生英语水平调查，确定了大学英语教学目标，又在应用语言学理论指导下，通过调查研究确定了词汇表、结构表、功能意念表、和微技能表，具体地规定了大学英语课程的教学内容。《大学英语教学大纲》还把整个大学英语课程分为六级，每级都有定量指标。其中一至四级为必修课，五至六级为选修课。《大学英语教学大纲》于1985年由国家教委颁布，1999年又颁布了最新修订版，是全国高等学校都要执行的重要教学文件。

国家教委在批准实施《大学英语教学大纲》的通知中指出：“《大纲》确定的教学目的和要求反映了当前国家对高等专业人才外语方面的要求，是我委今后检查大学英语教学质量的依据”，“凡执行本大纲的学校，国家教委将对结束四、六级学习的学生进行统一的标准考试”。这里所说的标准考试就是“大学英语四、六级标准化考试”。

《大学英语教学大纲》规定，语言测试要“着眼考核学生的语言能力和交际能力、准确性和流利程度。”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，一定的听的能力和译的能力，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，大学英语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。

为了加强对全国高校大学英语教学质量的检查，由教育部任命成立了全国大学英语四、六级考试委员会，该委员会由全国重点大学的有关教授和专家组成，设主任委员一名，副主任委员若干名。考试委员会办公室为常设办事机构。为了适应我国幅员广大的情况，更好地管理该项考试，在考试委员会下成立三个考试中心，分别设在北京清华大学、上海交通大

学和湖北武汉大学,分管全国高校的大学英语考试。

大学英语四、六级考试委员会以三个考试中心为基础建立了相当稳定的命题员网络。命题员都经过专门训练,熟悉各种题型的命题原则。此外,考试委员会还对各部分试题提出了具体的命题要求,从考核什么语言技能到怎样考核,都提出了明确的可以操作的要求,以保证考试的效度。

大学英语四、六级英语考试自开考以来,主要采用了如下题型:

- 1) 听力理解(Listening Comprehension)
- 2) 阅读理解(Reading Comprehension)
- 3) 词汇与结构(Vocabulary and Structure)
- 1) 完形填空(Cloze)
- 5) 综合改错(Error Correction)
- 6) 短文写作(Writing)

近年来,大学英语四、六级考试在题型基本保持稳定的前提下,又增加了几种新的题型,主要为:A. 复合式听写(Compound Dictation), B. 听写填空(Spot Dictation), C. 简短回答问题(Short Answer Questions), D. 翻译(Translation), E. 口语测试(Spoken English Test)

1) 听力理解部分命题要求

听力理解部分的考试目的是测试学生获取口头信息的能力,包括理解主旨大意、重要的事实细节、理解隐含的意义、言语的交际功能、理解谈话人的观点态度等。

听力理解部分主要考核语言能力,要尽量避免测验记忆力或背景知识等语言外的能力。

听力理解部分目前分为对话和短篇听力材料两部分,所选材料都是题材熟悉的对话、讲话、叙述、解说等,语言口语化,一般不采用书面语体太强的材料。所用词语不超出教学大纲词汇表规定的范围。

命题时尽量考虑能够全面考核教学大纲所规定的各种听力微技能。在构成一张试卷时各种听力微技能都要占一定比例。

2) 阅读理解部分的命题要求

阅读理解部分的考试目的是测试学生通过阅读获取信息的能力。包括掌握所读材料的主旨和大意;了解说明主旨和大意的事实和细节;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;既理解个别句子的意义,也理解上下文的逻辑关系,理解文章的深层含义。阅读理解不但要求准确,而且要有一定的速度。

阅读材料的选材原则是:

(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都能为学生所理解;

(2) 体裁多样,可以包括叙述文、说明文、议论文等,尽量体现学术英语(English for Academic Purposes)的特点;

(3) 语言难度及词汇量符合教学大纲规定的范围。阅读理解能力包括三个层次:句子层次、语篇层次、以及推理判断层次,命题时各个层次的

阅读能力都要有一定的比例。

3) 词汇与结构部分的命题要求

词语用法部分主要测试学生对词和短语的意义、搭配和用法的掌握程度,语法结构部分则主要测试正确使用语法结构的能力。词语用法和语法结构题在四、六级中各占一定比例,但都不应超出教学大纲规定的范围。

4) 完形填空部分命题要求

完形填空部分主要测试学生综合运用语言的能力。完形填空部分的选材原则与阅读理解部分相同,要求学生在全面理解内容的基础上答题。要求填入的词汇中虚词和实词各占一定比例,并且常常包含若干必须在正确理解全文后才可能答对的题项。

5) 综合改错部分命题要求

综合改错部分的考试目的也是测试学生综合运用语言的能力,这道题不但要求学生能够识别错误而且能够写出正确的语言形式,因此是一种对语言表达能力的测试。

综合改错部分一般是同学们熟悉的题材、没有背景知识方面的困难、文章难度略浅于阅读理解材料、文章内容都有一定的逻辑展开。命题时在短文中安排 10 个错误(不含拼写错误或标点错误)要求学生改正。错误分三种类型,一种是需要改正某个词,一种是需要增添某个词,一种是需要删除某个词。需要改正的错误有的是局部性的,有的是全局性的,涉及篇章结构,两者有一定比例,要求考生在全面理解内容的基础上改正错误,使短文的意思完整、语言正确。

