

A Guide to College English Test  
Model Tests



# 模拟试题

大学英语四级备考指导

· 1 ·

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大连理工大学出版社

## 前 言

根据教学需要,我们编写了大学英语四级备考使用的《模拟试题》,《语法与词汇》两本辅导用书,供准备参加英语四级统考的学生课后练习使用。同时,它也是广大英语爱好者及准备参加各类英语应试的考生学习、自测和提高了的辅导材料。

《模拟试题》是按大学英语四级考试大纲的要求,认真研究了学生常见错误和薄弱环节,采众家之长编写的。它具有重点突出、针对性强的特点。

《模拟试题》含10套完整试题,书后附有答案。对每套试题的第三部分(词汇与结构),我们选出了重点和难点进行注释。每套题听力和写作部分在书后附有相应的听力文字材料和写作范文。听力部分,我们备有录音磁带,需要者可与大连辽宁师范大学外语教研部李亚铃联系。

本书由王汉明、樊宇担任主编。参加编写的同志有江泽茵(听力)、姜欣、姜怡(阅读)、樊宇(词汇与结构)、宋黎(填空,作文)、秦铁力、黄小华(注释)。

参加本书审阅的有王义静、吴卓娅、廖世敬、刘艾云。

书中疏漏与错误在所难免,恳切希望批评指正。

编 者

1992.11

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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. Each conversation and question will be spoken only once. After each question there will be a pause. During the pause, you must read the four suggested answers 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 have to finish in the evening. This is most likely to have taken place at the office. Therefore, a,

*Sample Answer* ~~(a)~~ (b) (c) (d)

1. a. The woman. b. Mike.  
c. Tom. d. The boss.
2. a. Make the job slower.  
b. Make the job faster.  
c. Make no difference.  
d. Find some things for him.
3. a. She accepts his offer.  
b. She doesn't understand him.  
c. She refuses his offer.  
d. She tells him where to put the paper clips.
4. a. Bicycle b. Train.  
c. Bus. d. Car.
5. a. 9:15 b. 8:00  
c. 8:15 d. 7:30
6. a. 7 b. 9  
c. 5 d. 8
7. a. The restaurant is too expensive.  
b. The restaurant is excellent.  
c. A picnic is too much trouble.  
d. A picnic doesn't taste good.

8. a. 8:00 p. m. on the 13th.  
b. 9:00 a. m. on the 14th.  
c. 2:00 p. m. on the 13th.  
d. 4:00 p. m. on the 14th.
9. a. On a train. b. In a restaurant.  
c. In a cafe. d. On a plane.
10. a. The room is on fire.  
b. The two speakers are bothered by the smoke.  
c. There is very little wind.  
d. The speakers are not permitted to enter the room.

## 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 one 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 1

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

11. a. Evening. b. Morning.  
c. Night. d. Afternoon.

12. a. One year.  
c. One day.
- b. One month.  
**d. One week.**
13. a. Ate lunch.  
c. Walked down to the sea.
- b. Danced.  
**d. Talked about dancing.**

### Passage 2

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

14. a. Because he had no such ability and not enough money.  
b. Because he was not intelligent enough.  
c. Because he was not qualified and didn't have enough money.  
d. Because he was a little bit foolish and didn't have enough money.
15. a. He didn't think the money was OK.  
b. He couldn't get more qualifications.  
c. He thought the money was very bad.  
d. He thought the money was not OK and it looked as though there would be no further promotion.
16. a. The man fell in love with Mary.  
b. The man hated his job.  
c. The man was no good at dancing.  
d. The man was gloomy and worried about his future.

### Passage 3

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

17. a. One third of the trees in Europe.  
b. One third of the trees in South America.  
c. One third of the World's trees.  
d. Two thirds of the trees in South America.
18. a. To clear land for farms.  
b. To provide wood for building houses.  
c. To provide wood for rich countries.  
d. The passage doesn't say.
19. a. The change in the world's climate.  
b. The loss of the forest's natural beauty.  
c. The loss of oxygen in the air we breath.  
d. Less rain and snow and more wind in South America.
20. a. The Amazon Forest and the Future of the World.  
b. The Loss of a South American Scenic Wonder.  
c. Scientific Effects of Cutting Trees.  
d. The Importance of Trees.

## Part II Reading Comprehension (35 minutes)

*Directions:* There are three 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 30 are based on the following passage:*

"My children really understand solar power and geothermal energy," says a second grade teacher in Saugus, California. "Some of them are building solar collectors and turbines for their energy course." These young scientists are part of City Building Educational Program, a unique curriculum from kindergarten through twelfth grade that uses the process of city planning to teach basic reading, writing, and math skills, and more.

The children don't just plan any city. They map and analyze the housing, energy, and transportation requirements of their own community and project its needs in 100 years. With the help of an architect consultant who visits the classroom once a week, they invent new ways to meet these needs and build Styrofoam models of their creations. "Designing buildings of the future gives children a lot of freedom," says Doreen Nelson, the teacher who developed this program. "They are able to use their own space—age fantasies and inventions without fear of criticism, because there are no wrong answers in a future context. In fact, as the class enters the final model building phase of the program, an elected 'mayor' and 'planning commission' make all the design decisions for the model city, and the teacher steps back and becomes an adviser."

CBEP is a series of activities, games, and simulations that teach the basic steps necessary for problem-solving: observing, analyzing, creating possible solutions, and evalu-

ating them based on the children's own criteria. Here are some highlights of the program.

The children draw free - form maps of their town and analyze what's "good" and "bad" about it ("the freeway is good because it helps you get to places fast, and bad because it produces noise and pollution") to decide what they want in their future city.

