

SERIES FOR REFERENCE ENGLISH



大学英语四级考试备考用书

范希运 【主编】

大学英语四级考试 新型试题精解

师范大学出版社

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大学英语四级考试新题型

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清华大学出版社

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范希运 主编

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前 言

一年两度的大学英语四级考试(CET-4)是国家教委组织的全国范围的标准化测试。为了帮助应试者能够顺利地通过考试,我们根据《大学英语考试大纲》的要求,参照已公布的样题和1996年1月CET-4试卷的新题型要求(听力部分除外),编写成《大学英语四级考试·新型试题精解》一书。

本书对模拟试卷各部分的每道试题,从命题特点、判断能力以及应试技巧等方面作了详细的分析和说明。目的是帮助应试考生解决似是而非的问题,明确解题错误之所在,从而让练习落到实处。同时为应试者提供实用、简效的解题手法和方向性的指导,使考生真正得到有所收获。作文部分还配有范文,英译汉部分配有参考译文。

本书每套试卷共分阅读理解、词汇结构、完形填空、短文简答、英译汉和写作六个部分,主要供大学生参加四级考试备考自测使用,也可作为教师的教学参考。

这套大学英语四级考试备考用书是由在教学第一线的,并具有辅导、组织过级考试经验的教师联合编写的。范希运任

该套丛书主编，负责全套书的策划、审稿。本册主编为高美毅，曹立梅、张莉参加本书编写。

我们愿经过修订出版的这套四级考试备考用书对您顺利通过考试能有较大的帮助。

编 者

1998 年 4 月

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大学英语四级考试模拟试卷(一)

SIMULATED COLLEGE ENGLISH TEST(1)

Part I Listening Comprehension (omitted)

Part II Reading Comprehension

Directions: There are 4 reading passages in this part. Each passage is followed by some questions. For each question there are four suggested answers marked A, B, C, and D. Choose the ONE you think is the best answer and translate the underlined sentences into Chinese.

Questions 21 to 24 are based on the following passage:

If you could look at a map that showed the entire surface of the earth and where earthquakes occur most often, you'd see a wavy ribbon that twisted up and down as it twisted around the earth. Some parts are missed entirely; others seem to have a habit of having frequent earthquakes.

The single region of the earth that has the most frequent earthquakes is Japan. There is an earthquake there almost every day of the year! Of course, most of these are very minor quakes and do no damage at all. Another region which has frequent earthquakes is the Mediterranean area. By contrast, consider the New England States. There have been no destructive earthquakes there since the Ice Age, many thousands of years ago!

The explanation for this is that the crust of the earth is not the same everywhere. In certain regions, the crust has not quite settled down firmly, and there is a "fault." A fault is a break in the rocks of the

earth's crust. Where the break exists, one rock mass rubs against another with great force and friction. The energy of this rubbing is changed to vibration in the rocks.

While this vibration may travel thousands of miles, the earthquake is the strongest, as you might imagine, right along the line of the fault made by the shifting of the earth blocks. The sides of the fault may move up and down against each other, or the sides of the fault may shift lengthwise.

Most of the changes that take place on the surface of the earth after an earthquake are seen along this fault line. The part of the fault line where the vibration is felt most strongly is called "the epicenter" of the earthquake. And if this is near a city, the destruction may be very great. The loss of life is usually due to falling buildings and fires that may be started by broken gas mains under streets.

The earthquake regions of the earth and the areas of recent volcanic activity are roughly the same. This is because both of these are regions where the earth's crust is not at rest.

21 . A wavy ribbon on the map is _____.

A. inside the region of frequent earthquakes.

B. outside the region of frequent earthquakes.

☒ C. missed entirely. ✓

D. a habit of having earthquakes.

22 . The region of the most frequent earthquakes is _____.

~~A. Japan~~

B. the New England States

C. the Mediterranean

☒ D. China ✓

23 . Why is Japan in the region of the most frequent earthquakes?

