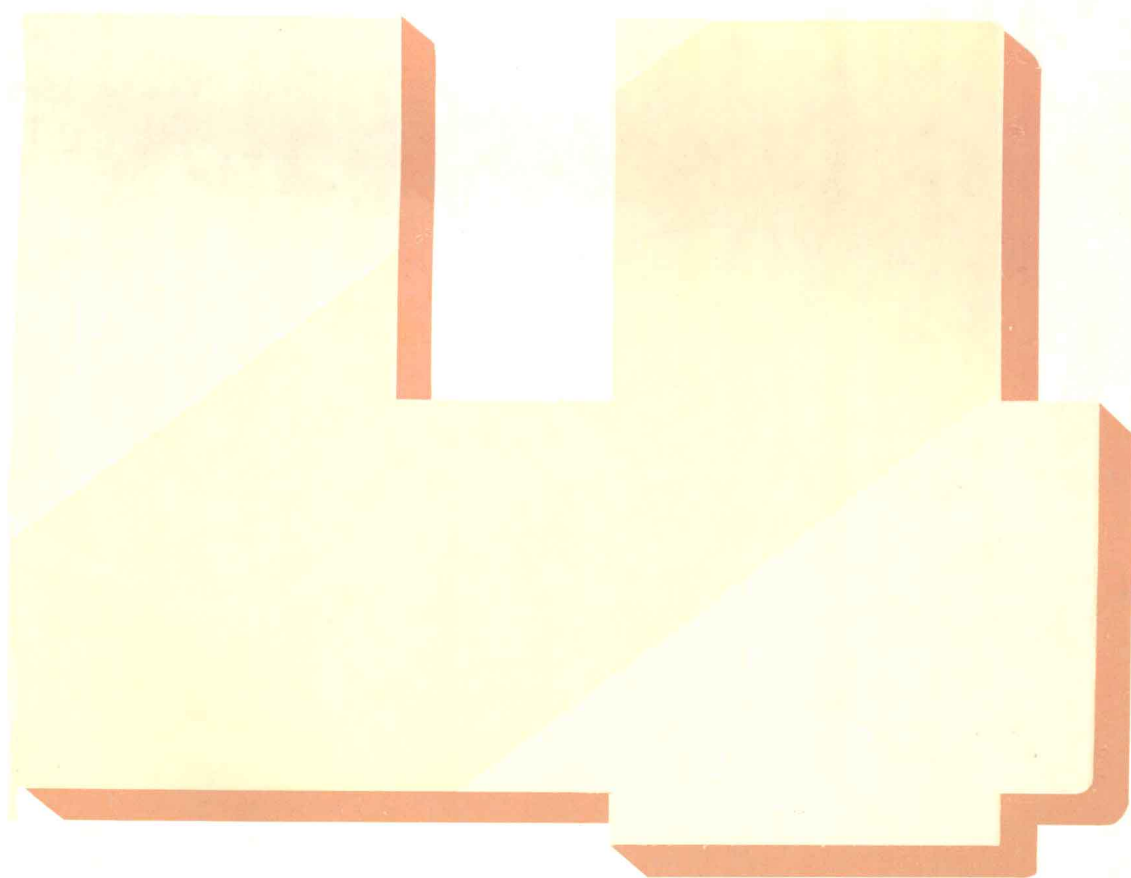


大学英语系列丛书

大学英语四级考试模拟试题

College English Practice Tests—Band 4

郭庆民 苗润萍 等编
何 姝 赵金富



北京师范大学出版社

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前 言

大学英语四级考试是国家教委规定的标准化考试,近年来已经社会化。大学英语四级考试的成绩已成为国家、社会衡量大学毕业生英语水平的唯一标准。随着社会对英语人才的需求,将有越来越多的人参加四级考试。为此逾越英语四级考试大关,是每个大学生取得学士学位、找到理想工作、走向成功的必由之路。

为了帮助各地考生复习和更好地把握考试要求,从而了解、熟悉并顺利通过国家英语四级考试,我们组织了一批北京大学、清华大学、北京师范大学、中国人民大学、北京邮电学院等高校长期从事教学第一线的公共外语教师,按照国家教委规定的教学及考试大纲要求,对近年来的试题进行了反复的研究,并结合长期的英语教学、考前辅导、阅卷等实践经验,针对考生容易出现的错误,编写了这套全真英语四级统考模拟试题系列丛书。希望通过本书的训练使考生提高英语阅读、听力、写作及词汇语法等能力,在考试中有较大的突破。