To understand the way that towns are organized so that people can deal with the natural environment, the children create an imaginary landscape out of Styrofoam with mountains, rivers, meadows, and forests; they then pretend they're in primitive times. Shelters are constructed. One child, using a hair dryer, pretends to be the wind; another with a lamp is the sun; and another simulates rain with a water pistol. Those shelters that are too close to the river are washed away in a flood. Afterward, the children discuss their mistakes. In a second version, they may organise into tribes for survival and division of labor. With each simulation they get better at surviving.

In another preliminary exercise for redesigning their town, the children analyze their classroom environment by using a scale model of the room with miniature desks and chairs. Each child presents her or his plan to a small group. Then the most successful plan is chosen and set up in the classroom. This helps the children think of their class as a community, and gives them some control over what is hap-

pening in the classroom. It also teaches them the way people can be organized to create and implement a plan that improves the environment. The children also work with the classroom as if it were a city — with aisles as highways, desks as houses, bookcases as the library cultural center.

A group develops a plan for subdividing the site of their future city into land parcels, using hills, streams, and other features as natural boundaries. Areas are marked off for housing, industry, and open space, and the parcels are distributed to all the students. Then the children try out different forms of government — republic, dictatorship, democracy, in order to choose one for the planning phase of the city. They elect a ruler who appoints a planning commission to make the final design decisions for each building in the future city.

21. CBEP is developed for the children.

- a. to plan and build a modern city of their own.
- b. to understand solar power and geothermal energy.
- c. to learn basic skills of reading, writing, and calculating.
- d. to learn problem — solving skills as well as the ordinary school subjects.

22. In CBEP, the children

- a. are taught mainly by an architect.
- b. design houses for their future use.

- c. enjoy total freedom to play games all day long.
  - d. use their hands as well as their minds.
23. The children do not need to worry about being criticized
- a. because they are more open - minded than adults.
  - b. because it is unfair to criticize children.
  - c. since there are no fixed criteria for things designed for the future.
  - d. since what they do is no more than children's games.
24. What does 'miniature' (paragraph 6) mean here? It means
- a. toy
  - b. small
  - c. plastic
  - d. mineral
25. According to the passage, CBEP does not
- a. offer a set of preparatory exercises leading to the building of a model city.
  - b. focus on the skills of light installing in the model city.
  - c. encourage the children to evaluate things according to their own criteria.
  - d. train the children's abilities to try out solutions to various kinds of problems.
26. Paragraph 5 mainly tells us about
- a. how the children created an imaginary city.
  - b. how simulations were used to develop problem - solving skills in the children.
  - c. how the children tried to deal with environmental

problems.

d. how primitive people fought against natural disasters.

27. The designers of the exercises of CBEP intends

a. to cultivate the creative and imaginative power in children.

b. to teach the children how to organize people to solve social problems.

c. to make the children understand nature in order to improve living conditions.

d. all the above.

28. According to the passage, all the following government forms have been tried out except

a. government with a single ruler like a king or an emperor.

b. government ruled by a ruler with absolute authority.

c. government which encourages and allows rights of its people.

d. government consisting of the elected representatives of the people, with a non-hereditary head.

29. Which of the following statements is true?

a. CBEP is only used for older children.

b. The children's final project is to build a big modern city.

c. CBEP is developed by some architects.

d. The 'children' will decide what is good/bad about

the map of the model city.

30. It may be seen from the passage that the author
- a. introduces CBEP favourably.
  - b. holds a doubtful attitude towards CBEP.
  - c. highly recommends CBEP.
  - d. dismisses CBEP as a mere game for children.

*Questions 31 to 35 are based on the following passage:*

Mr. Peter Johnson, aged twenty three, battled for half an hour to escape from his trapped car yesterday when it landed upside down in three feet of water. Mr. Johnson took the only escape route — through the boot (行李箱)

Mr. Johnson's car had finished up in a dike at Romney Marsn, Kent after skidding on ice and hitting a bank. "Fortunately the water began to come in only slowly", Mr. Johnson said. "I couldn't force the doors because they were jammed against the walls of the ditch and daren't open the windows because I knew water would come flooding in."

Mr. Johnson, a sweet salesman of Sittingbourne, Kent, first tried to attract the attention of other motorists by sounding the horn and hammering on the roof and boot. Then he began his struggle to escape.

Later he said: "It was really a halfpenny which saved my life. It was the only coin I had in my pocket and I used it to unscrew the back seat to get into the boot. I hammered desperately with a hammer trying to make someone hear,

but no help came. ”

It took ten minutes to unscrew the seat —— and a further five minutes to clear the sweet samples from the boot. Then Mr. Johnson found a wrench and began to work on the boot lock. Fifteen desperate minutes ebbed away. “It was the only chance I had. Finally it gave, but as soon as I moved the boot lid the water and mud poured in. I forced the lid down into the mud and scrambled clear as the car filled up. ”

His hands and arms cut and bruised, Mr. Johnson got to Beckett Farm nearby, where he was looked after by the farmer’s wife, Mrs. Lucy Bates. Huddled in a rug, he said: “That thirty minutes seemed like hours. ” Only the tips of the car wheels were visible, police said last night. The vehicle had sunk into two feet of mud at the bottom of the dike.

31. What is the best title for this newspaper article?
  - a. The Story Of Mr. Johnson, A Sweet Sales Man
  - b. Car Boot Can Serve As The Best Escape Rout
  - c. Driver Escapes Through Car Boot
  - d. The Driver Survived A Terrible Car Accident
32. Which of the following objects is crucial to Mr. Johnson?
  - a. the hammer
  - b. the coin
  - c. the screw
  - d. the horn
33. Which statement is true according to the passage?
  - a. Mr. Johnson’s car stood on its boot as it fell down.