

大学英语考试方略



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# College English Coursebook-Based Test

## 大学英语 同步考试必备

孙怀庆  
李书民

吉林大学出版社

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## I 级

总主编 孙怀庆  
李书民

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大学英语同步考试必备( I 级)

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# 《大学英语同步考试必备》I 级

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## 丛书出版说明

自1985年和1986年原国家教委颁布两份《大学英语教学大纲》以来，我国的大学英语教育事业无论在教材建设和考试组织上都有长足的发展。但随着世纪钟声的敲响，社会对大学生的英语能力提出了更高的要求，因而1999年大学外语教学指导委员会颁布了全面修订的《大学英语教学大纲》，上海外语教育出版社出版了全面修订的《大学英语》系列教材；外语教学与研究出版社按以学生为中心的主题教学模式出版了《新编大学英语》综合教材；大学英语四、六级标准化考试更加注重效度和信度的和谐统一。基于此，研究教材和教法，关注考试与技能，编写和出版一批质量上乘的教学和考试辅助材料是我们义不容辞的责任。

大学英语考试方略丛书包括《大学英语同步考试必备》（1—4级）、《大学英语四级考试必备》、《大学英语六级考试必备》、《大学英语四、六级考试必备》等系列。本套丛书全面考察了具有中国特色的大学英语教学考试体系，研究了考试性质、用途、内容、质量、题型和题量等相关问题，强调语言基础，培养考试技巧，有效地把学习和测试结合起来，精编精解，精益求精，真正地为广大考生服务。

吉林大学出版社

## 编辑序言

《大学英语同步考试必备》(1—4级)是配合学习上外版《大学英语》系列教材和外研版《新编大学英语》综合教材而编写的。它具有以下特色:

一、符合《大学英语教学大纲》的总体规定。《大学英语教学大纲》规定实行分级教学,每一学期为一级,并划定了四级的总体教学内容,制定标准的四级考试。而本书亦按分级教学的规定,设定四个级别层次,与主干教材配套,有效利用主干教材的知识资源,合理保证测试的信度和效度。

二、利用最新的试题响应理论编制而成。对大学英语课程来说,教学的最终目的是使我国大学生掌握英语、获得以英语为工具参与国际交流的能力,获取本专业所需要的各种信息,而语言测试的目的则是提供一种科学的测试工具,对学生的语言能力进行客观的、准确的、公正的评价,反映教学中的长处与短处,为提高教学质量服务。《大学英语同步考试必备》(1—4级)采用最新的试题响应理论建设教材题库,把学习和测试结合在一起,使学习的过程同时成为自我测试的过程,并且使学生通过测试提供的反馈信息不断调整学习过程,教学阶段结束同时获得对学习成绩的准确评定,使语言测试真正达到信度和效度和谐完美结合的理想境界。

三、科学处理了课堂教学与四、六级统考的关系。本书是基于主干教材的学业测试库,英文名称是 Coursebook-Based English Test,因而要求学生全面掌握主干教材内容,特别要掌握好常用的语言点(如《大学英语》精读教材中的 words to drill 和词表中的 phrases and expressions)、句型、篇章结构等,这将有助于学生

学会在一定的上下文中较熟练地运用教学大纲中所规定的各项语言知识和技能,从而提高英语应用能力,使学生的注意力回到课本上、课堂上,向教师提出不断改进课堂教学的更高要求。同时,它用标准化的 CET4 和 CET6 题型武装大学英语课程内容,妥善处理了知识与技能、领会能力与表达能力、流利与准确、句子水平与语篇水平的关系,使学生不但学得好,还能考得好,进入一种自如运用英语、从容面对考试的学习境界。

**四、具有科学的规范性和严密性。**测试教程的编写是一项专业性极强的工作,它需要编者有语言测试、教育测量、教学经验、计算机程序等多方面综合素质;它需要在题眼的确定、题干的设计、选项的分布等诸多方面符合规范;它需要有严格的难易度和区分度控制;它需要科学性与实践性相结合;它需要针对性与全面性并重;它需要既反映教学大纲的精神,又覆盖主干课程的内容;同时又要与大规模标准化考试接轨,而本书全面、严格地落实、反映了以上要求和精神,因而具有科学的规范性和严密性。

