

COLLEGE ENGLISH PRACTICE TESTS BAND 4

大学英语

四级测试试题集

上海外语教育出版社



大学英语四级测试试题集

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上海外语教育出版社出版发行

(上海外国语大学内)

上海市崇明县晨光印刷厂印刷

新华书店上海发行所经销

开本 787×1092 1/16 17 印张 421 千字

1996年11月第1版 1999年8月第7次印刷

印数: 20 000 册

ISBN 7 — 81046 — 122 — 2

G · 516 定价: 17.00 元

本版图书如有印装质量问题,可向承印(订)厂调换。

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Part One

College English Band 4 Practice Tests

Practice Test 1

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. The 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.

1. A) Two boys and a girl.
B) Four boys and a girl.
C) Two boys and three girls.
D) Two boys and two girls.
2. A) At a restaurant.
B) At a bank.
C) At a hotel.
D) At a friend's house.
3. A) She is very much afraid.
B) She has never heard of the place.
C) She is not familiar with the place.
D) She has never taken the bus before.
4. A) She likes classical music.
B) She needs 100 records.
C) She plays jazz music.
D) She is a jazz fan.
5. A) Yes, he did.
B) No, he didn't
C) Yes, he has.

- D) No, he hasn't.
6. A) 25 cents.
B) 15 cents.
C) 30 cents.
D) 50 cents.
7. A) The rooms are better but not the service.
B) The service is better but the rooms are dirty.
C) It is even worse.
D) Both the rooms and service are better.
8. A) At a ball game.
B) Out of town.
C) At a movie.
D) At home.
9. A) Forty-five minutes.
B) Fifteen minutes.
C) Five minutes.
D) Ten minutes.
10. A) The woman tells the man where to have a snack.
B) The man wants to know how to get to Joe's house.
C) The woman tells the man how to get to a cinema.
D) The man lost his way in the street.

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 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 I

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

11. A) She is a doctor.
B) She is a fortune teller.
C) She is a banker.
D) She is a lawyer.
12. A) To his sisters.
B) To his children.
C) To his wife.

- D) To his uncle.
13. A) 5,000 pounds.
B) 5 pounds.
C) 500 pounds.
D) It's not clear.

Passage II

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

14. A) Every other day.
B) Twice a week.
C) Twice a day.
D) Only during the summer.
15. A) The heat of the sun.
B) The pull of the sun and the moon.
C) The shape of the moon.
D) The light of the moon.
16. A) The moon is directly over it.
B) The moon disappears over the horizon.
C) There is no tide.
D) There is a low tide.

Passage III

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

17. A) Visiting friends.
B) Taking pictures.
C) Buying some presents for his family.
D) All of the above.
18. A) A shirt.
B) An alarm clock.
C) A woollen blanket.
D) A suitcase.
19. A) Because he forgot one of his suitcases.
B) Because he was asked to get off.
C) Because he wanted to go out to smoke.
D) Because he had lost his passport.
20. A) Alarm clocks are not allowed on board a plane.
B) The man had a time bomb in his suitcase.
C) The ticking noise of the alarm clock caused him a little trouble.
D) The airline official and the police officer played a joke on him.

Part II Reading Comprehension (35 minutes)

Directions: There are 4 reading passages in this part. Each passage is followed by some questions. For each question there are four suggested answers marked A), B), C) and D). You should choose the ONE best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Questions 21—25 are based on the following passage:

Eye contact is a nonverbal technique that helps the speaker “sell” his or her ideas to an audience. Besides its persuasive powers, eye contact helps hold listener interest. A successful speaker must maintain eye contact with an audience. To have good rapport (关系) with listeners, a speaker should maintain direct eye contact for at least 75 percent of the time. Some speakers focus exclusively on their notes. Others gaze over the heads of their listeners. Both are likely to lose audience interest and esteem. People who maintain eye contact while speaking, whether from a podium (演讲台) or from across the table, are “regarded not only as exceptionally well-disposed by their target but also as more believable and earnest.”

To show the potency of eye contact in daily life, we have only to consider how passers-by behave when their glances happen to meet on the street. At one extreme are those people who feel obliged to smile when they make eye contact. At the other extreme are those who feel awkward and immediately look away. To make eye contact, it seems, is to make a certain link with someone.

Eye contact with an audience also lets a speaker know and monitor the listeners. It is, in fact, essential for analyzing an audience during a speech. Visual cues (暗示) from audience members can indicate that a speech is dragging, that the speaker is dwelling on a particular point for too long, or that a particular point requires further explanation. As we have pointed out, visual feedback from listeners should play an important role in shaping a speech as it is delivered.