本书选材新颖,取材广泛,严格按照四级要求,难易适度、全系列丛书由三大部分组成。

一、《大学英语四级统考听力试题》

本部分包括 36 套全真模拟听力试题(含磁带 12 盘)。学生用书采用活页装订,使用方便;教师用书中标准答案随题附出;磁带由美籍专家录音,发音标准、清晰,语速逐渐加快,由略慢于四级→四级→略高于四级考试的速度循序渐近的进行,磁带制作精美,是全国第一套针对大学英语四级听力练习的大型模拟试题。

二、《大学英语四级统考模拟试题》

本书包括 10 套模拟试题,形式及难易度与全国四级统考试题相同。内容丰富,选材新颖,活页装订,可与听力部分任意组合而生成一份完整的模拟试卷。

三、《大学英语四级统考模拟试卷生成系统与题库软件》

本系统采用模块结构,菜单显示,用户可根据需要,分别选择使用其中的不同功能并可利用题库中的庞大试题集进行任意组合,迅速编制成一份标准四级考试模拟试卷,并打印出来。

本系列丛书第一、二部分供国家英语四级考前英语教师和考生课上、课下复习测试用。此外具

有相当英语基础的在职职工、教师、科技人员和其他自学者也可用来复习自测和提高自己的英语水平。第三部分专供教师制作四级模拟考卷使用,有条件使用计算机的考生也可来自测。

由于时间和水平有限,疏漏之处在所难免,欢迎批评指正。

北 京 市 高 等 学 校

袁秉政

大学英语教学研究会副会长

1994 年 1 月

PRACTICE TEST ONE

Part II

Reading Comprehension

Direction: *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.*

Questions 21 to 25 are based on the following passage:

Within the busy streets, quiet gardens and spacious squares, London is peopled with a cast of immortals. There are over 300 statues and monuments in Westminster alone, and many more in the surrounding areas, confirming their place not only in history, but as part of London's street architecture.

It wasn't until the European Renaissance (文艺复兴) crossed the Channel in the 17th century that free—standing monuments became fashionable. Charles I, who stands at the top of Whitehall, was London's first open—air statue. For the next century the placing of statues was a matter for individual taste and private gift, but in the 1800s public commemoration (纪念物) came into its own when the wars between France and England inspired the British to remember their military and naval heroes.

At first these took place at enormous expense to the State. Public subscription (赞助) later became the method of raising funds for statues, usually by friends and supporters, and this pattern of public subscription remains unchanged today.

The strict controls of the erection of public statues in London began in 1854 when the Public Statues Act was passed. Permission was required from the Office of Works, now the Department of Environment, with the judgement of artistic quality given to The Royal Fine Arts Commission. Gradually London streets and squares were ornamented and transformed, adding charm and beauty to the city.

One of the most famous statues in the world stands among the noise and bright light of Piccadilly Circus. Eros, as it is universally known, commemorates the seventh Earl of Shaftesbury, a man who strived for factory improvements, the welfare of children and a change in the lunacy (精神错乱) laws. It was decided by sculptor Alfred Gilbert that Eros, the God of Love be the figure to commemorate such a man with a sympathetic heart.

21. According to the writer, those statues and monuments in London _____.
A. represent the long history of Britain
B. occupy an important position in London's street architecture
C. show the wonderful skill of British sculptors
D. are always famous royal members
22. In the eighteenth century, statues in London were always placed _____.
A. as the public commemoration
B. to commemorate British military and naval heroes
C. by government
D. by individual persons
23. According to the passage, the funds of placing statues in London now come from _____.
A. government
B. family and friends of the person whose will be erected
C. public subscription
D. a special organization in charge of erection of public statues in London
24. If a public statue is now decided to be erected in London, the erectors must get permission from _____.
A. Office of Works
B. The Royal Fine Arts Commission
C. the committee which passed the Public Statues Act
D. Department of Environment
25. The writer informs us that one of the most famous statues in the world standing at Piccadilly Circus is _____.
A. Eros, the God of Love
B. the seventh Earl of Shaftesbury
C. sculptor Alfred Gilbert
D. a man with a sympathetic heart

Questions 26 to 30 are based on the following passage:

In England, along a stretch of the north-east coast which gently curves from Northum-

berland to the estuary (河口湾) of the river Tees, there was a spot, typical of many on that coast, where sea-coal collected richly and effortlessly. This coal was a coarse powder, clean and brilliant like particles of crushed jet (煤玉), it seemed to bear little resemblance to the large, filthy lumps put onto the fire. Although it was coal, it was perfectly clean and it was silently deposited at high tide in a glittering carpet a kilometre long for the local community to gather up.