6) 短文写作部分命题要求

短文写作部分的目的是考核学生运用英语书面表达思想的能力,要求学生在 30 分钟内写出一篇短文,四级不少于 100 词,六级不少于 120 词。试卷或给出题目、或要求看图作文、或根据所给文章(英语或汉语)写成摘要或大意、或给出关键词或提纲要求写成短文等等。短文写作部分的命题原则就是要使考生明确作文的要求,使考生能够展开思想,成绩好的和成绩一般的学生都有内容可写,一般不含有背景知识方面的困难,以便达到考核书面表达能力的目的。评分时主要考虑作文是否切题、能否正确表达思想、意义是否连贯、文理是否基本通顺并无重大语言错误等。

大学英语四、六级考试安排短文写作这一部分,主要目的是考核学生用英语进行书面表达的能力,也就是说主要是考核语言运用能力,因此大学英语四、六级考试的作文部分不是自由作文,而是有控制的作文,对考生写什么内容有什么明确的要求,用各种明确的方式如提纲、图表、关键词等加以规定;但提纲常用中文给出,以避免考生将提纲中的文字直接抄录进作文。采用有控制的作文也有利于提高评分的一致性。

7) 大学英语口语考试

为了进一步推动我国大学英语教学,适应国家改革开放的需要,使学生更加重视英语口语学习,获得较强的交际能力,经教育部高等教育司批

准,全国大学英语四、六级考试委员会将开始实施口语考试(CET- Spoken English Test),1999年5月起将首先在部分重点院校试行。报考对象暂定为大学英语四、六级考试成绩分别达到85分和80分的在校本科生及在校研究生,符合报考条件者自愿参加。考试每年举行两次。

考试成绩合格者发给证书。证书分为三个等级,A等表示能用英语就熟悉的题材进行口语交际,基本上没有困难;B等表示能用英语就熟悉的题材进行口语交际,有些困难,但不影响理解;C等表示具有初步的英语口语交际能力。

全国大学英语四、六级考试每年举行两次,1月、6月各一次,四级和六级同时进行。考试合格者颁发大学英语四级、六级考试合格证书;成绩优秀者,其证书上注明“优秀”字样。

Part II 大学英语四级考试 全真模拟试题

Model 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 centre.

Example:

You will hear: W: I certainly hope the library will be open this Saturday.
M: The sign says library hours! Week days 8 am. to 9 pm. On Saturdays 9 to 5, closed Sunday.

Q: When will the library be open on Saturday?

You will read:

- A. 8 am. to 9 am.
- B. 5 am. to 9 pm.
- C. 9 am. to 5 pm.
- D. Closed.

From the conversation we know that the two are talking about library hours. On week days the library is open from 8 am. to 9 pm. On Saturdays it is open from 9 am. to 5 pm. Therefore C) "9 to 5" is the correct answer. You should choose [C] on the Answer Sheet and mark it with a single line through the center.

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

- 1. A. Because he is ill.
- B. Because he enjoys it.
- C. Because he leads an empty life.

- D. Because he has many social activities.
2. A. Ten. B. Twelve. C. Fourteen. D. Sixteen.
3. A. He suggested they take their own food when they go to the beach.
 B. He suggested they stay at home and watch TV.
 C. He suggested they buy some food in the store.
 D. He suggested they go to the cinema.
4. A. Searching for a hotel. B. Eating in a restaurant.
 C. Renting a house. D. Selling a car.
5. A. Boss-secretary. B. Doctor-patient.
 C. Teacher-student. D. Salesman-customer.
6. A. The man should send applications to more companies.
 B. The man should see the manager in person.
 C. The man should make a phone call to the manager first.
 D. The man has to wait patiently for reply.
7. A. Indifference. B. Apology
 C. Anger. D. Anxiety.
8. A. Skiing. B. Drinking.
 C. Eating. D. Taking a photo.
9. A. 7881-4001. B. 8748-4001.
 C. 8748-1004. D. 8478-1004.
10. A. In a hospital. B. In a classroom building.
 C. In a drugstore. D. In a cinema.

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 One

Questions 11 to 14 are based on the passage you have heard.

11. A. School teacher. B. A cotton farmer.
 C. An engineer. D. A slave.
12. A. He was tired of removing seeds by hand.
 B. He hoped to make his father happy.
 C. He wanted to reduce the price of cotton.
 D. He dreamed of earning a lot of money.
13. A. In the late 18th century.
 B. In the early 19th century.
 C. In the middle of the 18th century.

to know that a boy of thirteen has scored, say, ninety marks in a particular test. To know whether he is clever, average, or dull, his marks must be compared with the average achieved by boys of thirteen in that test.

