

BBI  
校园英语丛书

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# 大学英语

## 四级模拟试题与精解

(新题型)



北京广播学院出版社

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· 大学英语应试指南 ·

# 大学英语四级模拟试题与精解 (新题型)

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(按姓氏笔画排列)



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## 内容简介

本书为北方交通大学外语系三位教师根据近十年在大学英语领域辛勤耕耘与丰富的教学经验而选编的 CET-4 模拟题集。试题符合教委考试大纲要求,题型严格按照全国大学英语四、六级考试委员会颁发的[新题型样题]进行编写的。选材广泛新颖,题目针对性强,覆盖面大。各试题之间绝无重复。难度、题量和正式考题相当。

全书共含 10 套模拟题,题后附有全部答案。考虑到读者的需要,配有听力部分的文字资料;阅读及英译汉词汇、语法结构完形填空的难点注释;写作讲解及参考范文;典型句型与常用的表达法。全书配有 5 盒磁带。

这几套试题都是针对学生实际情况而设计的,是编者教学经验的结晶,它们对于巩固英语基础知识,提高学习英语基本技能以及增强应试能力都将起到重要的作用。

本书可供大学英语四级考试强化训练,也可供欲提高英语水平或参加其它类型考试的读者之用。

## 致 读 者

1985年,国家教委颁布了理工科本科《大学英语教学大纲》。为进一步贯彻《大纲》,提高我国大学英语教学水平,国家教委主持了大学英语四级、六级统一考试,这对我国检验大学英语教学质量提供了比较客观的统一标准。编者任教于理工类的普通重点高校——北方交通大学,多年来从事大学英语课程的教学,勤于教学方法的探索,通晓《大纲》,指导四级考试经验丰富,对测试重点,应试点的难点与弱点了如指掌,教学成绩显著。我校从92年—95年大学英语四级统考一次性通过率分别为84.5%,84.7%,90.15%,91.2%,比全国重点高校平均通过率高出十个百分点以上,一直处于铁道部高校的榜首,名列北京高校的前三名。编者所担任的教学班级,通过率高出全校的平均通过率,有些班级的通过率达100%。为了让更多的英语爱好者找到学习的捷径,提高应试的能力,取得较理想的成绩,我们特意悉心整理四级应试的教学材料,取其精华,按照新题型的要求,汇编成册,犒劳读者。

本书的题材广泛,体裁多样,趣味性强,文字规范。一般为反映最新研究成果和人们最感兴趣,最关注的课题,如哲学、心理学、尖端科学、宏观、微观世界、经济、文化、婚姻、家庭问题、公关交际、儿童养育、民俗人情等。

我们在编写前统计并分析了大量的四级样题、曝光题以及模拟试题,结合《大纲》与教材,力求抓住应试的要点。“阅读理解与英译汉”注重于训练读者理解整篇文章的能力,如确定标题、中心思想、段落大意、作者的观点和态度、根据上下文猜词悟义。“词汇与语法”、“完形填空”注重训练重点语法以及若干语言结构,词语搭配、短语用法,以及区别同义词、反义词。“写作”注意到体裁多样化、题目的热点交点的大众化,使读者既感到熟悉又有感而发。除

了范文外,还附有写作技巧讲解,这将更有助于读者的自学与提高写作的能力。

本书的十套试题与精解,张开编写了听力的第二部分和第三部分,写作部分,以及 9—10 的阅读理解与英译汉;蒋学清编写了词汇与语法,完形填空和听力的第一部分,钟舒乐编写了 1—8 阅读理解与英译汉,在本书编写过程中,曾受到蒋德华,丁其林,朱遐的大力支持,在此,表示感谢。

我们希望此书对兄弟院校的广大同学和其他读者有所帮助。希望外语界的专家和同行不吝赐教。

编者

1996 年 12 月于北京

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# College English Test 1

## Paper 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:

You will read:

- A) At the office.
- B) In the waiting room.
- C) At the airport.
- D) In a restaurant.

Sample Answer ~~(A)~~(B)(C)(D)

From the conversation we know that the two were talking about some work they have to finish in the evening. This is most likely to have taken place at the office. Therefore, "At the office" is the best answer. You should choose (A) on the Answer Sheet

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and mark it with a single line through the centre.

