

2003年6月大学英语四级考试试题

01

测试时间: 月 日 时至 时

考生注意事项

- 一、将自己的校名、姓名、学校代号、准考证号写在背面的答题纸和作文纸上。考试结束旨,把试题册、答题纸和作文纸放在桌上。教师收卷后方可离开考场。试题册、答题纸和作文纸均不得带走。
- 二、仔细阅读题目的说明。
- 三、在规定时间内答完全部试题,不得拖延时间。
- 四、多项选择题的答案一定要写在答题纸上。凡是写在试题册上的答案一律作废。
- 五、多项选择题只能选一个答案,多选作废。选定答案后,用 HB 浓度以上的铅笔在相应字母中的中部划一条横线。正确方法是:[A] [B] [C] [D] 使用其他符号答题者不给分。划线要有一定粗度,浓度要盖过红色。
- 六、如果要改动答案,必须先用橡皮擦净原来选定的答案,然后再按上面的规定重新答题。

做 题 提 示

- 1. 本试卷是为 1998 年 1 月至 2003 年 6 月全国大学英语四级考试试题,具有高度的权威性。
- 2. 本套试卷共12套试题,建议您每间隔一周或半月自我测试一次,临考前重做所有试卷。
- 3. 自测时间要安排在上午或下午,不间断地进行120分钟,自主做题,不参看参考答案。
- 4. 将心态调整到临战状态,与进考场无异。
- 5. 考试结束后,请认真对照标准答案,并找出自己的薄弱环节,有重点地进行学习。争取考前消灭所有问题。

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大学英语四级考试(CET4)答题纸

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2003年6月大学英语四级试题

试 卷 一

Part I

Listening Comprehension

(20 minutes)

W Jestion 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. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marker (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 had to finish in the evening. This is nost likely to have taken place at the office. Therefore, A) "At the office" is the best answer. You should choose $[\Lambda]$ on the Answer Sheet and mark it with a single line through the centre.

Sample Answer[A-][B][C][D]

1. A At a theatre.

C) At a railway station.

B At a booking office.

- D) At a restaurant.
- 2. A) The man is inviting the woman to dinner.
 - B) "he woman is too busy to join the man for dinner.
 - (C) "he woman is a friend of the Stevensons'.
 - D) The man is going to visit the Stevensons.
- 3. A) 'The professor's presentation was not convincing enough.
 - B) The professor's lecture notes were too complicated.
 - C) The professor spoke with a strong accent.
 - D The professor spoke too fast.
- 4. A The furnished apartment was inexpensive.
 - B The apartment was provided with some old furniture.
 - C The furniture in the market was on sale every Sunday.
 - D The furniture he bought was very cheap.
- 5. A The man is thinking about taking a new job.
 - B The man likes a job that enables him to travel.
 - C The man is sure that he will gain more by taking the job.
 - D The man doesn't want to stay home and take care of their child.
- 6. A Take the GRE test again in 8 weeks.
- C) Be patient and wait.

B Call to check his scores.

D) Inquire when the test scores are released.

7. A She read it selectively.

C) She read it slowly.

- B) She went over it chapter by chapter.
- D) She finished it at a stretch.
- 8. A) He was kept in hospital for a long time.
 - B) He was slightly injured in a traffic accident.
 - C) He was seriously wounded in a mine explosion.
 - D) He was fined for speeding.
- 9. A) Wait for a taxi.

C) Go on a trip.

B) Buy some food.

- D) Book train tickets.
- 10. A) It's not as hard as expected.
 - B) It's too tough for some students.
 - C) It's much more difficult than people think.
 - D) It's believed to be the hardest optional course.

J 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 a question, you must choose the best answer from the four choice marked A), B), C) and D). Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage One

Questions 1 to 13 are based on the passage you have just heard.

11. A) Anxious and worried.

C) Nervous and confused.

B) Proud and excited.

- D) Inspired and confident.
- 12. A) His father scolded him severely.
- C) His father made him do the cutting again.
- B) His father took back the six dollars.
- D) His father cut the leaves himself.
- 13. A) One can benefit a lot from working with his father.
 - B) Manual labourers shouldn't be looked down upon.
 - C) One should always do his job earnestly.
 - D) Teenagers tend to be careless.

Passage Two

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

14. A) He ran a village shop.

C) He worked in an advertising agency.

B) He worked on a farm.