21. This passage is mainly concerned with _____.
A) the importance of eye contact
B) the potency of nonverbal techniques
C) successful speech delivery
D) an effective way to gain visual feedbacks
22. According to the passage, a good speaker must _____.
A) “sell” his or her ideas to an audience

- B) maintain direct eye contact with listeners
 C) be very persuasive and believable
 D) be exceptionally well-disposed
23. The word "target" in the last sentence of the first paragraph can best be replaced by _____.
- A) "destination"
 B) "goal"
 C) "audience"
 D) "followers"
24. In daily life, when the glances of two passers-by happen to meet, these two persons will inevitably _____.
- A) smile to each other
 B) feel awkward and look away immediately
 C) try to make a conversation with each other
 D) none of the above
25. Eye contact with an audience, according to the author, has all the following benefits for the speaker EXCEPT that it doesn't help the speaker _____.
- A) to control the audience
 B) to gain audience interest and esteem
 C) to know whether he is talking too much about a certain point
 D) to analyze his audience when he is beginning his speech

Questions 26 — 30 are based on the following passage:

After the very active and successful tenure (任职) of office by the Senegalese President at the head of the Organization of African Unity, it was highly logical to think that the successor, whoever he might be, would have a difficult task in doing a better job.

The Congolese president set to work as soon as he was elected. His first step was to suggest to the dean of heads of State present in the Ethiopian capital, President Kenneth Kaunda of Zambia, to summon a meeting of the leaders of countries that lie close to South Africa. Its aim: to define a strategy in order to overcome the reprisals (报复行为) that the racist regime of Pretoria is likely to take against its neighbours in case sanctions (制裁) are imposed by the international community.

President Sassou Nguesso has already undertaken a number of trips abroad. He thus went to Harare (Zimbabwe) where he delivered a speech, on September 1, on behalf of Africa before the summit meeting of non-aligned (不结盟的) nations.

At the end of September, he was in New York, for a statement before the General Assembly of the United Nations, and then in Washington, for talks with high-ranking members of the Reagan Administration. He then went to Ottawa, for consultations with leading mem-

bers of the Canadian government.

The Congolese president's aim, in all these endeavours, is to convince still reluctant countries of the imperious(紧迫的) necessity of imposing sanctions against the racist regime of Pretoria.

26. In the first paragraph, the word "successor" refers to _____.
A) a person who enjoyed a successful career in politics
B) a person who was very popular in the political arena
C) the person who was to lead the organization
D) the present head of the organization
27. According to the passage, Sassou Nguesso _____.
A) is Congolese
B) knew that it was very difficult for him to be elected
C) was elected without any opposition
D) has held a meeting in the Ethiopian capital
28. Which of the following is NOT mentioned in the passage?
A) President Sassou Nguesso has decided to visit as many African countries as possible.
B) President Sassou Nguesso made a suggestion to President Kenneth Kaunda that a meeting be held of the leaders of countries that lie close to South Africa.
C) President Sassou Nguesso went to Harare and delivered a speech there.
D) If sanctions are imposed against South Africa by the international community, the racist regime of Pretoria will probably take revenge on its neighbours.
29. We may draw the conclusion that President Sassou Nguesso has been working really hard to _____.
A) prove himself a trustworthy president
B) convince some reluctant countries that it is highly necessary to impose sanctions against the racist regime of Pretoria.
C) show to the whole world the strength and power of the Organization of African Unity
D) seek financial support from some advanced countries to promote African economy.
30. This piece is most probably taken from _____.
A) a newspaper report
B) biography
C) a history book
D) a Who's Who

Questions 31 — 35 are based on the following passage:

Another common type of reasoning is the search for causes and results. We want to know whether cigarettes really do cause lung cancer, what causes malnutrition, the decay of

cities, or the decay of teeth. We are equally interested in effects: what is the effect of sulphur or lead in the atmosphere, of oil spills and raw sewage in rivers and the sea, of staying up late on the night before an examination?

Causal reasoning may go from cause to effect or from effect to cause. Either way, we reason from what we know to what we want to find out. Sometimes we reason from an effect to a cause and then on to another effect. Thus, if we reason that because the lights have gone out, the refrigerator won't work, we first relate the effect (lights out) to the cause (power off) and then relate that cause to another effect (refrigerator not working). This kind of reasoning is called, for short, effect to effect. It is quite common to reason through an extensive chain of causal relations. When the lights go out we might reason in the following causal chain: lights out—power off—refrigerator not working—temperature will rise—milk will sour. In other words, we diagnose a succession of effects from the power failure, each becoming the cause of the next.

Causes are classified as necessary, sufficient, or contributory. A necessary cause is one which must be present for the effect to occur, as combustion is necessary to drive a gasoline engine. A sufficient cause is one which can produce an effect unaided, though there may be more than one sufficient cause: a dead battery is enough to keep a car from starting, but faulty spark plugs or an empty gas tank will have the same effect. A contributory cause is one which helps to produce an effect but cannot do so by itself, as running through a red light may help cause an accident, though other factors — pedestrians or other cars in the intersection — must also be present.