1. A) at a tailor's                      B) at a book store  
C) at a store                      D) at a grocer's
2. A) They watched the race.  
B) Most of them did not run.  
C) Three of them joined the sports meeting.  
D) They participated in the last 3 races.
3. A) ten o'clock                      B) ten-thirty  
C) eleven o'clock                      D) eleven-thirty
4. A) It's sure to be easy.  
B) It'll cost less than last year's.  
C) It might difficult.  
D) It makes no difference.
5. A) grocer                      B) taxicab driver  
C) carpenter                      D) shoemaker
6. A) The paper must be handed in on time.  
B) The question was not very clear.  
C) He may hand it late.  
D) She didn't think the man was ever late.
7. A) Because she is not afraid of the teacher.  
B) Because she isn't interested in the class.  
C) Because she prefers reading outside.  
D) Because she doesn't want to interrupt the class.
8. A) \$ 450    B) \$ 400    C) \$ 350    D) \$ 50
9. A) a captain and a sailor  
B) an artist and a student  
C) a customer and a shop-assistant  
D) a manager and a tailor



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10. A) He enjoys it.  
B) He hates it.  
C) He's indifferent towards it.  
D) He minds all the overtime.

**Section B**

*Directions:* In this section, you will hear 3 passages. After 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.

11. A) the U.S. , 43      B) England, 53  
C) Shandong, 43      D) Canada, 53
12. A) Because she loves China.  
B) Because she is believed that her personality is as bright as the sun.  
C) Because she can speak Chinese very well.  
D) Because she is nice to Chinese.
13. A) Chinese history      B) her love for China  
C) her mother's persuasion      D) hooligans' attack
14. A) She has met language difficulties.  
B) She could not get along with her coach.  
C) She is poor in hearing.  
D) She can not accept Chinese living style.
15. A) by river      B) on the bank  
C) on a bridge      D) on the bank facing north
16. A) a big fish and two small one  
B) three fish

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- C) two big fish and a small one  
D) only one small fish
17. A) He thought small one could be more delicious than the big one.  
B) He was afraid to catch big fish.  
C) He hadn't got the big flat dish.  
D) He wanted to give a surprise to the man.
18. A) San Francisco                      B) Nimi  
C) the Pacific Ocean                  D) along the U. S. coast
19. A) The earthquake was serious.  
B) New earthquakes are not expected.  
C) An island was destroyed by the earthquake.  
D) Earthquakes of unknown intensity are expected.
20. A) They will be of high intensity.  
B) They will occur along the coast.  
C) They will occur there of unknown intensity.  
D) They are predicted 100 miles away.

### Part I 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 centre.

#### Passage 1

*Questions 21 to 25 are based on the following passage:*

Public goods are those commodities from whose enjoyment nobody can be effectively excluded. Everybody is free to enjoy

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the benefits of these commodities, and one person's utilization does not reduce the possibilities of anybody else's enjoying the same good.

Examples of public goods are not as rare as one might expect. A flood control dam is a public good. Once the dam is built, all persons living in the area will benefit—irrespective of their own contribution to the construction cost of the dam. The same holds true for highway signs or aids to navigation. Once a lighthouse is built, no ship of any nationality can be effectively excluded from the utilization of the lighthouse for navigational purposes. National defense is another example. Even a person who voted against military expenditures or did not pay any taxes will benefit from the protection afforded.

It is no easy task to determine the social costs and social benefits associated with public good. There is no practicable way of charging drivers for looking at highway signs, sailors for watching a lighthouse, and citizens for the security provided to them through national defense. Because the market does not provide the necessary signals, economic analysis has to be substituted for the impersonal judgement of the marketplace.

21. What is the main idea of the passage?
- A) A flood control dam
  - B) National defense
  - C) Aids to navigation
  - D) A specific group of commodities
22. According to the passage, which of the following would NOT be an example of a public good?
- A) A lighthouse
  - B) A bridge

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- C) A taxicab                      D) A dam
23. In the fifth sentence in the second paragraph, the word "holds" could best be replaced by which of the following?  
A) grasps    B) takes    C) is    D) carries
24. In the author's opinion, finding out the social costs of a public good is a \_\_\_\_\_.  
A) citizen's responsibility.  
B) difficult procedure  
C) matter of personal judgement  
D) daily administrative duty
25. The organization of the first two paragraphs may be described as \_\_\_\_\_.  
A) Persuasive language is used to argue against a popular idea.  
B) A general concept is defined and then examples are given.  
C) Suggestions for the application of an economic concept are offered.  
D) Several generalizations are presented from which various conclusions are drawn.

