



大学英语

分级系列试题

魏旭光 编

刘壮翀 审阅

(1—4级)

GRADED  
COLLEGE  
ENGLISH  
TESTS  
(BANDS 1-4)

天津大学出版社



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## 内 容 简 介

本书是为适应各高等院校大学英语普遍采用的分级教学形式，便于进行英语分级测试和技能训练，帮助学生在大量的语言实践中打好语言基础，得到强化训练，从而逐级提高用英语获取信息的能力和对语言的综合运用与应试能力而编写的。

全书内容包括分级系列试题（1—4级，每级各8套）32套；四级样题1套；四级模拟试题3套；1990年1月和1991年6月全国大学英语四级考试原题各1套，全书共38套试题，每套试题包括听力理解、阅读理解、词汇与结构、完形填空和写作5个部分。为适应研究生入学考试和TOEFL考试，分级试题的词汇与结构部分的内容及形式略多于正式试题。书中习题针对大学生容易犯的错误和不易掌握的语言难点编写。材料主要选自英、美原著及各类试题，选材广泛，内容丰富，体裁多样，知识面广，语言规范，由浅入深，循序渐进，既便于读者复习已学的语法知识，又有利于提高阅读能力、扩大词汇、记忆各种搭配和掌握各种语言现象。根据《大学英语教学大纲》要求，尽量做到试题典型、标准、科学、客观、可信度大，集各类试题之优点于一体。本书可用做大学英语进行分级教学的同步检测试题，也可用做考前进行强化训练的模拟试题，旨在使学生掌握应试技巧，提高应试能力，在四级统考及各类考试中取得优异成绩。

本书听力理解部分配有由外籍英语专家录制的录音磁带10盘；并对疑难问题另编有注释和分析本，另成一册，便于自学。

本书适合各高等院校的大学生和准备省、市三级和全国大学英语四级统考的读者，并可供报考研究生、EPT或TOEFL考试的考生以及英语自学者参考。

## 重 印 说 明

编者借本书重印之际,对原书中的个别不妥之处作了修改,同时还增加了 1991 年 6 月全国大学英语四级考试原题及其注释(见本书的注释本)。

## 前 言

自从《大学英语教学大纲》(以下简称《大纲》)公布以来,高等院校的大学英语课普遍采取了分级教学形式。根据国家教委规定,全国大学英语四级考试每年定期举行两次。为了采取相应的分级测试手段,客观、合理地逐级检测完成教学情况,及时准确地了解教学效果,帮助学生在大量的语言实践中得到强化训练,从而逐级培养与提高对语言的综合运用能力和应试能力,同时也为了减轻英语教师多方搜求资料或试题的繁重负担,根据《大纲》的要求和国家教委颁发的《大学英语四级考试大纲》的精神,参照国家教委颁发的大学英语四级考试样题,并吸收了国内外一些重要英语试题,尤其是 TOEFL, EPT 和硕士研究生入学考试等多种试题的特点,特编写《大学英语分级系列试题》(1—4 级) (Graded College English Tests—Bands 1—4——简称 GCET) 一书。

考虑到目前对高等理工科院校的学生进行普通英语和科技英语“共核”教学的需要,本书注意选材广泛,体裁多样,内容丰富,语言标准,由浅入深。材料主要选自英、美原著及各类试题和练习,并尽量做到集各类试题之优点于一体。本书不仅适合高等院校大学英语 1—4 级的教学与考试,尤其适合准备省、市三级和全国四级统考的读者使用,也可供准备硕士研究生入学、EPT 和 TOEFL 等各类考试的考生以及英语自学者参考。

本书包括:大学英语分级试题(1—4 级,每级各 8 套) 32 套;四级样题 1 套;四级模拟试题 3 套;1990 年 1 月全国大学英语四级考试试题 1 套。每套试题包括听力理解、阅读理解、词汇与结构、完形填空和写作五部分。因级别不同,各部分的内容、形式与要求也相应各有差异(详见书后附表 1、2、3)。分级试题第三部分的内容与形式略多于正式试题,以适应其它重要考试。书中习题是针对大学生容易犯的错误和不易掌握的语言难点结合考试重点编选的。所测试的词汇和语法内容均在《大纲》规定范围之内,对于少数不能避免的超出《大纲》规定而又影响理解的词语用汉语予以注释。既便于读者复习已学的语法知识,又利于扩大词汇,记忆各种搭配和掌握各种语言现象,提高听、读、写的 ability。经 2000 多名学生的系统试用,反映良好。为训练学生的答题速度,每套试题限在两个课时(即 100 分钟)内做