D) He was a gardener.

15. A) It was stressful.

C) It was peaceful.

B) It was colorful.

- D) It was boring.
- 16. A) His desire to start his own business.
- C) The decline in his health.
- B) The crisis in his family life.
- D) His dream of living in the countryside.

Passage Three

Questions 7 to 20 are based on the passage you have just heard.

- 17. A) Because there are no signs to direct them.
 - B) Because no tour guides are available.
 - C) Because all the buildings in the city look alike.
 - D) Because the university is everywhere in the city.
- 18. A) They set their own exams.
- (C) They award their own degrees.
- B) They select their own students.
- D) They organize their own laboratory work.
- 19. A) Most of them have a long history.
 - B) Many of them are specialized libraries.

- C) They house more books than any other university library.
- D) They each have a copy of every book published in Britain.
- 20. A) Very few of them are engaged in research.
 - B) They were not awarded degrees until 1948.
 - C) They have outnumbered male students.
 - D) They were not treated equally until 1881.

Part II

Reading Comprehension

(35 minutes)

Directions: 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.

On average, American kids ages 3 to 12 spent 29 hours a week in school, eight hours more that they did in 1981. They also did more household work and participated in more of such organized activities as soccer and ballet (芭蕾舞). Involvement in sports, in particular, rose almost 50% from 1981 to 1997; boys now spend an average of four hours a week playing sports; girls log hall that time. All in all, however, hildren's leisure time dropped from 40% of the day in 1981 to 25%

"Children are affected by the same time crunch (危机) that affects their parents," says Sandra Hofferth, who headed the recent study of children's timetable. A chief reason, she says, is that more mothers are working outside the home. (Nevertheless, children in both double-income and "male breadwinner' households spent comparable amounts of time interacting with their parents. 19 hours and 22 hours respectively. In contrast, children spent only 9 hours with their single mothers.)

All work and no play could make for some very messed-up kids. "Play is the most powerful way a child explores the world and learns about himself," says T. Berry Brazelton, professor at Harvard Medical School. Unstructured play encourages independent thinking and allows the young to negotiate their relationships with their peers, but kids ages 3 to 12 spent only 12 hours a week engaged in it.

The children sampled spent a quarter of their rapidly decreasing "free time" watching television. But the, believe it or not, was one of the findings parents might regard as good news. If they're spending less time in front of the TV set, however, kids aren't replacing it with reading. Despite efforts to get kids more interested in books, the children spent just over an hour a week reading. Let's face it, who's got me time?

- s got he time?

 21. By mentioning "the same time crunch" (Line 1, Para. 2) Sandra Hofferth means _____.

 A children have little time to play with their parents

 B children are not taken good care of by their working parents

 C both parents and children suffer from lack of leisure time

 D both parents and children have trouble managing their time

 22. A cording to the author, the reason given by Sandra Hofferth for the time crunch is _____.

 A quite convincing

 C) totally groundless

 B partially true

 D) rather confusing

 23. A cording to the author a child develops better if _____.

 A he has plenty of time reading and studying
 - · 1-3 ·

he is left to play with his peers in his own way

- C) he has more time participating in school activities
- D) he is free to interact with his working parents
- 24. The author is concerned about the fact that American kids
 - A) are engaged in more and more structured activities
 - B) are increasingly neglected by their working mothers
 - C) are spending more and more time watching TV
 - D) are involved less and less in household work
- 25. We can infer from the passage that
 - A) extracurricular activities promote children's intelligence
 - B) most children will turn to reading with TV sets switched off
 - C) efforts to get kids interested in reading have been fruitful
 - D) most parents believe reading to be beneficial to children

Passage Two

Questions 26 to 30 are based on the following passage.

Henry Ford, the famous U.S. inventor and car manufacturer, once said, "The business of America is business." By this he meant that the U.S. way of life is based on the values of the business world.

Few would argue with Ford's statement. A brief glimpse at a daily newspaper vividly shows how much people in the United States think about business. For example, nearly every newspaper has a business section, in which the deals and projects, finances and management, stock prices and labor problems of corporations are reported daily. In addition, business news can appear in every other section. Most national news has an important financial aspect to it. Welfare, foreign aid, the federal budget, and the policies of the Federal Reserve Bank are all heavily affected by business. Moreover, business news appears in some of the unlikeliest places. The world of arts and entertainment is often referred to as "the entertainment industry" or "show business."

