

高等学校英语应用能力考试 模拟试题集

◎主编：李芳媛 魏 华 黄卫军



级

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前言

为了帮助考生顺利通过“高等学校英语应用能力考试”A、B级水平测试，本系列指导丛书按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》（试行）和《高等学校英语应用能力考试大纲》编写。丛书共分四册：《高等学校英语应用能力考试（B级）历届全真试题详解》、《高等学校英语应用能力考试（A级）历届全真试题详解》、《高等学校英语应用能力考试模拟试题集（B级）》和《高等学校英语应用能力考试模拟试题集（A级）》。本丛书适用于高等职业教育、普通高等专科学校教育和成人高等教育的所有考生。

本系列指导丛书的特点：

1. 针对性强。考虑到考生对“高等学校英语应用能力考试”A、B级水平测试的题目类型、难度系数、具体要求不太熟悉的具体情况，对全真或模拟试题中的每一个项目都进行详尽介绍、细致分析，对各种题型的特点、重点、难点及考点分布进行有的放矢的概括总结，使考生对考试了如指掌、胸有成竹。

2. 系统性好。针对多数考生在高中时语法学习不太系统，到大学后又抓不住重点的情况，本丛书对应考部分的语法考点进行了系统的归纳和总结，方便考生在尽可能短的时间内、以最快的速度熟悉和掌握语法，争取高分。

3. 重点突出。对历年真题和模拟题中的难点讲解详细，重点解说简洁，做到有理有据、举一反三，开拓考生的思路。

本书为《高等学校英语应用能力考试模拟试题集（B级）》分册。全书包括12套模拟试题，参考并借鉴了历年真题，使其形式与考试样题完全一致；并附听力原文和试题透析，对每套试题进行详尽透彻的讲解与分析，有助于考生掌握考试的命题规律，抓住重点和难点。在编排上，将试题与讲解分离，有效提高了考生模拟自测的准确性。

由于时间紧迫，编者水平有限，书中如有不妥之处，敬请各位同仁及广大考生批评指正。

编者

2006年2月

目 录

第一部分 《高等学校英语应用能力考试大纲》(B 级).....	1
第二部分 模拟试题	7
Model Test 1	9
Model Test 2	19
Model Test 3	28
Model Test 4	38
Model Test 5	48
Model Test 6	58
Model Test 7	68
Model Test 8	78
Model Test 9	88
Model Test 10	98
Model Test 11	108
Model Test 12	118
第三部分 听力原文、参考答案与试题透析.....	129
Model Test 1	131
Model Test 2	141
Model Test 3	150
Model Test 4	159
Model Test 5	168
Model Test 6	177
Model Test 7	186
Model Test 8	195
Model Test 9	204
Model Test 10	214
Model Test 11	223
Model Test 12	232

第一部分

《高等学校英语应用能力考试大纲》(B 级)

总 述

我国高等职业教育、普通高等专科学校教育和成人教育的教学目标是培养高级应用型人才,其英语教学应贯彻“实用为主,够用为度”的方针;既要培养学生具备必要的英语语言基础知识,也应强调培养学生运用英语进行有关涉外业务的工作能力。高等学校英语应用能力考试就是为检验高职高专学生是否达到所规定的教学要求而设置的考试。本考试以《高职高专教育英语课程教学基本要求》(试行)(简称《基本要求》)为依据,既测试语言知识也测试语言技能,既测试一般性语言内容也测试与涉外业务有关的内容。

考虑到目前我国高职高专学生英语入学水平的现状,《基本要求》将教学要求分为 A 级要求和 B 级要求,本考试也相对应地分为 A 级考试和 B 级考试。修完《基本要求》A 级规定的全部内容的学生可参加 A 级考试,修完《基本要求》B 级规定的全部内容的学生可参加 B 级考试。

考试方式为笔试,测试语言知识和读、听、译、写四种技能。口试正在规划之中,待时机成熟时实施。客观性试题有可信度较高、覆盖面广的优点,而主观性试题有利于提高测试的效度,能更好地检测考生运用语言的能力,为此本考试采用主客观题混合题型,以保证良好的信度和效度。

本考试按百分制记分,满分 100 分。60 分及 60 分以上为及格;85 分及 85 分以上为优秀。考试成绩合格者发给“高等学校英语应用能力考试”相应级别的合格证书。

B 级

一、考试对象

本大纲适用于修完《基本要求》B 级所规定的全部内容的高等职业教育、普通高等专科学校教育、成人高等教育和本科办二级技术学院各非英语专业的学生。

二、考试性质

本考试的目的是考核学生的英语基础知识、语言技能和使用英语处理有关一般业务和涉外交际的基本能力,其性质是教学——水平考试。

三、考试方法与内容

考试方式为笔试,包括五个部分:听力理解、词汇用法和语法结构、阅读理解、翻译(英译汉)和写作(或汉译英)。考试范围为《基本要求》所规定的全部内容。

第一部分：听力理解 (Listening Comprehension)

