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四级

考试 大学英语 捷径突破

最新模拟题与详解

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题新权威性高
触类捷径突破
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考试得心应手

青岛海洋大学出版社

大学英语四级考试捷径突破

最新模拟题与详解

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总 前 言

“大学英语四级考试捷径突破”丛书是依照国家教育部高教司于1999年9月颁布的新大学英语教学大纲编写而成的,旨在帮助考生系统巩固所学基础知识,增强语言实际运用能力,掌握四级考试技巧。

本丛书的编写最突出的特色是“精”。编者在众多的语言、词汇用法以及听、读、写、译方法技巧中,精心筛选出最重要、最实用、测试中经常用到的语言点和能力点,进行了简明扼要的阐述;所编习题或试题均出自权威参考资料,并以四级考试大纲为依据进行加工,切题率高。

本丛书包括以下五个分册:

听力必备(配有磁带)

写作与范文

阅读·完形·简答

词汇·语法·改错

最新模拟题与详解(配有磁带)

在编写过程中,编者参阅了大量图书资料,在此向有关同志表示衷心感谢。

水平所限,书中不当之处在所难免,诚望广大同人与读者指正。

编委

2000年3月

本册编写说明

全国大学英语四、六级考试委员会于 1995 年 7 月和 1996 年 7 月分别公布了两批可能采用的新题型,其中包括“英译汉”、“听写填空”、“简短回答题”和“复合式听写”;同时,明确宣布:“在某次考试中采用什么试题形式事先不公布。”为了配合大学英语考试改革,帮助广大学生有针对性地备考,以便在四级统考中顺利通过,我们编写了这本《大学英语四级考试模拟题及详解》。本书共配有八套模拟题并附有 1997 年 6 月和 1999 年 6 月全国大学英语四级考试试题。每套题均包括一个新题型,并且附有听力文字材料和对试卷各题的详解。每套试题自成体系,便于组织学生进行模拟测试和学生自我检测,并且还可从详解中学到对阅读理解题和词汇与结构部分试题的解题方法和技巧,也便于学生在做题过程中学习并巩固已学过的语法和词汇知识。

编者

2000 年 3 月

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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:*

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 centre.

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

1. A) She's taking a test.
B) She's applying for a job.
C) She's having a chat with an old friend.
D) She's attending an important meeting.
2. A) All right. B) Disappointing.
C) Better than expected. D) No good at all.
3. A) Travelling by air. B) Travelling by sea.
C) Flies. D) Fight.
4. A) In a hospital. B) In a hotel.
C) At an airport. D) At a bus station.
5. A) The lunch wasn't properly cooked.
B) She feels quite homesick.
C) Bill finished his lunch too soon.
D) She will leave her friend soon.
6. A) The woman feels unhappy about the man's visit.
B) The woman has just moved into her new home.
C) The man is a little hurt by the woman's words.
D) The man's inviting the woman to go to his home.
7. A) The man feels very confident about his business.
B) The store has yielded a lot of profits for the man.
C) The woman is assuring the man of his success.
D) The man has just built a new store.

8. A) An information officer. B) A tourist.
C) A shop assistant. D) A taxi driver.
9. A) 5. B) 6.
C) 8. D) 9.
10. A) The woman was quite ill.
B) The woman was quite angry.
C) The man insulted the woman.
D) The man lost his self-control.

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 13 are based on the passage you have just heard.

11. A) A large office building. B) A big warehouse.
C) Six apartment buildings. D) A hotel.
12. A) It was caused by a faulty electrical connection.
B) It was caused by the mishandling of some cigarette ends of the owner of the warehouse.
C) It was caused by some boys playing fire.
D) The reason is unknown.
13. A) More than ten thousand dollars.
B) About five hundred dollars.
C) Less than five thousand dollars.

D) Around a million dollars.

Passage Two

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

14. A) Unusual bones. B) Common bones.

C) Human bones. D) Usual bones.

15. A) Because she was moving.

B) Because her husband was busy.

C) Because her husband collected bones.

D) Because he taught biology.