The gear needed for sea-coaling expeditions was a curious and traditionally proven assortment which never varied from community to community along the entire north-east coastline. Sacks were essential to put the coal in, and string to tie the neck of each sack when it was full. A wooden rake was used to scrape the coal from the beach, and it was generally made from an old broom handle with a flat piece of wood nailed on at a slight reclining angle at the end. The only alternative to the rake was a flat piece of board held in the hand, which children and other ancillary workers crouched down to use. A flat, broad shovel, to lift the raked coal into the bags, completed the portable hardware.

But the most crucial item of equipment was a bicycle, a special kind of rusty, stripped-down model which was the symbol of the sea-coaling craft. A lady's bike was no good because it lacked a crossbar, and that was an essential element in transporting sea-coal. One full sack could be slung through the triangular frame of a man's bike, another over the crossbar and, sometimes, even a third on top of that. The beauty of this was that it not only enabled one to move the sea-coal from place to place, but the pressure of the metal bars against the full, wet sacks forced excess water out of the coal while it was being wheeled home. On a good day, the path to the beach was generally a double snailtrack of water that had been forced from each end of a trail of coal sacks.

26. The attraction of collecting sea-coal was that it _____.

- A. burnt better on the fire
- B. was freely available
- C. was clean and fine-grained
- D. made no noise while burning

27. The reason certain equipment was used was because _____.

- A. the people were very traditional
- B. few communities possessed it
- C. it was shown to be practical
- D. the communities had curious habits

28. To remove the coal from the beach, the children had to _____.
- A. bend over to use the rakes
 - B. use pieces of board at reclining angles
 - C. crouch down with flat shovels
 - D. squat to use broad pieces of wood
29. To carry three sacks of coal on a bicycle it was necessary to _____.
- A. lodge one of them on the saddle
 - B. balance them on the crossbar
 - C. balance two on the crossbar
 - D. put two through the framework
30. You could see where the coal had been transported from the beach by the _____.
- A. wet marks on the road
 - B. tracks in the sand
 - C. wheel marks on the path
 - D. twin trails of water

Questions 31 to 35 are based on the following passage:

From the time the Plymouth settlement was founded by English colonists, the United States has been run by and in the interests of white people-- and consciously so. Though men and women from a variety of other racial and cultural backgrounds have been major participants in the shaping of American history, most whites know little and care less about their roles. Alternately used, abused, and ignored by the white majority, Native Americans (Indians), black Americans, Spanish-surnamed Americans, Asian Americans, and other minority peoples have had a history of racial oppression. Not only have the rights to "life, liberty, and the pursuit of happiness" historically been distributed along color lines; to a large extent, this is still the situation today.

Today, for example, there are over 1.4 million Native Americans. This group has suffered enormous injustice. Shortly after the European settlers arrived on this continent, they set out to clear out the native peoples whose tribal societies stood in the way of territory conquest and colonial expansion. The firm belief of whites in their own racial and cultural superiority (a belief without any real foundation) provided a ready reason for their maltreatment of Indians. Native Americans were subjected to a continuing series of attacks. Now, after generations of white domination, Native Americans are among the poorest and most oppressed mi-

nority groups in the United States. Their traditional patterns of living have been largely destroyed, and their life chances are almost completely subject to the mercy of white-controlled institutions. They were, and are, victims of racism.

31. Who is responsible for the injustice the minorities suffer in the US according to the author?

- A. The whites.
- B. The minorities themselves.
- C. The government.
- D. Both A and C.