测试考生理解所听问题并作出恰当回答的能力、理解简短对话的能力和听写词语的能力。听力材料的语速为每分钟 100 词。

听力材料的内容以日常交际内容为主。词汇限于《基本要求》的“词汇表”中 B 级 2,500 词的范围，交际内容涉及《基本要求》中的“交际范围表”所列 B 级听说范围。

本部分的得分占总分的 15%。测试时间为 15 分钟。

第二部分：词汇用法和语法结构 (Vocabulary and Structure)

测试考生运用词语和语法知识的能力。测试范围限于《基本要求》中的“词汇表”B 级 (2,500 词) 和“语法结构表”所规定的全部内容。

本部分得分占总分的 15%。测试时间为 15 分钟。

第三部分：阅读理解 (Reading Comprehension)

测试考生从书面文字材料获取信息的能力。总阅读量约 800 词。

本部分测试的文字材料以一般性阅读材料 (科普、文化、社会、常识、经贸、人物等) 为主，也包括简单的实用性文字，不包括诗歌、小说、散文等文学性材料；其内容能为各专业学生所理解。

阅读材料涉及的语言技能和词汇限于《基本要求》中的“阅读技能表”与 B 级要求相应的技能范围和“词汇表”中 B 级 (2,500 词) 的范围；阅读材料涉及的应用性内容限于《基本要求》中“交际范围表”B 级读译范围，如便条、通知、简短信函、简明广告、简明说明书、简历等。

主要测试以下阅读技能：

1. 了解语篇和段落的主旨和大意；
2. 掌握语篇中的事实和主要情节；
3. 理解语篇上下文的逻辑关系；
4. 了解作者的目的、态度和观点；
5. 根据上下文理解生词的意思；
6. 了解语篇的结论；
7. 进行信息转换。

本部分的得分占总分的 35%。测试时间为 40 分钟。

第四部分：翻译——英译汉 (Translation—English to Chinese)

测试考生将英语正确译成汉语的能力。所译材料有句子和段落，包括一般性内容 (约占 60%) 和实用性内容 (约占 40%)；所涉及的词汇限于《基本要求》的“词汇表”中 B 级 (2,500 词) 的范围。

本部分的得分占总分的 20%。测试时间为 25 分钟。

第五部分：写作 / 汉译英 (Writing/Translation—Chinese to English)

测试考生套写应用性短文、填写英文表格或翻译简短的实用性文字的能力。

本部分的得分占总分的 15%。测试时间为 25 分钟。

测试项目、内容、题型及时间分配表：

序号	测试项目	题号	测试内容	题 型	百分比	时间分配
I	听力理解	1-15	问题、对话、听写	多项选择、填空、简答	15%	15 分钟
II	词汇用法和语法结构	16-35	词汇用法、句法结构、词形变化	多项选择、填空	15%	15 分钟
III	阅读理解	36-60	语篇，包括简单的一般性和应用性文字	多项选择、填空、简答、匹配	35%	40 分钟
IV	英译汉	61-65	句子和段落	多项选择、段落翻译	20%	25 分钟
V	写作 / 汉译英		应用文（便条、通知、简短信函、简历表、申请表等）或实用性段落/短文翻译	套写、书写、填写或翻译	15%	25 分钟
合 计		65 + 1			100%	120 分钟

注：以上有一部分题型在大项中交叉使用。

第二部分

模 拟 试 题

Model Test 1

Part I Listening Comprehension (15 minutes)

Directions: This part is to test your listening ability. It consists of 3 sections.

Section A

Directions: This section is to test your ability to give proper responses. There are 5 recorded questions in it. After each question, there is a pause. The questions will be spoken two times. When you hear a question, you should decide on the correct answer from the 4 choices marked A, B, C and D given in your test paper. Then you should mark the corresponding letter on the **Answer Sheet** with a single line through the center.

Example: You will hear: Mr. Smith is not in. Could you please leave him a message?

You will read: A. I'm not sure.

B. You're right.

C. Yes, certainly.

D. That's interesting.

From the question, we learn that the man is asking the listener to leave a message. Therefore, C is the correct answer. You should mark C on the Answer Sheet with a single line through the center. Now the test will begin.

1. A. The red one.

B. The furry one.

C. In Section 8.

D. Size 10.

2. A. Nonsense.

B. Can't you hear me?

C. I can't hear you.

D. It doesn't matter.

3. A. It lasted three hours.

B. I have never seen such a good one.

C. The ticket is very expensive.

D. It's far from here.

4. A. That's a good idea.

B. I miss them very much.

C. I call them every Sunday.

D. Twice a month.

5. A. It doesn't matter.

B. Just so so.

C. Thank you very much.

D. The same to you.

Section B

Directions: This section is to test your ability to understand short dialogues. There are 5 recorded dialogues in it. After each dialogue, there is a recorded question. Both the dialogues and the questions will be spoken two times. When you hear a question, you should decide on the correct answer from the 4 choices marked A, B, C and D given in your test paper. Then you should mark the corresponding letter on the **Answer Sheet** with a single line through the center.