In establishing or refuting(驳倒) a causal relation it is usually necessary to show the process by which the alleged(所谓的) cause produces the effect. Such an explanation is called a causal process.

31. What the author discussed in the previous section is most probably about _____.
A) relationships between causes and results
B) classification of reasoning
C) some other common types of reasoning
D) some special type of reasoning
32. According to the passage, to do the "effect to effect" reasoning is to reason _____.
A) from cause to effect
B) from effect to cause
C) from effect to effect and on to cause
D) from effect to cause and on to another effect
33. A necessary cause is _____.
A) one without which it is impossible for the effect to occur
B) one of the causes that can produce the effect
C) one that is enough to make the effect occur

- D) none of them
34. Your refrigerator is not working and you have found that the electric power has been cut off. The power failure is a _____.
A) necessary cause
B) sufficient cause
C) contributory cause
D) none of them
35. This passage mainly discusses _____.
A) causal reasoning
B) various types of reasoning
C) classification of causes
D) the causal process

Questions 36 — 40 are based on the following passage:

I hear many parents complaining that their teenage children are rebelling. I wish it were so. At your age you ought to be growing away from your parents. You should be learning to stand on your own two feet. But take a good look at the present rebellion. It seems that teenagers are all taking the same way of showing that they disagree with their parents. Instead of striking out boldly on their own, most of them are clutching at one another's hands for reassurance.

They claim they want to dress as they please. But they all wear the same clothes. They set off in new directions in music. But somehow they all end up huddled round listening to the same record. Their reason for thinking or acting in thus-and-such a way is that the crowd is doing it. They have come out of their cocoon (蚕茧) — into a larger cocoon.

It has become harder and harder for a teenager to stand up against the popularity wave and to go his or her own way. Industry has firmly carved out a teenage market. These days every teenager can learn from the advertisements what a teenager should have and be. And many of today's parents have come to award high marks for the popularity of their children. All this adds up to a great barrier for the teen-ager who wants to find his or her own path.

But the barrier is worth climbing over. The path is worth following. You may want to listen to classical music instead of going to a party. You may want to collect rocks when everyone else is collecting records. You may have some thoughts that you don't care to share at once with your classmates. Well, go to it. Find yourself. Be yourself. Popularity will come— with the people who respect you for who you are. That's the only kind of popularity that really counts.

36. The author's purpose in writing this passage is to tell _____.

- A) readers how to be popular with people around
 - B) teenagers how to learn to decide things for themselves
 - C) parents how to control and guide their children
 - D) people how to understand and respect each other
37. According to the author, many teenagers think they are brave enough to act on their own, but, in fact, most of them _____.
- A) have much difficulty understanding each other
 - B) lack confidence
 - C) dare not cope with problems single-handed
 - D) are very much afraid of getting lost
38. Which of the following is NOT true according to the passage?
- A) There is no popularity that really counts.
 - B) What many parents are doing is in fact hindering their children from finding their own paths.
 - C) It is not necessarily bad for a teenager to disagree with his or her classmates.
 - D) Most teenagers claim that they want to do what they like to, but they are actually doing the same.
39. The author thinks of advertisements as _____.
- A) convincing
 - B) influential
 - C) instructive
 - D) authoritative
40. During the teenage years, one should learn to _____.
- A) differ from others in as many ways as possible
 - B) get into the right season and become popular
 - C) find one's real self
 - D) rebel against parents and the popularity wave

Part III Vocabulary and Structure (20 minutes)

Directions: 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 center.

41. Without my glasses I can hardly _____ what has been written in the letter.
- A) make for
 - B) make out
 - C) make up
 - D) make over

42. Jane's anger could not be _____ when the conversation turned to the criticism of her own father.
 A) held on C) held back
 B) held out D) held up
43. Fresh air, enough exercise and nutritious food _____ to good health.
 A) contribute C) attribute
 B) add D) distribute
44. The old lady _____ through the key hole at her new neighbours.
 A) stared C) glanced
 B) gazed D) peeped
45. The ability to _____ themselves by camouflage (伪装) enables some defenseless animals to survive.
 A) conceive C) deceive
 B) conceal D) distort
46. Gettysburg was the _____ of the most important battle in American Civil War.
 A) scene C) sight
 B) view D) landscape
47. Do you think it's fair to keep a bird _____ in a cage all the time?
 A) restricted C) confined
 B) limited D) enclosed
48. Alex Haley was _____ unheard of until he wrote the novel *Roots*.
 A) truly C) genuinely
 B) roughly D) practically
49. A hot iron can scorch and discolor _____ fabrics quickly.
 A) soft C) frail
 B) delicate D) decent
50. Our English professor is a man of Italian _____.
 A) birth C) source
 B) origin D) breed
51. If you are always sitting up late at night, I'm afraid you may _____ from overwork soon.
 A) fall C) sicken
 B) descend D) collapse
52. I wanted to buy a colour TV set this year, but my brother rejected the idea _____ a trip to the beach.
 A) instead of C) in favour of
 B) in view of D) in case of
53. In their letter to the students' representative assembly, the freshmen insisted on _____ in the Student Union.