32. According to the author, _____.

- A. the minorities have contributed just as much to America's development
- B. the white people have not realized how much the minorities have done for the country
- C. the minorities are beginning to enjoy the same liberty as the whites
- D. the minorities should have made greater contributions to American history

33. The Indians were treated badly by the whites because _____.

- A. the whites regarded them as racially and culturally inferior
- B. the Indians resisted the white people's attempt to settle in America
- C. the Indians had different religious beliefs from the white people
- D. the Indians didn't like the whites' colonial expansion

34. The author is sorry to see _____.

- A. the destruction of the Indians' traditional life pattern
- B. the whites do nothing to help the Indians to live
- C. the decrease of the Indian population
- D. the Indians' failure in resisting the white people's expansion

35. The tone of the passage towards racism is one of _____.

- A. objectivity
- B. anger
- C. indifference
- D. regret

Questions 36 to 40 are based on the following passage:

Most mothers have a good piece of advice: Never go into a supermarket hungry! If you go shopping for food before lunchtime, you'll probably buy more than you plan to. Unfortu-

nately, however, just this advice isn't enough for consumers these days. Modern shoppers need an education in how--and how not--to buy things at the grocery store. First, you should check the weekly newspaper ads. Find out the items that are on sale and decide if you really need those things. In other words, don't buy anything just because it's cheaper than usual! Next, in the market, carefully read the information on the package, and don't let words like "New and Improved!" or "All Natural" on the front of a package influence you. Instead, read the list of ingredients on the back. Third, compare prices; that is, you should examine the prices of both different brands and different sizes of the same brand.

Another suggestion for consumers is to buy generic (普通的) items instead of famous brands. Generic items in supermarkets come in plain packages. These products are cheaper because manufacturers don't spend much money on packing or advertising. The quality, however, is usually identical to the quality of well-known name brands. In the same way, in buying clothes, you can often find high quality and low prices in brands that are not famous. Shopping in discount clothing stores can also help you save a lot of money. Although these stores aren't very attractive, and they usually do not have individual dressing rooms, not only are the prices low, but you can often find the same famous brands that you find in high-priced department stores.

Wise consumers read magazine advertisements and watch TV commercials, but they do this with one advantage: knowledge of the psychology behind the ads. In other words, well-informed consumers watch for information and check for misinformation. They ask themselves questions: Is the advertiser hiding something in small print at the bottom of the page? Is there any real information in the commercial, or is the advertiser simply showing an attractive image? With the answers to these questions, consumers can make a wise choice.

36. In the above passage, the writer's main purpose is to _____.
- A. suggest consumers to buy generic items instead of famous brands
 - B. give some pieces of advice to consumers
 - C. convince readers that the advice of most mothers isn't enough for consumers these days
 - D. persuade consumers not to believe the advertisements
37. Which of the following statements is NOT true about the phrase "generic items" in paragraph 2?
- A. Generic items never say "New and Improved!" or "All Natural!".
 - B. Generic products are usually cheaper than famous brands.
 - C. Manufacturers spend less money on packaging of generic items.

D. The quality of generic items is usually as good as that of well-known name brands.

38. The writer thinks that advertisements are _____.

- A. believable B. full of misinformation
C. attractive D. helpful to consumers

39. Which of the following is one of the author's suggestions to consumers?

- A. To make use of advertisements.
B. Not to buy items with words like "New and Improved!" or "All Natural!".
C. To buy high quality items such as famous brands after lunch.
D. To buy any generic items instead of famous brands.

40. The author implies that _____.

- A. going into a supermarket hungry, you may buy more than you plan to
B. the quality of generic items is usually high and the prices are relatively low
C. discount clothing stores are good places to go to
D. advertisements sometimes don't tell the truth

Part III

Vocabulary and Structure

Direction: There are 30 incomplete sentences in this part. For each sentence there are four choices marked A, B, C and D. Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

41. _____ and tide wait for no man.

- A. Opportunity B. Occasion C. Chance D. Time

42. We shall _____ matters so that you will not be inconvenienced.

- A. arrange B. order C. organize D. direct

43. It is imperative that you _____ to New York without delay.

- A. fly B. flew C. will fly D. are going to fly

44. We are all looking forward to _____ from you soon.

A. hear B. hearing C. be heard D. be hearing

45. Can you tell me the _____ of the Hudson river?

A. origin B. source C. root D. starting

46. She had her plan clearly in her head, with every _____ as distinct as though the scheme had already been carried through.

A. part B. piece C. detail D. portion

47. It took the Franciscan movement about twenty years to lose the passion of its early _____.

A. ardor B. zeal C. enthusiasm D. passion

48. He is the most _____ writer of my generation.

A. whole B. entire C. intact D. famous

49. The young man was fully prepared to _____ a surgical operation.

A. execute B. perform C. discharge D. fulfil

50. There is plenty of action in this play but no.

A. plot B. plan C. scheme D. design

51. _____ is the population of Beijing?