**五、具有新颖性和实用性。**本书选材注重信息的永恒价值和充电功能,同时套套精华,题题精解,启发思路,点拨技巧,可使学生举一反三,触类旁通,体现了极强的新颖性和实用性。

本书另配有标准录音带,亦同时由吉林大学出版社出版。

本书承蒙全国大学外语教学指导委员会委员、全国大学英语四、六级考试委员会委员、硕士生导师、吉林大学外语部主任刘龙根教授关心和支持;由英语测试专家、硕士生导师、吉林大学外语部副主任孙怀庆教授和吉林工学院外国语学院院长李书民教授担纲编写,特此致谢!

本书在编写与校对的过程中,力求审慎,唯恐仍有疏失之处,尚祈读者不吝批评指教。

杨 枫

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# TEST 1

## Paper

### Part I Listening Comprehension

#### 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. The conversation and the question will be spoken only once. After each conversation 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 center.

**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, A. 'At the office' is the best answer. You should mark [A] on the Answer Sheet with a single line through the center.

1. A. At a typewriter repair shop.

B. In an office.

C. In a drugstore.

D. At Betty's home.

2. A. He can't go this weekend.  
B. He dug a hole in the beach.  
C. They should stay at the beach longer.  
D. They shouldn't spend much money and time traveling.
3. A. Exchange some plants.  
B. Bring her some water.  
C. Water her plants while she is away.  
D. Water her plants while he is on vacation.
4. A. 4 hours.      B. 5 hours.      C. 9 hours.      D. 10 hours.
5. A. She doesn't want to go with him.  
B. She wants to go because she likes the concert.  
C. She prefers going to the concert to working, but she doesn't want to.  
D. Although she wants to go, she can't
6. A. He didn't look for a tie.  
B. He didn't want the tie.  
C. He couldn't find the tie.  
D. He didn't try the tie on.
7. A. Even Joan can hardly solve the problem.  
B. Joan is good at math.  
C. Joan has her own math problems to solve.  
D. Joan is unwilling to help the man.
8. A. Karen's.      B. The woman's.  
C. The man's.      D. Nobody's.
9. A. Ask the man to see the manager.  
B. Have a talk with the manager.  
C. Ask the woman to return her money.  
D. Give up her idea of getting back her money.

10. A. Make a phone call.  
B. Go and pick up his friend.  
C. Leave without waiting any longer.  
D. Wait a little longer.

## 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 passages 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 center.

### Passage 1

**Questions 11 to 13 are based on the passage you have just heard.**

11. A. From the soil. B. From plants.  
C. From animals. D. From dead plants.
12. A. Roots of trees. B. Dead plants.  
C. Water. D. Heat and Cold.
13. A. Bits of rock.  
B. Rainwater and sunlight.  
C. Materials from dead plants and waste matter from animals.  
D. Pressure from the roots of trees.

### Passage 2

**Questions 14 to 17 are based on the passage you have just heard.**

14. A. For a few weeks. B. For only a few days.  
C. For thirty years. D. Since they were born.
15. A. Five days. B. Six days. C. Seven days. D. Two days.
16. A. To kiss the girl in the house opposite.  
B. To ask him to follow the young man's example and kiss her twice

C. To invite the young couple over to their house.

D. To be kind to most of the neighbors in their street.

B. They want to make friends with them.  
C. They dislike them.  
D. They are not familiar with them.

**Questions 18 to 20 are based on the passage you have just heard.**

D. On a muddy road.

D. Neither.

D. Because he had drunk too much.

**Directions:** In this section you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First you will hear the whole passage from the beginning to the end just to get a general idea of it. Then in second reading you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just a pause after each sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

If you are in a very large class, it may not be necessary to greet the teacher on arriving, but 21 if you happen to 22 as you enter. In a small class the teacher will probably notice each one 23, and you should smile and say "Good morning, Dr. Fenn." 24 do not require you to stand up when 25 or when you answer a question, nor do you need to stand still at the door 26 when you come in.

27 by his first name, either in speech or in writing 28 is Gordon Agnew, it is not proper to say 'Gordon', nor to write 'Dear Mr. Cordon'. It is quite 29, but if your teacher is a woman, you must 30.