完。可在课内使用，也可在课后自测。若每隔一周做一套试题，并能像正式考试那样在规定的时间内完成，循序渐进，持之以恒，定能逐步提高熟练程度和应试能力。

本书听力理解部分配有由外籍英语专家 *Alice Davidson* 和 *Daniel Keranen* 等录制的录音磁带 10 盘。

为便于使用和自学，本书配有参考书《大学英语分级系列试题——听力原文·答案·注释·分析》一书，另成一册。

在编写过程中，天津大学有关部门、外语系第一、二教研室、语言实验室等有关同志给以大力支持；李树鑫、姜汉伯、胡巧莲、姜明等同志对选材提出过宝贵意见；全书由刘壮翀副教授细心审阅。在此一并表示衷心感谢！

由于水平所限，书中错误和缺点在所难免，敬请使用本书的英语教师和广大读者批评指正。

编者  
1989 年 5 月

## A Special Word to the Self-Study Student

The GCET book is designed to help the self-study student and the busy teacher determine priorities in preparing for College English Tests for Bands 1-4, the EPT(English Proficiency Test), and the TOEFL. There is never enough time to do a complete review of every grammar rule and vocabulary item in English.

If you try to review all of English grammar and vocabulary, you will not be using your time efficiently. The GCET book helps you focus on your particularly weak points which you can find by taking the GCET. Then, you study only those areas where you have proved weak, your study time can be made more efficient and more effective. English is not made up of isolated grammar rules. When one exercise is studied, other grammar points in the same exercise should be reviewed. The GCET should be used to alert you to the interdependence of discrete grammar items. Every exercise in the GCET book will help you improve your general knowledge of English and, consequently, will help you improve your scores on the CET4 or TOEFL.

A study plan should be made if you are working without a teacher. You will probably spend many more hours than the time suggested. The more time you spend taking the GCET, the better your score will be. The GCET when used with the Personal Study Plan (PSP), will give you an idea of strengths and weakness in English. The results of the tests will guide you in studying for CET4, EPT (or VST), and TOEFL. Take the tests one by one, as if you were taking the real CET4, EPT, or TOEFL test. Find a room where you will not be disturbed and allow yourself 100—120 minutes to take the test.

You will need the tapes that accompany the GCET book and a tape recoder to do the Listening Comprehension Section. Try to get the tapes. If you do not have the tapes or a

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tape recorder, you can find the tapescripts in the book "Tapescripts, Answers, Notes and Analysis to Graded College English Tests". Then, you could have a teacher or a friend read the tapescript to you.

Thank you.

The Author  
1989. 5.

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# BAND ONE

## Test One

### Section I Listening Comprehension (15 minutes)

In this section of the test, you will have an opportunity to demonstrate your ability to understand spoken English. There are two parts to this section with special directions for each part.

#### Part A

**Directions:** For each problem in part A, you will hear 10 short statements. The statements will be spoken twice. They will not be written out for you, and you must listen carefully in order to understand what the speaker says.

When you hear a statement, read the four sentences in your test book and decide which one is closest in meaning to the statement you have heard. Then, on your Answer Sheet, find the number of the problem and mark your answer.

Example:

You will hear: John dropped the letter in the mailbox.

- You will read:
- A) John sent the letter
  - B) John opened the letter.
  - C) John lost the letter.
  - D) John closed the letter.

**Sample answer:** (●) (B) (C) (D)

Sentence (A) "John sent the letter." means most nearly the same as the statement "John dropped the letter in the mailbox." Therefore you should choose answer (A).

1. A) Yes, he went. C) He went last night.  
B) He went to the movie's. D) He told me he went.
2. A) No, she didn't. She drove.  
B) She went last night.  
C) Yes, Mary went to New York.  
D) Yes, she'll go by train.
3. A) I bought a new car. C) I want a new car.  
B) I like new cars. D) I can't buy a new car.
4. A) Yes, Jane is old.  
B) Jane was twenty.