- A) representing C) having represented
B) being represented D) having been represented
54. I'm very sorry for what has happened; the serious consequences ought to _____ out to those concerned at the very beginning.
A) point C) be pointed
B) have pointed D) have been pointed
55. Mr. Baker is the only one of our regular customers who _____ his shirts starched(上浆).
A) likes C) has liked
B) like D) have liked
56. Some of this meat came from Canada. How about _____?
A) another C) the other
B) others D) the rest
57. _____ can properly be called a clock always strikes the hours on a bell.
A) Anything C) Whatever
B) All that D) Whichever
58. Prof. Flynn found no students in the lecture hall when he arrived. Only then did he realize that he came _____ early.
A) too much C) so much
B) much too D) much so
59. I wanted to be sure _____ a sudden emergency that we gave the right advice.
A) on account of C) in case of
B) at the risk of D) in spite of
60. _____ in India, the banana was brought to the Americas by the Portuguese who found it in Africa.
A) Originally cultivated C) Having originally cultivated
B) Originally being cultivated D) although it originally cultivated
61. It was the end of my exhausting first day as a waitress, and I really appreciated _____ time to relax.
A) to have C) having
B) to have had D) of having
62. We've just installed central heating, _____ should make a tremendous difference to the house next winter.
A) what C) that
B) it D) which
63. So fast _____ that it is difficult for us to imagine its speed.
A) has light travelled C) light travels
B) does light travel D) travels light
64. _____ she was living in Paris that she met her husband Terry.
A) Just when C) It was while

开) his finger. He was daubing (涂搽) the 79 with collodion (火棉胶), a coating solution of gun-cotton dissolved in ether-alcohol (乙醚), 80 the idea struck him — mix collodion with the nitroglycerine! 81 was the answer. The new mixture, 82 blasting gelatine (爆胶), was not only 83 safe to handle as dynamite, but it was also one-and-a-half times more powerful! In fact, so powerful 84 that it paved the way for a whole new 85 in construction and engineering. Mines were 86, roads were built, and canals were cut at a speed once 87 impossible. It had another use, also — death and destruction in warfare. Its inventor had believed that the power of his new 88 would so awe the military mind that it would actually be a deterrent to war. 89 it became a weapon that brought death to millions of soldiers and 90.

- | | |
|------------------------------|----------------------|
| 71. A) mixing with | C) was mixing with |
| B) mixed with | D) was mixed with |
| 72. A) not | C) without |
| B) with | D) but |
| 73. A) also | C) as well |
| B) and | D) as well as |
| 74. A) own | C) other |
| B) another | D) else |
| 75. A) in chance | C) by incident |
| B) accidentally | D) unbelievably |
| 76. A) due | C) caused |
| B) blamed | D) responsible |
| 77. A) building | C) mixing |
| B) structure | D) manufacture |
| 78. A) experimenting with | C) experimented with |
| B) experimenting on | D) experimented on |
| 79. A) split | C) wound |
| B) scar | D) damage |
| 80. A) when | C) then |
| B) as | D) while |
| 81. A) It | C) This |
| B) There | D) Which |
| 82. A) called | C) by name |
| B) known | D) named as |
| 83. A) so | C) as |
| B) the same | D) very |
| 84. A) was the new explosive | C) was new explosive |
| B) the new explosive was | D) new explosive was |
| 85. A) time | C) aspect |

- | | | |
|------------------|----------------|--------------|
| | B) era | D) period |
| 86. A) exploded | B) opened up | C) dug out |
| | | D) explored |
| 87. A) believing | B) regarding | C) regarded |
| | | D) believed |
| 88. A) weapon | B) mixture | C) explosive |
| | | D) discovery |
| 89. A) Rather | B) Differently | C) Despite |
| | | D) Instead |
| 90. A) officials | B) civilians | C) citizens |
| | | D) generals |

Part V Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition entitled "My Opinion of Today's Education" in three paragraphs.

You are given the first sentence of each paragraph and are required to develop its idea in completing the paragraph. Write about 35 words for each paragraph, not including the words given. Therefore, your part of the composition should be about 100 words. Remember to write clearly.

My Opinion of Today's Education

1. I think one of the main problems with today's education is that too much emphasis is placed on test score.
2. The competition for high scores among students becomes intense.
3. Teachers are apt to give the students high scores.