The positive side of Henry Ford's statement can be seen in the prosperity that business has brought to U.S. tife. One of the most important reasons so many people from all over the world come to live in the United States is the dream of a better job. Jobs are produced in abundance (大量地) because the U.S. economic system is driven by competition. People believe that this system crates more wealth, more jobs, and a materially better way of life.

The negative side of Henry Ford's statement, however, can be seen when the word business is taken to mean big business. And the term big business — referring to the biggest companies, is seen in opposition to labor. Throughout U.S. history working people have had to fight hard for higher wages, better working conditions, and the fight to form unions. Today, many of the old labor disputes are over, but there is still some employee anxiety. Downsizing — the laying off of thousands of workers to keep expenses ow and profits high — creates feelings of insecurity for many employees.

- 26. The United States is a typical country _____.
 - A) which encourages free trade at home and abroad
 - B) where people's chief concern is how to make money
 - C) where all businesses are managed scientifically
 - D) which normally works according to the federal budget
- 27. The influence of business in the U.S. is evidenced by the fact that _____.
 - A) most newspapers are run by big businesses
 - B) even public organizations concentrate on working for profits
 - C) unericans of all professions know how to do business

| D. oven arts and entertainment are recorded as business |
|--|
| D even arts and entertainment are regarded as business |
| 28. According to the passage, immigrants choose to settle in the U.S., dreaming that |
| A) they can start profitable businesses there |
| B) they can be more competitive in business |
| C) they will make a fortune overnight there |
| D they will find better chances of employment |
| 29. Henry Ford's statement can be taken negatively because |
| A) working people are discouraged to fight for their rights |
| By there are many industries controlled by a few hig capitalists |
| C, there is a conflicting relationship between big corporations and labor |
| D public services are not run by the federal government |
| 30. A company's efforts to keep expenses low and profits high may result in |
| A reduction in the number of employees |
| B improvement of working conditions |
| C fewer disputes between labor and management |
| D a rise in workers' wages |
| Passage Three |
| |

Questions 31 to 35 are based on the following passage.

Professor Smith recently persuaded 35 people, 23 of them women, to keep a diary of all their absent-minded actions for a fortnight. When he came to analyse their embarrassing lapses (差错) in a scientific report, he was surprised to find that nearly all of them fell into a few groupings. Nor did the lapses appear to be entirely random (随机的).

One of the women, for instance, on leaving her house for work one morning threw her dog her earrings and tried to fix a dog biscuit on her ear. "the explanation for this is that the brain is like a computer," explains the professor. "People programme themselves to do certain activities regularly. It was the woman's custom every morning to throw her dog two biscuits and then put on her earrings. But somehow the action got reversed in the programme," About one in twenty of the incidents the volunteers reported were these "programme assembly failures."

Altogether the volunteers logged 433 unintentional actions that they found themselves doing —— an average of twelve each, There appear to be peak periods in the day when we are at our zaniest (荒谬可笑的). These are two hours some time between eight a. m. and noon, between four and six p. m. with a smaller peak between eight and ten p. m. "Among men the peak seems to be when a changeover in brain 'programmes' occurs, as for instance between going to and from work." Women on average reported slightly more lapses —— 12.5 compared with 10.9 for men —— probably because they were more reliable reporters.

A startling finding of the research is that the absent-minded activity is a hazard of doing things in which we are skilled. Normally, you would expect that skill reduces the number of errors we make. But trying to avoid silly slips by concentrating more could make things a lot worse even dangerous.

| 31. In his study Professor Smith asked the subjects |
|--|
| A) to keep track of people who tend to forget things |
| B) to report their embarrassing lapses at random |
| C) to analyse their awkward experiences scientifically |

D) to keep a record of what they did unintentionally

32. Professor Smith discovered that _____.

- A) certain patterns can be identified in the recorded incidents B) many people were too embarrassed to admit their absent-mindedness C) men tend to be more absent-minded than women D) absent-mindedness is an excusable human weakness 33. "Programme assembly failures" (Line 6, Para. 2) refers to the phenomenon that people _____. A) often fail to programme their routines beforehand B) tend to make mistakes when they are in a hurry C) unconsciously change the sequence of doing things D) are likely to mess things up if they are too fired 34. We learn from the third paragraph that A) absent-mindedness tends to occur during certain hours of the day B) women are very careful to perform actions during peak periods C) women experience more peak periods of absent-mindedness D) men's absent-mindedness often results in funny situations 35. It can be concluded from the passage that A) people should avoid doing important things during peak periods of lapses B) hazards can be avoided when people do things they are good at C) people should be careful when programming their actions
 - Passage Four

Questions 36 to 40 are based on the following passage.