- C) Yes, she learned to drive.  
 D) She learned to drive last year.
5. A) She didn't know any English.  
 B) She knew very little English.  
 C) She knew practical English.  
 D) She practised her English.
6. A) George has very weak eyes.  
 B) George has excellent eyesight.  
 C) George's eyesight is good for everything except reading.  
 D) George wears glasses but not when he reads.
7. A) Yes, she can go this morning.  
 B) She went downtown this morning.  
 C) It's time for her to go.  
 D) It takes her half an hour to go downtown.
8. A) Mary was here. C) Mary isn't here.  
 B) Mary wouldn't be here. D) Mary will be here soon.
9. A) Yes, I'll be in Chicago.  
 B) Yes, it's a long way to Chicago.  
 C) Two weeks.  
 D) Next Friday.
10. A) At the hospital. C) In December.  
 B) Yes, he suggested it. D) I will have it.

## Part B

*Directions:* In this part, You will hear 5 short conversations between two speakers. At the end of each conversation, a third voice will ask a question about what was said. The conversation and question will be spoken twice. After you hear a conversation and the question about it, read the four possible answers and decide which would be the best response to the question you have heard. Then blacken the corresponding letter on your Answer Sheet with a pencil.

Listen to the following example.

You will hear: M: How would you like going to the movies with me?

W: I'd like to. But I have to go to the bank first  
 and then my friends and I are going to a concert.

Q: Where will the woman go first?

You will read: A) To a concert.

B) To the bank.

C) To see movies.

D) To meet her friends.

*Sample answer:* (A) (●) (C) (D)

From the conversation, we know that the woman has to go to the bank first. The best answer, then, is (B), "To the bank." Therefore, you should choose answer (B).

- |  |                           |
|--|---------------------------|
| 11. A) At the drug store.                    | C) At a hospital.         |
| B) At a doctor's office.                     | D) At a dentist's office. |
| 12. A) By car.                               | C) Standing up.           |
| B) By bus.                                   | D) No, he doesn't.        |
| 13. A) Japanese.                             | C) American.              |
| B) Chinese.                                  | D) English.               |
| 14. A) In an apartment on University Avenue. |                           |
| B) In an apartment in the city.              |                           |
| C) In a house in the city.                   |                           |
| D) At the university.                        |                           |
| 15. A) Go to a dance.                        | C) Go to a lecture.       |
| B) Go to the Student Center.                 | D) Stay at home.          |

## Section II Reading Comprehension ( 30 minutes )

*Directions:* In this section, the questions are based on a variety of reading material (single sentences, paragraphs, advertisements, and the like). You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your Answer Sheet, find the number of the problem and mark your answer. Answer all questions following a passage on the basis of what is stated or implied in that passage.

*Questions 16—21 are based on the following passage.*

Marco Polo was 17 years old when he set out on the most famous journey in history. In 1271 he left Italy with his father and his uncle, and he spent more than three years crossing the Middle East and Asia. He wanted to reach the court of China's powerful Mongolian ruler, Kublai Khan.

Marco arrived in China in 1275. The Khan liked him at once, and Marco became an important government official. He travelled all over the country and brought back information for the Khan.

It was 24 years before Marco returned to his home in Venice. When he finally arrived there, his family and friends were surprised to see him again, because everyone thought that he had died many years before.

At first, people did not pay much attention to the stories Marco told. Then, when Venice went to war with Genoa, Marco joined the Navy. He

was caught by the enemy, and put into prison. While he was there, he told his stories to his fellow prisoners to pass the time. One of the prisoners was a writer called Rustichello, and he wrote down Marco's adventures in a book. This book is called "The Travels of Marco Polo", and it is still famous today.

Marco did not make any more journeys after his book was published, but he dreamed that one day he would return to China. Almost seven centuries later, his dream came true. In the 1980's, the historical film "Marco Polo", made by a Sino-Italian team, brought Marco Polo to meet Chinese audiences.

