

大学英语考试方略



# 4

## 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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## IV 级

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    奎书民

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# 《大学英语同步考试必备》Ⅳ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 four choices mark 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 marked [A] on the Answer Sheet with a single line through the center.

1. A. They will visit the woman's home.  
B. They will visit the man's sister.  
C. They will remain at home.  
D. They will invite the man's sister to their home.

2. A. The weather forecast has often been wrong.  
B. No more rain is needed.  
C. It's going to rain today.  
D. They'll have some more rain tomorrow.
3. A. She doesn't think the old record player is beyond repair.  
B. No one knows how Mary got the record player to work.  
C. She threw away all the records that were too old to play.  
D. It's surprising that Mary could repair the record player.
4. A. About an hour.                                B. About 15 minutes.  
C. An hour and a half.                          D. Half an hour.
5. A. It would be better to call another time.  
B. There isn't much chance John would be home.  
C. John gets home late in the evening.  
D. She thought that the call had already been made.
6. A. She will type it next week.  
B. She would rather work on it than do nothing.  
C. It took her an entire week to type it.  
D. She still isn't quite finished with it.
7. A. His work keeps him too busy.  
B. There is no variety in life.  
C. The television programs are boring.  
D. The train he takes every morning is slow and uncomfortable.
8. A. In the cinema.  
B. On the platform.  
C. On the way to the station.  
D. On the train.
9. A. He and the man are both quiet in their classes.

B. He hasn't been listening to the man and the woman.

C. He has been trying to get in touch with the man or the woman but in vain.

D. He hasn't contacted the man or woman recently.

10. A. 5 times.      B. 6 times.      C. 9 times.      D. 11 times.

## 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've just heard**

11. A. Independent economically.

B. Free to remain single or marry the men they wished to.

C. Lords and masters of themselves.

D. Without freedom and professions.

12. A. Because their parents or husbands didn't allow them to.

B. Because there were no professions and occupations open to them.

C. Because the property their husbands owned could last them their whole lives.

D. Because they were the lords and masters of their families.

13. A. Freedom to remain single.

B. Right to decide on their own marriage.

C. Completely equal pay for equal work.

D. Completely economical independence.

## Passage 2

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

- A. It is an action that has to be learned.
  - B. It is an action governed by instinct.
  - C. It is an action that cannot become automatic.
  - D. It is an action that is seldom repeated.
14. A. Conscious selection of sounds.
  - B. Unconscious actions.
  - C. An urge to make noises.
  - D. Imitation of those around him.
15. A. Instinctive urge.
  - B. Selection.
  - C. Patterned activity.
  - D. Automatic activity.
17. A. Not as varied as those used in language.
  - B. Far fewer than those needed to form a language.
  - C. Completely different from the sounds of language.
  - D. More varied and numerous than those in any language.

### Passage 3

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

18. A. To explain the concept of justice.  
B. To outline how the course is organized.  
C. To explain the grading system for the course.  
D. To introduce some political thinkers.
19. A. Before class on Tuesdays.  
B. After class on Thursdays.  
C. Over the weekend.  
D. On Tuesday and Friday afternoon.

20. A. Rewrite it.  
B. Present it to the class.  
C. Keep it brief for the sake of the final exam.  
D. Make it into a longer paper.

### Section C Compound Dictation

**Directions:** In this section you will hear a passage three times. During the first reading, you should listen carefully for a general idea of the whole passage. Then listen to the passage again. When the first part of the passage is being read, you should fill in the missing word(s) during the pause at each blank. After listening to the second part of the passage you are required to write down the main points according to what you have just heard. Finally, when the passage is read the third time you can check what you have written.

Education has been called American's religion. Today more than 56 million Americans are (21) \_\_\_\_\_ school. One half of all the people in the country between the ages of eighteen and twenty-five are (22) \_\_\_\_\_ in either a college or university; (23) \_\_\_\_\_ to 49 million boys and girls are going to school. Education is an (24) \_\_\_\_\_ part of American life. Its size is (25) \_\_\_\_\_ by its variety. The widely different educational (26) \_\_\_\_\_ and possibilities are as difficult for an (27) \_\_\_\_\_ to understand as anything about American life.

Differences in American schools compared with those found in the majority of other countries lie in the fact that education here has long been intended for everyone. (28) \_\_\_\_\_

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\_\_\_\_\_ . This means that tax-supported public schools offer more than academic subjects. (29)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ . Students choose their curricula from all-inclusive courses, depending on their interests, future goals, and level of ability. (30)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Part II Reading Comprehension

**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 center.*

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

### Passage 1

In science the meaning of the word “explain” suffers with civilization every step in search of reality. Science cannot really explain electricity, magnetism, and gravitation; their effects can be measured and predicted, but of their nature no more is known to the modern scientist than to Thales who first speculated on the electrification of amber. Most contemporary physicists reject the notion that man can ever dis-

cover what these mysterious forces “really” are. Electricity, Bertrand Russell says, “is not a thing, like St. Paul’s Cathedral; it is a way in which things behave. When we have told how things behave when they are electrified, and under what circumstances they are electrified, we have told all there is to tell.” Until recently scientists would have disapproved of such an idea. Aristotle, for example, whose natural science dominated Western thought for two thousand years, believed that man could arrive at an understanding of reality by reasoning from self-evident principles. He felt, for example, that it is a self-evident principle that everything in the universe has its proper place, hence one can deduce that objects fall to the ground because that’s where they belong, and smoke goes up because that’s where it belongs. The goal of Aristotelian science was to explain why things happen. Modern science was born when Galileo began trying to explain how things happen and thus originated the method of controlled experiment which now forms the basis of scientific investigation.

31. The aim of controlled scientific experiments is \_\_\_\_\_.  
A. to explain why things happen  
B. to explain how things happen  
C. to describe self-evident principles  
D. to support Aristotelian science
32. What principles most influenced scientific thought for two thousand years?  
A. The speculations of Thales.  
B. The forces of electricity, magnetism, and gravity.  
C. Aristotle’s natural science.  
D. Galileo’s discoveries.



33. Bertrand Russell's notion about electricity is \_\_\_\_\_.  
A. disapproved of by most modern scientists  
B. in agreement with Aristotle's theory of self-evident principles  
C. in agreement with scientific investigation directed toward "how" things happen  
D. in agreement with scientific investigation directed toward "why" things happen
34. The passage says that until recently scientists disagreed with the idea \_\_\_\_\_.  
A. that there are mysterious forces in the universe  
B. that man cannot discover what forces "really" are  
C. that there are self-evident principles  
D. that we can discover why things behave as they do
35. Thales mentioned in the passage must be \_\_\_\_\_.  
A. an ancient philosopher                      B. a modern scientist  
C. a contemporary physicist                  D. an electrician

## Passage 2

Get together as many people as you want, but don't coerce (强迫) any to join you. This is not what a guidance committee is for.

"If you have six in ten who are willing to speak to the boss, you're likely to be successful. Tell the others, 'We won't involve you, but you're welcome to join us later if you want to.'"

Marrow said it is best for all who share the same views and objectives to come to be present when the presentation is made.

"A spokesperson almost always gets back to a one-to-one basis again" and loners are losers, he said. You have to give each person a sense of involvement, although a group that grows beyond 25 persons