D) lapses cannot always be attributed to lack of concentration

It so no secret that many children would be healthier and happier with adoptive parents than with the parents that nature dealt them. That's especially true of children who remain in abusive homes because the law blindly favors biological parents. It's also true of children who suffer for years in foster homes (收养孩子的家庭) because of parents who can't or won't care for them but refuse to give up custody (监护 rights.

Fourteen-year-old Kimberly Mays fits neither description, but her recent court victory could eventually help children who do. Kimberly has been the object of an angry custody baffle between the man who raised her and her biological parents, with whom she has never lived. A Florida judge ruled that the teenager can remain with the only father she's ever known and that her biological parents have "no legal claim" on her.

The ruling, though it may yet be reversed, sets aside the principle that biology is the primary determinant of parentage. That's an important development, one that's long overdue.

Shortly after birth in December 1978, Kimberly Mays and another infant were mistakenly switched and sent home with the wrong parents. Kimberly's biological parents, Ernest and Regina Twigg, received a child who died of a heart disease in 1988. Medical tests showed that the child wasn't the Twiggs' own daughter, but Kimt only was, thus sparking a custody battle with Robert Mays. In 1989, the two families agreed that Mr. Mays would maintain custody with the Twiggs getting visiting rights. Those rights were ended when Mr. Mays decided that Kimberly was being harmed.

The decision to leave Kimberly with Mr. Mays rendered her suit debated. But the judge made clear that Kimberly did have standing to sue (起诉) on her own behalf. Thus he made clear that she was more than just property to be handled as adults saw fit.

Certainly, the biological link between parent and child is fundamental. But biological parents aren't alway oreferable to adoptive ones, and biological parentage does not convey an absolute ownership that

| cancels all the rights of children. | |
|--|---|
| 36. What was the primary consideration in the Fle | orida judge's ruling? |
| A) The biological link. | C) The traditional practice. |
| B) The child's benefits. | D) The parents' feelings. |
| 37. We can learn from the Kimberly case that | |
| A) hildren are more than just personal posse | essions of their parents |
| B) the biological link between parent and chi | ld should be emphasized |
| C) toster homes bring children more pain and | suffering than care |
| D) biological parents shouldn't claim custod | rights after their child is adopted |
| 38. The Twiggs claimed custody rights to Kimberl | y because |
| A) they found her unhappy in Mr. Mays' cu | stody |
| B) they regarded her as their property | |
| C) they were her biological parents | |
| D) they felt guilty about their past mistake | |
| 39. Kimberly had been given to Mr. Mays | _• |
| A) by sheer accident | C) at his request |
| B) out of charity | D) for better care |
| 40. The author's attitude towards the judge's rul | ing could be described as |
| A) doubtful | C) cautious |
| B) critical | D) supportive |
| Part III Vocabular | y and Structure (20 minutes) |
| | |
| Directions. There are 30 incomplete sentences | in this part. For each sentence there are for choices |
| | in this part. For each sentence there are for choices answer that best completes the sentence. Then mark the |
| marked A), B), C) and D). Choose the ONE | answer that best completes the sentence. Then mark the |
| marked A), B), C) and D). Choose the ONE corresponding letter on the Answer Sheet with a | answer that best completes the sentence. Then mark the single line through the centre. |
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| marked A), B), C) and D). Choose the ONE corresponding letter on the Answer Sheet with a state of the Sheet with a state of the storm, the ship would have reach A) But for B) In case of 43. We should concentrate on sharply reducing in A) rejection B) restriction 44. The of finding gold in California attrated A) prospects B) speculations 45. I suffered from mental because of strated A) damage B) release 46. The rest of the day was entirely at his A) dismissal | answer that best completes the sentence. Then mark the single line through the centre. It was ill. C) put up D) went off ed its destination on time. C) In spite of D) Because of Interest rates to pull the economy out of C) retreat D) recession It et a lot of people to settle down there. C) stakes D) provisions It essentially best of the sentence. C) relief D) fatigue for reading or recreation. C) disposal D) arrival |