16. A) He wanted to break his feet.

B) Mrs. Grey told him to be gentle.

C) He thought Mr. Grey was in the box.

D) He wasn't very strong.

Passage Three

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

17. A) By plane. B) By ship.

C) By train. D) By bus.

18. A) 10,000. B) 5,000.

C) 2,000. D) 20,000.

19. A) New immigrants. B) International traders.

C) Fishermen. D) Tourists.

20. A) Ellis Island is a sign of modern America.

B) Ellis Island is put into use for air travel.

C) 15 million people live on the island.

D) Ellis Island is not used as an entrance stop now.

Part II Reading Comprehension (35 minutes)

Directions: *There are four 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.*

Questions 21 to 25 are based on the following passage:

Across the United States, scientists are mounting what may become the most innovative agricultural research drive since the 1920's, when hybrid corn was developed. Surprisingly, the new genetic revolution is not taking place in America's fields. Instead, it is occurring in biology laboratories, for it involves the deliberate manipulation in test tubes of the genes of crop plants. This genetic engineering may prove the biggest boom to agriculture since plant breeding began.

The new concepts grew out of the bio-engineering of bacteria for the production of such things as human hormones and vaccines for viral diseases. Plant cells, however, are far more complex than bacteria, and it will probably take many years for today's encouraging laboratory results to have a major impact on the farm. In fact the payoff may not come until the next century.

But although bio-technologists are still in the earliest phases of this new field of science, they are already actively exploring way to redesign plants so they will use sunlight more efficiently, resist viruses and other pests, grow in hot or dry areas, in saline (含盐的)

soils or in the presence of pesticides, and perhaps even make their own fertilizer out of nitrogen in the air. In addition, scientists have had early success in making wholly new plants that are unavailable by conventional plant breeding a potato-tomato combination, for example.

The new technology holds the promise of virtually limitless horizons in food production. Only imagination sets the limits: frost-resistant wheat, tropical potatoes, saltwater rice, a plant producing a combination of a pea and a carrot—all may be with us one day.

21. What is the main topic of this passage?

- A) Bacteria bio-engineering.
- B) Genetic engineering.
- C) Agricultural technology.
- D) Virus bio-technology.

22. Vaccines for viral diseases are often produced from ____.

- A) plant cells
- B) human hormones
- C) crop plants
- D) bacteria

23. What will be one effect of the new bio-technology on plants?

- A) They will grow anywhere in the world.
- B) Some will be able to grow in salty soils.
- C) They will become poisonous to pests.
- D) Using nitrogen from the air they will be able to cross-fertilize.

24. What kind of plants will the new technology develop in the future?

- A) Cereals that will grow without sunlight.
- B) Root crops that will grow in hot countries.
- C) Rice with a salty flavor.
- D) Green and orange striped vegetables.

25. The overall effect of this passage is likely to make the reader feel _____.

- A)enthusiastic about bio-technology
- B)very wary about genetic engineering
- C)reluctant to try new plant combinations
- D)alarmed about limitless experiments ✓

Questions 26 to 30 are based on the following passage:

Oceanography has been defined as “the application of all sciences to the study of sea”.

Before the nineteenth century, scientists with an interest in the sea were few and far between. Certainly Newton considered some theoretical aspects of it in his writings, but he was reluctant to go to sea to further his work.

For some people the sea was remote, and with the exception of early intercontinental travelers or others who earned a living from the sea, there was little reason to ask many questions about it, let alone to ask what lay beneath the surface. The first time that the question “What is at the bottom of the oceans?” had to be answered with any commercial consequences was when the laying of a telegraph cable from Europe to America was proposed. The engineers had to know the depth profile of the route to estimate the length of cable that had to be manufactured.

It was to Maury of the U. S. Navy that the Atlantic Telegraph Company turned, in 1853, for information on this matter. In the 1840s, Maury had been responsible for encouraging voyages during which soundings were taken to investigate the depths of the North Atlantic and Pacific Oceans. Later, some of his findings aroused much popular interest in his book *The Physical Geography of the*

Sea.