In 1906 the psychologist, Alfred Binet (1857—1911), devised the standard in relation to which intelligence has since been assessed. Binet was asked to find a method of selecting all children in the schools of Paris who should be taken out of ordinary classes and put in special classes for defectives(有缺陷的人). The problem brought home to him the need for a standard of intelligence, and he hit upon the very simple *concept* of “mental age”.

First of all, he invented a variety of tests and put large numbers of children of different ages through them. He then found at what age each test was passed by the average child. For instance, he found that the average child of seven could count backwards from 20 to 1 and the average child of three could repeat the sentence: “We are going to have a good time in the country.” Binet arranged the various tests in order of difficulty, and used them as a scale against which he could measure every individual. If, for example, a boy aged twelve could only do tests that were passed by the average boy of nine, Binet held that he was three years below average, and that he had a mental age of nine.

The concept of mental age provided Binet, and through him, other psychologists, with the required standard. It enabled him to state scores in intelligence tests in terms of norm. At first, it was usual to express the result of a test by the difference between the “mental” and the “chronological(实际年月)”age. Then the boy in the example given would be “three years retarded(迟钝的)”. Soon, however, the “mental ratio” was introduced; that is to say, the ratio of the mental age to the chronological age. Thus a boy of twelve with mental age of nine has a mental ratio of 0.75.

The mental age was replaced by the intelligence quotient or “I. Q. ”. Clearly, since the mental age of the average child is equal to the chronological age, the average I. Q. is 100.

21. To judge a child's standard, his marks in a test must be compared with marks gained by _____.
A. others of the same age
B. older and younger children
C. a number of children aged thirteen
D. the same child when at different ages
22. Which of the following words could best be used to replace “concept”

- without changing its meaning?
 A. Device. B. Trick. C. Idea. D. Norm.
23. Binet used large numbers of children in his tests because he wanted to find out _____.
 A. who were the brightest
 B. the defectives
 C. what a bright child could do
 D. a norm
24. What is the mental age of an 11-years-old girl who can pass a test for the age of 14?
 A. 1. 27. B. 1. 00. C. 2. 50. D. 0. 75.
25. The "I. Q. " is _____.
 A. the mental age divided by the chronological age and multiplied by a hundred
 B. the mental age multiplied by the chronological age and divided by a hundred
 C. the chronological age divided by the mental age and multiplied by a hundred
 D. the average age divided by the mental age

Passage Two

Questions 26 to 30 are based on the following passage.

The farmer knows something that the whole of civilized mankind seems to have forgotten, namely, that the resources of life on our planet are not inexhaustible. In the United States it was only after wide stretch of land had been turned into desert through ruthless use of the top soil, after large districts had been wasted by tree-felling, and countless useful animal species had died out that these facts gradually began to be realized again, mainly because many large agricultural and fishing industries began to feel the effects financially. Nevertheless, the truth has only just began to penetrate to the consciousness of the general public.

When civilized man destroys blindly the natural environment surrounding and sustaining him, he threatens himself with ecological ruin. Once he begins to feel this economically he will probably realize his mistakes, but by then it may be too late. Least of all does he notice how much this savage process damages him mind.

How can one expect a sense of awe(敬畏) for anything in the young when all they see around them is man-made and cheapest and ugliest of its kind? For the city dwellers, even his view of the sky is dimmed by the skyscrapers and chemical clouding of the atmosphere. No wonder the progress of civilization goes hand in hand with the mournful disfigurement

(破坏) of town and country.

26. The direct reason that people began to realise the ecological problem is _____.
A. the farmer explained the problem to them
B. many fields had been turned into desert
C. the problem had a harmful influence on the profit in agriculture and fishing
D. many animals no longer exist
27. In the sentence "the truth has only just begun..." the word "truth" refers to _____.
A. that the resources of life on the earth are not unlimited
B. that the American government has ignored the ecological problem
C. that the farmer is cleverer than the civilized man
D. that there are not many trees in the United States
28. Paragraph 3 illustrates _____.
A. how modern man destroys his environment
B. how ecological destruction damages our mind
C. that civilized man in the future will destroy himself
D. it's too late for us to correct our mistakes
29. In the 3rd paragraph, the author seems to believe that we should have a sense of _____.
A. surprise for the modern buildings
B. hatred for the ecological ruin
C. responsibility for the progress of civilization
D. respect for the things created by nature
30. If a chemical factory was built next to the city where the author lives, the author would probably _____.
A. ignore its building
B. protest its building
C. agree to its building
D. visit the factory

Passage Three

Questions 31 to 35 are based on the following passage:

Although the total population in U. K. has remained relatively stable in the last decade, there have been noticeable changes in the age and sex structure, including a decline in the proportion of young people under 16 and an increase in the proportion of elderly people, especially those aged 65 and over. The estimated age distribution of the British population in mid-1980 was roughly as follows: under 16 years, nearly 20 per cent; 16-64, 64 per cent; and 65 and over, 16 per cent. Some 18 per cent of the population were over the normal retirement ages (65 for men and 60 for women), compared with 15 per cent in 1961.