| B) particular | D) specific |
|-----------------------------|--|
| 48. Crime is increasing wo | rldwide, and there is every reason to believe the will continue into the |
| next decade. | |
| A) emergency | C) pace |
| B) trend | D) schedule |
| 49. You shouldn't have w | ritten in the since the book belongs to the library. |
| A) interval | C) margin |
| B) border | D) edge |
| 50. The of airplane | e engines announced a coming air raid. |
| A) roar | C) whistle |
| B) exclamation | D) scream |
| 51. This ticketyo | u to a free boat tour on the lake. |
| A) entitles | C) grants |
| B) appoints | D) credits |
| 52. This is the nurse who | to me when I was ill in hospital. |
| A) accompanied | C) entertained |
| B) attended | D) shielded |
| 53. I was about to | a match when I remembered Tom's warning. |
| A) rub | B) hit |
| C) scrape | D) strike |
| 54. The advertisement say | s this material doesn't in the wash, but it has. |
| A) contract | B) shrink |
| C) slim | D) dissolve |
| 55. He was proud of being | g chosen to participate in the game and he us that he would try as hard |
| as possible. | |
| A) insured | C) assumed |
| B) guaranteed | D) assured |
| 56. Not only the profession | nals but also the amateurs will from the new training facilities. |
| A) derive | B) acquire C) benefit D) reward |
| 57. The work was almost | complete when we received orders to no further with it. |
| A) progress | C) march |
| B) proceed | D) promote |
| 58. I waited for him half | an hour, but he never |
| A) turned in | C) turned off |
| B) turned down | D) turned up |
| 59. A house with a dange | erous gas can be broken into immediately. |
| A) eak | C) mess |
| B) split | D) crack |
| 60. A dark suit is | to a light one for evening wear. |
| A) tavourable | C) preferable |
| B) suitable | D) proper |
| | States that I made the of Professor Jones. |
| A) acknowledgemen | |
| B) acquaintance | D) association |
| | sheet of paper and write your name at the top? |

| As far as As long as ny people lost their jobs during the busin desperation decrease senever a big company a small or gets on with cuts down . Smith was the only witness who said th mature deliberate | he cuts himself. C) now that D) only if sle had to cope with a severe shortage of food, clothing, C) As well as D) As soon as sess C) despair D) depression see, the product almost always gets worse. C) takes over D) puts up with |
|---|---|
| in case so that the danger from enemy action, peop , and almost everything. As far as As long as ny people lost their jobs during the busin desperation decrease enever a big company a small or gets on with cuts down . Smith was the only witness who said th mature | _ he cuts himself. C) now that D) only if de had to cope with a severe shortage of food, clothing, C) As well as D) As soon as dess C) despair D) depression de, the product almost always gets worse. C) takes over D) puts up with that the fire was C) meaningful |
| in case so that the danger from enemy action, peop l, and almost everything. As far as As long as ny people lost their jobs during the busin desperation decrease nenever a big company a small or gets on with cuts down . Smith was the only witness who said the | he cuts himself. C) now that D) only if sle had to cope with a severe shortage of food, clothing, C) As well as D) As soon as sess C) despair D) depression se, the product almost always gets worse. C) takes over D) puts up with sat the fire was |
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| in case so that the danger from enemy action, peop , and almost everything. As far as As long as ny people lost their jobs during the busin desperation decrease senever a big company a small or gets on with | he cuts himself. C) now that D) only if de had to cope with a severe shortage of food, clothing, C) As well as D) As soon as dess C) despair D) depression de, the product almost always gets worse. C) takes over |
| in case so thatthe danger from enemy action, peop , and almost everything. As far as As long as ny people lost their jobs during the busin desperation decrease senever a big company a small or | he cuts himself. C) now that D) only if sle had to cope with a severe shortage of food, clothing, C) As well as D) As soon as sess C) despair D) depression see, the product almost always gets worse. |
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| in case so that the danger from enemy action, peop , and almost everything. As far as As long as ny people lost their jobs during the busin desperation | he cuts himself. C) now that D) only if de had to cope with a severe shortage of food, clothing, C) As well as D) As soon as dess C) despair |
| in case so that the danger from enemy action, peop , and almost everything. As far as As long as ny people lost their jobs during the busin | he cuts himself. C) now that D) only if ble had to cope with a severe shortage of food, clothing, C) As well as D) As soon as |
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| in case so that the danger from enemy action, peop , and almost everything. | he cuts himself. C) now that D) only if le had to cope with a severe shortage of food, clothing, |
| in case so that the danger from enemy action, peop | he cuts himself. C) now that D) only if |
| n't let the child play with scissors in case so that | he cuts himself. C) now that D) only if |
| n't let the child play with scissorsin case | he cuts himself. C) now that |
| t let the child play with scissors | he cuts himself. |
| | |
| mission | 1) / IIIOIIOII |
| | D) motion |
| | C) plunge |
| | • |
| • | D) with |
| | B) in |
| | • |
| | D) identical |
| unds. | B) influential |
| | a is a culture where citizens come from back- |
| ulture in which the citizens share similar | religious beliefs and values is more likely to have laws |
| vacant | D) blank |
| bare | C) hollow |
| 1 1 1 | vacant Ulture in which the citizens share similar represent the wishes of its people than |