The cable was laid, but not until 1866 was the connection made permanent and reliable. At the early attempts, the cable failed and when it was taken out for repairs it was found to be covered in living growths, a fact which defied contemporary scientific opinion that there was no life in the deeper parts of the sea.

Within a few years oceanography was under sea. In 1872 Thomson led a scientific expedition, which lasted for four years and brought home thousands of samples from the sea. Their classification and analysis occupied scientists for years and led to a five-volume report, the last volume being published in 1895.

26. The passage implies that the telegraph cable was built mainly for _____.

- A) oceanographic studies
- B) military purposes
- C) business considerations
- D) investigating the depths of the oceans

27. It was _____ that asked Maury for help in oceanographic studies.

- A) the American Navy
- B) some early intercontinental travelers
- C) those who earned a living from the sea
- D) the company which proposed to lay an undersea cable

28. The aim of the voyages Maury encouraged in the 1840s was to _____.

- A) make some sound experiments in the oceans
- B) collect samples of sea plants and animals
- C) estimate the length of cable that was to be made

- D)measure the depths of two oceans
29. "Defied"(in para. 5)means _____.
A)doubted B)gave proof to
C)challenged D)agreed to
30. This passage is mainly about _____.
A)the beginnings of the oceanography
B)the laying of the first undersea cable
C)the investigation of ocean depths
D)the early intercontinental communications

Questions 31 to 35 are based on the following passage:

A weather map is an important tool for geographers. A succession of three or four maps presents a continuous picture of weather changes. Weather forecasters are able to determine the speed of air masses and fronts; to determine whether an individual pressure area is deepening or becoming shallow and whether a front is increasing or decreasing in intensity. They are also able to determine whether an air mass is retaining its original characteristics or taking on those of the surface over which it is moving. Thus a most significant function of the map is to reveal a synoptic picture of conditions in the atmosphere at a given time.

All students of geography should be able to interpret a weather map accurately. Weather maps contain an enormous amount of information about weather conditions existing at the time of observation over a large geographical area. They reveal in a few minutes what otherwise would take hours to describe. The United States Weather Bureau issues information about approaching storms, floods, frosts, droughts and all climatic conditions in general. Twice a month it issues a 30-day "outlook"

which is a rough guide to weather conditions likely to occur over broad areas of the United States. These 30-day outlooks are based upon an analysis of the upper air level which often set the stage for the development of air masses, fronts and storms

Considerable effort is being exerted today to achieve more accurate weather predictions. With the use of electronic instruments and earth satellites, enormous gains have taken place recently in identifying and tracking storms over regions which have but few meteorological (气象的) stations. Extensive experiments are also in progress for weather modification studies.

31. One characteristic of weather maps not mentioned by the author in this passage is _____.

- A) wind speed
- B) fronts
- C) thermal changes
- D) frost

32. The thirty-day forecast is determined by examining _____.

- A) daily weather maps
- B) upper air levels
- C) satellite reports
- D) synoptic pictures

33. The observation of weather conditions by satellites is advantageous because it _____.

- A) gives the scientists information not obtained readily otherwise
- B) uses electronic instruments
- C) enables man to alter the weather
- D) makes weather prediction easier

34. A weather map is synoptic because it _____.

- A) summarizes a great deal of information
- B) appears daily
- C) shows changing fronts

D)can be interpreted accurately

35. At the present time, effort is exerted to _____.

A)manipulate weather

B)control storms

C)determine density of pressure groups

D)achieve accurate weather prediction

Questions 36 to 40 are based on the following passage:

We find that bright children are rarely held back by mixed-ability teaching. On the contrary, both their knowledge and experience are enriched. We feel that there are many disadvantages in streaming (把……按能力分班) pupils. It does not take into account the fact that children develop at different rates. It can have a bad effect on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their intellectual ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability. We also value personal qualities and social skills, and we find that mixed-ability teaching contributes to all these aspects of learning.

In our classroom, we work in various ways. The pupils often work in groups: this gives them the opportunity to learn to co-operate, to share, and to develop leadership skills. They also learn how to cope with personal problems as well as learning how to think, to make decisions, to analyze and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teacher.