A. How much B. What C. How big D. How many

52. Why does the old woman always insist _____ there by herself?

A. on remaining B. in remaining C. to remain D. remain

53. The old man left the house and took all his _____ with him.

A. means B. resources C. belongings D. possessions

54. The little boy tried to _____ the juices from a lemon.

A. jam B. press C. bear D. squeeze

55. The civilization of the world is very difficult to _____.

A. gain B. attain C. achieve D. reach

56. The bus conductor stared at me as if I _____ the pickpocket
A. be B. am C. were D. was
57. Our history teacher asked us to think over the sequence of _____ that followed the declaration of war.
A. occurrences B. events C. incidents D. episodes
58. Mr. Smith's presentation on TV tonight proved that it was a _____ to him that he had been killed in an air crash.
A. sin B. crime C. scandal D. injury
59. The villagers wanted very much to have a cinema _____ in this area.
A. to be built B. build C. built D. be built
60. By the year 2000, the population of China _____ 1.4 billion.
A. will have reached B. will reach
C. is going to reach D. is to reach
61. Bob told me he was going to _____ for the graduation ceremony.
A. cut his hair B. have his hair cut
C. have cut his hair D. have his hair cutting
62. He looked very _____ when I told him the sad news.
A. painful B. pained C. paining D. pains
63. You had better not _____ this in his presence.
A. mention B. to mention C. mentioning D. mentions
64. Dante's work initiated a new _____ in literature.
A. era B. age C. period D. epoch
65. The _____ for the factory has been well chosen.
A. place B. situation C. site D. spot
66. I felt like _____ a cup of coffee right now.
A. have B. having C. to have D. will have

67. Come and take a seat here, _____?
 A. shall you B. don't you C. will you D. do you
68. I wonder if you mind _____ a few seconds.
 A. to wait B. that you wait C. waiting D. be waiting
69. No sooner had the storm started _____ all the light went off.
 A. that B. than C. so D. then
70. With the old man leading the way, we had no difficulty _____ that old castle.
 A. in finding B. found C. for finding D. find

PART IV

Cloze

Directions: *There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.*

The power of words is so strong that it can even influence the way you (71) the world. Words not only reflect your thoughts; (72) some cases they can also help form (73). For example, a certain American Indian tribe does not have separate words in its language (74) yellow and orange. (75), its members cannot distinguish between the two (76). Their language -- vocabulary decides what they "see". Words give you the building blocks (77) you think. (78) have you been unable to tell your mechanic what's wrong with your car because you (79) the vocabulary? How accurately can you (80) a sunset if your vocabulary (81) includes the words "light" and "dark"?

(82), simple words do not mean a simple (83). Many adults have mature, complex thoughts. But those thoughts (84) too simple because of a small vocabulary. They have no choice but to use the same words to express too many (85) kinds of thoughts. Result: poor communication. (86) Mark Twain put it, the difference between the right word and the (87) right word is the (88) between the lightning bug and lightning. These adults with small vocabularies just cannot express fine shades of meaning. They may have, (89), as much depth and insight as their more (90) friends.

71. A. deal with B. face C. understand D. see

72. A. in B. at C. on D. under
73. A. it B. your life C. them D. the world
74. A. from B. for C. between D. of
75. A. In other words B. As a result
C. In short D. That is to say
76. A. colors B. words C. meanings D. kinds of meanings
77. A. of which B. with which C. that D. what
78. A. Why B. How long C. How often D. How many times
79. A. lack of B. lack for C. lack D. are lacking
80. A. imagine B. describe C. picture D. paint
81. A. only B. always C. seldom D. also
82. A. Unfortunately B. Consequently C. In addition D. However
83. A. mind B. idea C. head D. person
84. A. put forward B. bring out C. come out D. rise
85. A. various B. vague C. same D. different
86. A. So B. As C. What D. That
87. A. almost B. clearly C. fairly D. much
88. A. same B. difference C. similarity D. different

89. A. therefore B. then C. however D. otherwise

90. A. well-known B. well-educated

C. well-behaved D. well-spoken

Part V

Writing

Directions: *For this part, you are allowed 30 minutes to write a composition on the title: "Education" in three paragraphs. You are given the topic sentence or part of the first sentence of each paragraph. You should write about 120 words. Remember to write clearly.*

Education

Education is really important to a nation. ...

But today a lot of children in our country are deprived of the right of being educated.

...

We have to solve this problem. ...