Directions: In this part there is a short passage with 8 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Write your answers in the spaces provided on the right of the page.

What personal qualities are desirable in a teacher? I think the following would be generally accepted.

First, the teacher's personality should be lively and attractive. This does not rule out people who are plain-looking, or even ugly, because many such people have great personal charm. But it does rule out such types as the over-excitable, sad, cold, and frustrated.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy, a capacity to understand the minds and feelings of other people, especially, since most teachers are school teachers, the minds and feelings of children. Closely related with this is the capacity to be tolerant — not, indeed, of what is wrong, but of the weaknesses and immaturity of human nature which induce people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This means that

he will be aware of his intellectual strengths and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act to enliven (使生动) a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training, for we are none of us born like that.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subjects which the teacher is teaching; the methods by which the subjects can best be taught to the particular pupils in the classes he is teaching; and —— by far the most important —— the children, young people, or adults to whom the subjects are to be taught. The two fundamental principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons, the teacher and the learner.

- S1. Plain-looking teachers can also be admired by their students if they have S1
- S2. The author says it is S2 that teachers be sympathetic with their students.
- 53. A teacher should be tolerant because humans tend to have S3(1) and to be S3(2).
- S4. A teacher who is S4 will be able to make his lessons more lively.
- S5. How can a teacher acquire infinite patience? ___S5__
- S6. Since teaching is a job no one can be perfect at, it is necessary for teachers to keep improving their knowledge of the subjects they teach and their <u>S6</u>
- S7. Teachers' most important object of study is __S7__.
- S8. Education cannot be best acquired without S8 between the teacher and the learner

Part V

Writing

(30 minutes)

Directions: For this part, you are allowed thirty minutes to write an eye-witness account of a traffic accident. You should write at least 120 words according to the outline given below in Chinese: 假设你在某日某时某地目击一起车祸,就此写一份见证书。见证书须包括以下几点:

- 1. 车祸发生的时间及地点
- 2. 你所见到的车祸情况
- 3. 你对车祸原因的分析

An Eye-Witness Account of a Traffic Accident



2003年1月大学英语四级考试试题

02

测试时间: 月 日 时至 时

考生注意事项

- 一、将自己的校名、姓名、学校代号、准考证号写在背面的答题纸和作文纸上。考试结束后,把试题册、答题纸和作文纸放在桌上。教师收卷后方可离开考场。试题册、答题纸和作文纸均不得带走。
- 二、任细阅读题目的说明。
- 三、在规定时间内答完全部试题,不得拖延时间。
- 四、多项选择题的答案一定要写在答题纸上。凡是写在试题册上的答案一律作废。
- 五、多项选择题只能选一个答案,多选作废。选定答案后,用 HB 浓度以上的铅笔在相 应字母中的中部划一条横线。正确方法是:[A] [B] [C] [D] 使用其他符号答题者不给分。划线要有一定粗度,浓度要盖过红色。
- 六、如果要改动答案,必须先用橡皮擦净原来选定的答案,然后再按上面的规定重新答题。