## Part II Reading Comprehension

**Directions:** In this part there are 4 passages. Each passage is followed by a number of comprehension questions. Read the passage and answer the questions. Then mark the corresponding letter on the Answer sheet with a single line through the center.

In the passages there are some underlined sentences. You are required to translate them into Chinese.

(1)

A lawyer friend of mine has devoted herself to the service of humanity. Her special area is called "public interest law."

Many other lawyers represent only clients who can pay high fees. All lawyers have had expensive and highly specialized training, and they work long, difficult hours for the money they earn. But what happens to people who need legal help and cannot afford to pay these lawyers' fees?

Public interest lawyers fill this need. Patricia, like other public in-

terest lawyers, earns a salary much below what some lawyers can earn. Because she is willing to take less money, her clients have the help they need, even if they can pay nothing at all.

Some clients need legal help because stores have cheated them with faulty merchandise. Others are in unsafe apartments, or are threatened with eviction and have no place to go. Their cases are all called "civil" cases. Still others are accused of criminal acts, and seek those public interest lawyers who handle "criminal" cases. These are just a few of the many situations in which the men and women who are public interest lawyers serve to extend justice throughout our society.

- B. 31. A person who needs and uses legal help is called a  
A. lawyer.      B. client.      C. tenant.      D. case worker.
- D. 32. Public interest lawyers serve  
A. only stores and landlords.  
B. criminals only.  
C. people who can pay high fees.  
D. people who can pay little or nothing.
- A. 33. If only rich could be helped by lawyers, the justice system would be  
A. undemocratic.      B. fair and reasonable.  
C. modern.      D. in need of no changes.
- C. 34. Public interest law includes  
A. civil cases only.  
B. criminal cases only.  
C. criminal and civil cases.  
D. wealthy clients' cases.
35. Which of the following is not a matter for a civil case?  
A. A tenant is faced with eviction.  
B. A landlord refuses to fix a dangerous staircase.

- C. A burglar is arrested.  
D. A store sells a faulty radio.

(2)

When children learn a language, they learn the grammar as well as the words or vocabulary. No one teaches them; children just “pick them up.”

Before babies begin to produce words, they produce sounds. Some of these sounds will remain if they occur in the language being acquired (学到), and others will disappear. This is called the “babbling stage.”

A child does not learn the language “all at once.” The child’s first utterances (言语) are one-word “sentences”. After a few months, the two-word stage arises. During this stage, the child puts two words together. These two-word sentences have definite patterns and express grammatical and meaningful relationships. Still later, in the telegraphic stage, the child will produce longer sentences. These longer sentences are mainly made up of content words. The child’s early grammar lacks many of the rules of the adult grammar, but eventually it will become mature.

All normal children everywhere learn language. This ability is not dependent on race, social class, geography, or even intelligence. This ability is uniquely (独特地) human.

36. This passage is mainly about C.

- A. differences between a child’s language and an adult’s  
B. ways of teaching babies to talk  
C. children’s acquisition (习得) of the mother languages  
D. the importance of learning foreign languages

37. The phrase “pick them up” in the first paragraph means B.



- A. "raise them from the ground"
  - B. "learn them without much effort"
  - C. "use hands to help carry them"
  - D. "study very hard and remember them"
38. The two-word sentences produced by babies D
- A. are simpler than those produced in the "babbling stage"
  - B. are much more difficult than those produced in the telegraphic stage
  - C. are strictly grammatical
  - D. are meaningful and have function
39. During the telegraphic stage, children can produce C.
- A. meaningless sentences
  - B. meaningful sentences made up of two words only
  - C. longer and meaningful sentences made up of content words
  - D. very long sentences using all the rules of the adult grammar
40. Any child can learn language as long as he is D.
- A. well-educated
  - B. clever enough
  - C. unique
  - D. physically normal

(3)

"Learning a language is easy. Even a child can do it!"

Most adults who are learning a second language would disagree with this statement. For them, learning a language is a very difficult task. They need hundreds of hours of study and practice, and even this will not guarantee success for every adult language learner.

Language learning is different from other kinds of learning. Some people who are very intelligent and successful in their fields find it difficult to succeed in language learning. Conversely, some people who are successful language learners find it difficult to succeed in other fields.