16. Marco's journey to China took him \_\_\_\_\_.
  - A) almost three years
  - B) between three and four years
  - C) 17 years
  - D) 5 years
17. Marco left Italy for China because he wanted to \_\_\_\_\_.
  - A) make the most famous journey in history
  - B) cross the Middle East and Asia
  - C) reach the court of Kublai Khan
  - D) become an important government official
18. When Marco arrived in China, he \_\_\_\_\_.
  - A) worked for Kublai Khan
  - B) returned to Italy at once
  - C) brought back information from Kublai Khan to Italy
  - D) liked Kublai Khan at once
19. When Marco returned to Venice, his family and friends were surprised because \_\_\_\_\_.
  - A) they thought he was still in China
  - B) they thought he was put into prison
  - C) they thought he was working for the Chinese government
  - D) they thought he was dead
20. While Venice was at war with Genoa, Marco \_\_\_\_\_.
  - A) wrote a book about his adventures
  - B) returned to China
  - C) spent some time in prison
  - D) went to Genoa
21. The book about Marco's adventures was written by \_\_\_\_\_.
  - A) Rustichello
  - B) Marco Polo
  - C) a Sino-Italian team
  - D) a Chinese writer

Questions 22—24 refer to the following passage.

Check your progress through pacing

Nearly all 'speed reading' courses have a 'pacing' element — some timing device which lets the student know how many words a minute he is reading. You can do this simply by looking at your watch every 5 or 10 minutes and noting down the page number you have reached. Check the average number of words per page for the particular book you are reading. How do you know when 5 minutes have passed on your watch if you are busy reading the book? Well, this is difficult at first. A friend can help by timing you over a set period, or you can read within hearing distance of a public clock which strikes the quarter hours. Pace yourself every three or four days, always with the same kind of easy, general interest book. You should soon notice your habitual w. p. m. rate creeping up.

22. A 'pacing' device \_\_\_\_\_.
- A) times a student's reading speed
  - B) is not included in most speed reading courses
  - C) is an aid to vocabulary learning
  - D) should be used whenever we read alone
23. Looking at your watch every 5 or 10 minutes
- A) avoids the need for reading faster
  - B) is not the same as pacing
  - C) is not easy at first
  - D) helps you to remember the page number you were at last time
24. The passage recommends pacing yourself \_\_\_\_\_.
- A) every two days with different kinds of book
  - B) every three or four days with the same kind of book
  - C) every week with the same kind of book
  - D) as often as you read a book

Questions 25—28 refer to the following passage.

In 1807 Noah Webster began his greatest work, *American Dictionary of the English Language*. In preparing the manuscript, he devoted ten years to the study of English and its relationship to other languages, and seven more years to the writing itself. Published in two volumes in 1828, *An American Dictionary of the English Language* has become the recognized for usage in the United States. Webster's purpose in writing it was to demonstrate that the American language was developing distinct meanings, pronunciations, and spellings from those of British English. He is responsible for advancing simplified spelling forms: *develop* instead of the British form *develope*; *theater* and *center* instead of *theatre* and *centre*; *color*



and *honor* instead of *colour* and *honour*.

25. When was *An American dictionary of the English Language* published?  
A) 1817                      B) 1807                      C) 1828                      D) 1824
26. According to this passage, which one of the following spellings would Webster have approved in his dictionaries?  
A) Develope.                      C) Color.  
B) Theatre.                      D) Honour.
27. According to the author, Webster's purpose in writing *An American Dictionary of the English language* was to  
A) respond to the need for new schoolbooks  
B) demonstrate the distinct development of the English language in America  
C) promote spelling forms based upon British models  
D) influence the pronunciation of the English language
28. In how many volumes was *An American Dictionary of the English Language* published?  
A) One volume.                      C) Three volumes.  
B) Two volumes.                      D) Four volumes.

Questions 29—30 which follow are designed to test your comprehension of complex grammatical structures. Select the best answer.

29. Although he calls the \$ 1,000 donation (捐款) "a very generous amount, especially in these times," the president expresses hope that the project will attract additional funds from companies and other sources so that it can continue beyond this first year.

What does the president know about the project?

- A) It will cost only \$ 1,000.  
B) It is very special.  
C) Special sources will support it.  
D) It cannot continue without additional funding.
30. The quite unusual alarm with which Mrs. Smith, who was generally quite a calm person, received the news of the change of plans convinced me that there must be something seriously wrong?

Who or what convinced me that there must be something seriously wrong?

- A) Mrs. Smith's alarm.  
B) Mrs. Smith.  
C) The news of the change of plans.  
D) The change of plans.