做 题 提 示

1. 本试卷是为 1998 年 1 月至 2003 年 6 月全国大学英语四级考试试题,具有高度的权威性。

- 2. 本套试卷共12套试题,建议您每间隔一周或半月自我测试一次,临考前重做所有试卷。
- 3. 自测时间要安排在上午或下午,不间断地进行120分钟,自主做题,不参看参考答案。
- 4. 将小态调整到临战状态,与进考场无异。
- 5. 考试结束后,请认真对照标准答案,并找出自己的薄弱环节,有重点地进行学习。争取考前消灭所有问题。

| | 总得分 | 听力理解 | 阅读理解 | 词汇 | 完形填空 | 简短回答 | 改错 | 短文写作 |
|------|-----|------|------|----|------|------|----|------|
| 卷面分值 | 100 | 20 | 40 | 15 | | 10 | | 15 |
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| 失 分 | | | | | | | | |

大学英语四级考试(CET4)答题纸

| 学村 | 交: | | | 试 | 学 | 校代号 | | | <u></u> | 主考 证 号 | - |
|------|-----------------------|--------|-----------|----------|---------|-------------------|---------------|-----|-----------------|------------------------|--------------|
| 姓名 | ሄ : | | | 卷 | [0] | [0][0][0] | | |] | 0][0][0][0] | |
| 划 | 用 HB - 2B 铅 | 笔这样 | | 代 | ł. | [1][1][1] | | | | 1][1][1][1] | |
| 划线要求 | 写[A] ,要有- | | | 号 | [2] | [2][2][2] | | | [| 2][2][2][2] | |
| | 度、浓度,要盖 | 过字母 | | | [3] | [3][3][3] | | | [| 3][3][3] | |
| : | 底色;不允许 | 这样填 | | [A] | [4] | [4][4][4] | | İ | [- | 4][4][4][4] | |
| | 写[A],不能用 | | | [B] | | [5][5][5] | | | | 5][5][5][5] | |
| | 圆珠笔填写, | | | [C] | 1 | [6][6][6] | | | | 6][6][6][6] | |
| | 卷作废,注意 | | | [D] | l . | [7][7][7] | | | | 7][7][7][7] | |
| | | 1尺灯 | | | l . | [8][8][8] | | | | 8][8][8][8] | |
| | π) ₀ | | | | [9] | [9][9] | | | Į. | 9][9][9][9] | |
| 1.[| A][B][C][D] | 21.[A] | [B][C][D] | 41.[A][B |][C][D] | 61.[A][B] |][C] | [D] | 76.[A] |][B][C][D] | |
| 2.[| A][B][C][D] | 22.[A] | [B][C][D] | 42.[A][B |][C][D] | 62.[A][B] |][C] | [D] | 77.[A] |][B][C][D] | 作文分 |
| 3.[| A][B][C][D] | 23.[A] | [B][C][D] | 43.[A][B |][C][D] | 63.[A][B] | | - 1 | | [B][C][D] | 分 |
| 4.[| A][B][C][D] | 24.[A] | [B][C][D] | 44.[A][B |][C][D] | 64.[A][B] |][C] | [D] | 79.[A] |][B][C][D] | [0] |
| 5.[| 4][B][C][D] | 25.[A] | [B][C][D] | 45.[A][B |][C][D] | 65.[A][B] |][C] | [D] | 80.[A] | [B][C][D] | [1] |
| 6.[| A][B][C][D] | 26.[A] | [B][C][D] | 46.[A][B |][C][D] | 66.[A][B] |][C] | [D] | 81.[A] | [B][C][D] | [2] |
| 7.[| A][B][C][D] | 27.[A] | [B][C][D] | 47.[A][B |][C][D] | 67.[A][B] |][C] | [D] | 82.[A | [B][C][D] | [3] [4] |
| 8.[| A][B][C][D] | 28.[A] | [B][C][D] | 48.[A][B |][C][D] | 68. [A][B] |][C] | [D] | 83.[A] | [B][C][D] | [5] |
| 9.[| A][B][C][D] | 29.[A] | [B][C][D] | 49.[A][B |][C][D] | 69.[A][B] |][C] | [D] | 84.[A] | [B][C][D] | [6] |
| 10.[| [| 30.[A] | [B][C][D] | 50.[A][B |][C][D] | 70.[A][B] |][C] | [D] | 85.[A] |][B][C][D] | [7] |
| 11. | (A [B][C][D] | 31.[A] | [B][C][D] | 51.[A][B |][C][D] | 71.[A][B] |][C] | [D] | 86.[A] | [B][C][D] | [8] |
| 12. | [A [B][C][D] | 32.[A] | [B][C][D] | 52.[A][B |][C][D] | 72.[A][B] |][C] | [D] | 87.[A] | [B][C][D] | [10] |
| 13. | \ [B][C][D] | 33.[A] | [B][C][D] | 53.[A][B |][C][D] | 73.[A][B] |][C] | [D] | 88.[A] |][B][C][D] | [11] |
| 14. | A [B][C][D] | 34.[A] | [B][C][D] | 54.[A][B |][C][D] | 74.[A][B] |][C] | [D] | 89.[A] |][B][C][D] | [12] |
| 15. | A [B][C][D] | 35.[A] | [B][C][D] | 55.[A][B |][C][D] | 75.[A][B] |][C] | [D] | 90.[A] |][B][C][D] | [13] [14] |
| 16. | [\ [B][C][D] | 36.[A] | [B][C][D] | 56.[A][B |][C][D] | 沙辛 北 | 1W | [0] | [0][0] | [e][e][e] | [15] |
| 17. | [A [B][C][D] | 37.[A] | [B][C][D] | 57.[A][B |][C][D] | 注意:考生不能 | 评卷 | | [0][0] $[1][1]$ | [5][5][5] [6][6][6] | |
| 18. | [A [B][C][D] | 38.[A] | [B][C][D] | 58.[A][B |][C][D] | 在此填 | | ļ | [2][2] | [7][7][7] | |
| 19. | [A [B][C][D] | 39.[A] | [B][C][D] | 59.[A][B |][C][D] | 写,否则 | 员 | | [3][3] | [8][8][8] | |
| 20. | [A [B][C][D] | 40.[A] | [B][C][D] | 60.[A][B |][C][D] | 试 卷 作 | 代号 | İ | [4][4] | [9][9][9] | |