A. Because it is near the sea.

- ~~B. Because it is right along the line of the fault.~~
 C. There are a lot of buildings in Japan.
~~D. Japan has many falling buildings and fires every year.~~
- 24 . What does the "fault" mean here?
~~A. a break in the rocks~~ ~~B. a break in the earth~~
 C. not safe D. not right

Questions 25 to 30 are based on the following passage:

Several theories have been presented about why we forget things. Common sense tells us that our memories simply wear out if we don't use them. This is called the "decay through disuse" theory. In spite of the commonsense appeal of this theory there is virtually no experimental evidence to support it. Displacement theory, another way of looking at forgetting, suggests that every new item we put into our memory knocks out some old memory. Like decay theory, displacement theory has little or no experimental evidence to support it. Two more popular theories are interference theory and loss of access theory. Interference theory argues that memories interfere with each other and that we forget because memories sometimes damage each other to the point that they are not usable. Loss of access theory says that we actually don't forget anything, that all our memories are still "up there", it's just that some are buried so deeply that we can't find them. This theory is currently the most popular with memory theorists.

- 25 . The theory that says we must forget something to learn something is called _____.
 A. displacement theory B. interference theory
 C. loss of access theory D. decay through disuse theory

- 26 . The theory that says that our memories wear out ~~over~~ time is called _____.
 A. displacement theory B. interference theory
 C. loss of access theory D. decay through disuse theory
- 27 . The theory that says that we don't forget things but that our memories become harder and harder to locate is called _____.
 A. displacement theory B. interference theory
 C. loss of access theory D. decay through disuse theory
- 28 . The theory that is currently the most popular with memory theorists is _____.
 A. displacement theory B. interference theory
 C. loss of access theory D. decay through disuse theory
- 29 . "currently" here means _____.
 A. common B. strongly
 C. to the present time D. presently
- 30 . Which word can be instead of "popular".
 A. young B. common
 C. favoured D. beautiful

Questions 31 to 36 are based on the following passage:

An environmental group, the World Resources Institute, recently released a report that deals in part with the same issue discussed in Geneva. The report warns about the effects of changes in the atmosphere. It says the world must act immediately to halt these changes, or temperatures on earth will rise to dangerous levels. A scientist for the World Resources Institute, Irving Mintzer, used a computer to study the changes in the atmosphere called the greenhouse effect.

A greenhouse is glass building that traps heat so plants can be grown inside even in cold weather. CFCs, carbon dioxide, and other gases in the atmosphere act like a greenhouse. They permit heat from the sun to reach earth, but they trap the heat and prevent it from escaping back into space.

Mr. Mintzer's study showed that average temperatures might rise more than 4 degrees Celsius if present industrial policies are not changed. That increase in temperature, he says, could come within 45 years. The higher temperatures could melt ice at the North Pole and South Pole. Average sea levels could rise as much as one meter, causing severe floods along coastal areas.

The problem is not expected to be so bad, Mr. Mintzer says, if governments approve strong measures to limit the greenhouse effect. Those measures include reducing the use of CFCs, producing less carbon dioxide by burning less oil and gas, and replanting rain forests that will help remove carbon dioxide from the atmosphere.

31. The Word Resources Institute released a report. It is about _____.

- A. the effects of changes in the atmosphere.
- B. dealing with the same issue discussed in Geneva.
- C. temperatures on earth.
- D. the changes called the greenhouse effect.

32. Some _____ permit heat from the sun to reach earth, but they trap and prevent the heat backing into space.

- A. CFCs, carbon dioxide and oxygen
- B. gases in the atmosphere
- C. carbon dioxide, CFCs and other gases in the earth

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- D. waste gases
- 33 . The average temperatures might rise _____.
 A. within 45 years.
 B. if the industry are not stopped.
 C. along coastal areas.
 D. if present industrial policies are not changed.
- 34 . To limit the greenhouse effect is _____.
 A. governments approve strong measures
 B. reducing the use of CFCs.
 C. try to produce less carbon dioxide and replanting rain forests.
 D. B and C.
- 35 . "dioxide" is a kind of _____.
 A. solid B. atmosphere
 C. atom D. gas
- 36 . "...remove carbon dioxide from the atmosphere", that's to say _____.
 A. to go from the atmosphere
 B. to get rid of from the atmosphere
 C. to depart from the atmosphere
 D. to take it out from the atmosphere.

Questions 37 to 40 are based on the following passage:

Anything that takes up room anywhere in the universe is called "matter." Matter may be a liquid, a solid, or a gas. These are known as the three "states of matter."

Matter may also be "organic," or "inorganic." Human beings, trees, animals, and flowers are examples of organic matter. Lumber, cotton and woolen cloth, and breakfast cereal are also organic matter, for they were

once part of something alive. Things that are not living, or were never alive, such as iron, tin, glass, and water, are inorganic matter.