- | | |
|--|-----------------------------|
| 6. A. He goes home. | B. He is ill. |
| C. He likes playing basketball. | D. He doesn't want to come. |
| 7. A. It's 8:00 sharp. | B. It's 8:10. |
| C. It's 7:50. | D. It's 8:30 sharp. |
| 8. A. At a restaurant. | B. At the bus station. |
| C. At the airport. | D. In the library. |
| 9. A. Two weeks. | B. One week. |
| C. She didn't finish the task on time. | D. Three weeks. |
| 10. A. The weather. | B. The water. |
| C. The war. | D. An accident. |

Section C

Directions: In this section you will hear a recorded passage. The passage is printed in the test paper, but with some words or phrases missing. The passage will be read three times. During the second reading, you are required to put the missing words or phrases on the **Answer Sheet** in order of the numbered blanks according to what you hear. The third reading is for you to check your work. Now the passage will begin.

Fish are 11 that live in water. They live almost any place where there is water. Some are found in lakes. Other fish live in the sea. Most fish never leave the water. There are about 12 kinds of fish. One kind might not look like another. Some fish are very small. The smallest one is no bigger than a fly. Others are very big. The biggest fish grows 13 60 feet. One kind of fish looks as if it has a little horse's head. It is called a sea horse. It doesn't swim very well and is 14 pushed along by the moving water. What does it do when it wants to 15 in one place? It takes hold of plants with its little tail.

Part II Vocabulary and Structure (15 minutes)

Directions: This part is to test your ability to use words and phrases correctly to construct meaningful and grammatically correct sentences. It consists of 2 sections.

Section A

Directions: There are 10 incomplete statements here. You are required to complete each statement by choosing the appropriate answer from the 4 choices marked A, B, C and D. You should mark the corresponding letter on the **Answer Sheet** with a single line through the center.

16. To my _____, the workers set up a carved figure in front of the building.
A. pleasing B. pleasure C. please D. pleasant
17. I knew little about this area, _____ I decided to go to the police station first.
A. because B. but C. though D. so
18. The fact _____ he didn't see Tom yesterday is true.
A. which B. that C. when D. what
19. That tree, the branches _____ are almost bare, is a very old one.
A. whose B. in which C. of which D. on which
20. It is necessary that pollution _____.
A. be got rid of B. get rid of
C. would be got rid of D. to be got rid of
21. The mother didn't know _____ to blame for the broken glass as it happened while she was out.
A. who B. when C. how D. what
22. —Can you help me to repair the motor now?
—Sorry. I'm too busy and haven't a minute to _____.
A. spend B. save C. share D. spare
23. There is no _____ of knowing what it means.
A. mean B. means C. ways D. methods
24. _____, he speaks Japanese quite well.
A. Child as he is B. Though is he child
C. As a child he is D. A child as he is
25. I missed the last bus, so I _____ go home on foot.
A. must B. have to C. may D. had to

Section B

Directions: *There are also 10 incomplete statements here. You should fill in each blank with the proper form of the word given in the brackets. Write the word or words in the corresponding space on the Answer Sheet.*

26. Thomas Edison was a great (invent) _____, who made lots of discoveries and inventions in the field of electricity.
27. The teacher asked the students to (short) _____ the novel to 1,000 words.
28. The louder he shouted, the (little) _____ he convinced anyone.
29. (fortunate) _____, the boy has had the help and guidance of a learned teacher.
30. The train (delay) _____ by fog and arrived late.
31. If the team members hadn't helped me, I (fail) _____ in the last experiment.
32. Do you agree that it is important to make yourself (understand) _____?
33. She rushed across the busy street (catch) _____ the bus.
34. Tom went to city yesterday and had his watch (repair) _____.
35. Unbelievably, the little boy (speak) _____ three foreign languages.

Part III Reading Comprehension (40 minutes)

Directions: *This part is to test your reading ability. There are 5 tasks for you to fulfill. You should read the materials carefully and do the tasks as you are instructed.*

Task 1

Directions: *After reading the following passage, you will find 5 questions or unfinished statements, numbered 36 through 40. For each question or statement there are 4 choices marked A, B, C and D. You should make the correct choice and mark the corresponding letter on the Answer Sheet with a single line through the center.*

There are many different cultures in the world, and in each of them the children must learn a great many things that are expected of everyone who participate effectively in that culture. These things are taken for granted by everyone who shares the culture. Indeed, the children begin to learn them before their linguistic skills are far enough developed to understand a verbal description for what they are learning. This kind of learning has sometimes been called "imitation", but that is much too simple an explanation for the complex processes that go on when a child learns what