**Passage 2**

*Questions 26 to 30 are based on the following passage:*

Owls can see with one hundred times less light than is necessary for humans. Their large, forward-facing eyes are designed to see through near-total darkness. Like humans, owls possess a high degree of binocular vision; each eye views nearly the same scene from a slightly different angle, which is a help in depth perception but a hindrance in field of view. To compen-

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sate, the owl has a long and flexible neck that allows it to swivel its head like a radar scanner. In legend, the owl can rotate its head completely and will follow a man circling under its perch until its neck snaps. This is not true, but the swift, flicking return often does give the appearance of a complete rotation. Legend also has it that owls are blind in daylight. Actually, owls see exceptionally well under all light conditions.

26. Humans need \_\_\_\_\_.  
A) one hundred eyes to see like owls  
B) binoculars to see like owls  
C) one hundred times less light than owls to see  
D) one hundred times more light than owls to see
27. According to the passage, owls and humans \_\_\_\_\_.  
A) have limited depth perception  
B) see from different angles  
C) both have binocular vision  
D) have identical types of vision
28. What is the disadvantage of "binocular vision"?  
A) It doesn't work in darkness.  
B) It reduces field-of-view.  
C) It hinders depth perception.  
D) None of the above.
29. How does the owl make up for the limits of binocular vision?  
A) It turns its head freely.  
B) It needs less light than humans.  
C) It has forward-facing eyes.  
D) It uses a system similar to radar.
30. In owls, each eye views \_\_\_\_\_.

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- A) nearly the same scene      B) the same scene  
C) a different angle      D) a different scene

Questions 31 to 35 are based on the following passage:

Passage 3

As far back as 700 B. C, man has talked about children being cared for by wolves. Romulus and Remus, the legendary twin founders of Rome, were purported to have been cared for by wolves. It is believed that when a she-wolf loses her litter, she seeks a human child to take its place.

This seemingly preposterous idea did not become credible until the late nineteenth century when a French doctor actually found a naked ten-year-old boy wandering in the woods. He did not walk erect, could not speak intelligibly, nor could he relate to people. He only growled and stared at them. Finally the doctor won the boy's confidence and began to work with him. After many long years of devoted and patient instruction, the doctor was able to get the boy to clothe and feed himself, recognize and utter a number of words, as well as write letters and form words.

31. In the first paragraph, the word "litter" most probably means \_\_\_\_\_.  
A) offspring    B) garbage    C) hair    D) food
32. We may infer from the passage that the naked ten-year-old boy couldn't speak intelligibly because \_\_\_\_\_.  
A) he had been dumb from birth  
B) there was something wrong with his vocal chord  
C) he had never received any medical treatment before he was found by the French doctor

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- 7) he had had no chance to imitate human speech since he began to live in the woods
33. The doctor was able to work with the boy because \_\_\_\_\_.  
A) the boy was dedicated and patient  
B) the boy trusted him  
C) the boy was highly intelligent x  
D) the boy liked to dress up x
34. In the second paragraph, the word "preposterous" most probably means \_\_\_\_\_.  
A) absurd B) scientific C) wonderful D) dedicated
35. Which of the following statements is not true?  
A) The French doctor succeeded in domesticating the boy somewhat.  
B) The ten-year-old boy couldn't walk erect when he was found by the French doctor.  
C) Examples of wolves' caring for human children can be found only in the nineteenth century.  
D) She-wolves have been said to substitute human children for their lost litters.

Questions 36 to 40 are based on the following passage:

**Passage 4**

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 less precise. A vivacious, colourful use of words is not to be confused with mere slovenliness. The kind of slovenliness in

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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



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Johnny's incoherent grammar, atrocious spelling and haphazard punctuation, because worrying about such things might inhibit his creative genius.

36. 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.

37. 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

38. 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

39. A certain actress is said to have taken lessons because