All matter is put together in somewhat the same way. All matter, regardless of what form it is in, is built of "atoms." And atoms are made up of still smaller things called "electrons." Electrons are tiny, always moving sparks of pure electricity.

Even though an atom is so small that you can even imagine it, there is a good deal of space between the particles that make it up. And so matter is really mostly space! A brick wall, or a living person, is really mostly space. In fact, if there were some way to take all the space out of you, leaving only solid matter, you would probably be the size of a small pill!

If all the atoms were exactly alike, there would be only one kind of matter in the world. But there are more than 100 kinds of atoms, and each of these is an "element," the simplest kind of matter. An element is matter built of only one kind of atom. Gold, iron, iodine, and oxygen are among the many elements.

Matter that is made up of more than one kind of atom joined together is called a "compound." The smallest bit of compound is a "molecule." The more closely atoms and molecules are packed together in matter, the "denser" we say it is. Matter that has great density is also heavy, like gold. Wood is less dense, and therefore lighter.

Matter can be changed from one state (liquid, solid, gas) to another, but it can never be completely destroyed. But it can be changed into energy.

37 . What is called "matter"?

A. Anything takes up room on the earth.

- B. Everything takes up room in the universe.
 - C. A liquid, a solid and a gas in the universe.
 - D. "Organic" or "inorganic" may be matter.
38. Organic matters contain _____ etc.
- A. Human beings, trees and Lumber
 - B. animals, flowers and iron
 - C. glass, water and tin
 - D. B and C.
39. How many kinds of atoms together are there in the world?
- A. There are more than 100 kinds of atoms in the world.
 - B. There are less than 100 kinds of atoms in the world.
 - C. They are the same as the element.
 - D. No answer is in the story.
40. Which one is right in the following answer?
- A. Atoms and molecules are packed closely all the time.
 - B. The density is heavy if matter is very big.
 - C. The density of matter is the same as the weight.
 - D. The more density is, the heavier matter is.

Part III Vocabulary and Structure

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.

41. Although _____ happened in that developed country sounds like science fiction, it could occur elsewhere in the world.
- | | |
|----------|---------------------------------------------|
| A. which | <input checked="" type="checkbox"/> B. what |
| C. how | D. it |

- 42 . He studied hard at school when he was young, _____
contributes to his success in later life.
A. what B. there for
C. which D. so that
- 43 . I need a book dealing _____ antipollution problems.
A. with B. on
C. about D. to
- 44 . The auther gave example _____ support of his argument.
A. in/ B. to C. for D. with
- 45 . It isn't quite _____ that he will be present at the meeting.
A. certain B. sure C. right D. quite
- 46 . His few personal belongings make it possible for him to move
from place to place _____.
A. in ease B. at ease
C. with ease D. with easy
- 47 . They did not find _____ to prepare for the worst conditions
they might meet.
A. worth their while B. it worth while
C. it worth D. it worthy
- 48 . The picnic _____ at last after being twice postponed.
A. came to B. came up
C. put on D. came off
- 49 . He denied _____ me about that but he was considered to be
telling a lie, and nobody believed his words.
A. tell B. to tell C. to have told D. having told
- 50 . Mary ought to go by train, _____?
A. will she B. would she
C. should she D. shouldn't she

- 51 . The football match was televised _____ from the workers' Stadium.
A. alive B. life C. live D. lively
- 52 . The size of the audience, _____ we had expected, was well over one thousand.
A. which B. as C. who D. that
- 53 . Weather _____, we can go to the grassland and live with the herdsmen for a week.
A. permit B. permits C. permitting D. permitted
- 54 . The Chinese Red Cross _____ a generous sum to the relief of the physically disabled.
A. assigned B. contributed
C. furnished D. administered
- 55 . Hill thinks he knows English well but _____, he speaks very poorly.
A. as a matter of fact B. as a result
C. as a whole D. as a rule
- 56 . Every citizen in a democratic country may _____ the protection of the law.
A. claim B. ask C. request D. state
- 57 . Will you _____ my article to find out whether I've made any mistakes?
A. look through B. look after
C. look up D. look into
- 58 . "Where should I send my application?" "The Personnel Office is the place _____."
A. to send it B. to send it to
C. sent it to D. for sending it