2003年1月大学英语四级试题

试卷一

Part I

Listening Comprehension

(20 minutes)

W Jection 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. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), () 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.

I can the conversation we know that the two were talking about some work they had 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 choose [A] on the Answer Sheet and mark it with a single line through the center.

Sample Answer [A-][B][C][D]

- A They are both anxious to try Italian food.
 - B. They are likely to have dinner together.
 - C The man will treat the woman to dinner tonight.
 - D The woman refused to have dinner with the man.
- 2. A It's only for rent, not for sale.
- B) It's not as good as advertised.

C It's being redecorated.

C Husband and wife.

D) It's no longer available.

3. A Colleagues.

B) Employer and employee.

5. A Coneagues.

- D) Mother and son.
- 4. A She contacts her parents occasionally.
 - n She contacts her parents occusionany.
 - B She phones her parents regularly at weekends.C She visits her parents at weekends when the fares are down.
 - D She often calls her parents regardless of the rates.
- 5. A The next bus is coming soon.
 - B The bus will wait a few minutes at the stop.
 - C There are only two or three passengers waiting for the bus.
 - D They can catch this bus without running.
- 6. A: The assignment looks easy but actually it's quite difficult.
 - B The assignment is too difficult for them to complete on time.
 - C They cannot finish the assignment until Thursday.
 - D) They have plenty of time to work on the assignment.
- 7. A) The man will go to meet the woman this evening.
 - B) The man and the woman have an appointment at 7 o'clock.
 - C) The woman can't finish making the jam before 7 o'clock.
 - D) The woman won't be able to see the man this evening.

- 8. A) She's learned a lot from the literature class.
 - B) She's written some books about world classics.
 - C) She's met some of the world's best writers.
 - D) She's just back from a trip round the world.
- 9. A) The exam was easier than the previous one.
 - B) Joe is sure that he will do better in the next exam.
 - C) Joe probably failed in the exam.
 - D) The oral part of the exam was easier than the written part.
- 10. A) She is tired of driving in heavy traffic.
 - B) She doesn't mind it as the road conditions are good.
 - C) She is unhappy to have to drive such a long way every day.
 - D) She enjoys it because she's good at driving.



注意:听力理解的 B 节(Section B)为复合式听写(Compound Dictation),题目在试卷二上,现在请取出试卷二。

Part Il

Reading Comprehension

(35 minutes)

Directions: 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 center.

Passage One

Questions 11 to 15 are based on the following passage.

Like many of my generation, I have a weakness for hero worship. At some point, however, we all begin to question our heroes and our need for them. This leads us to ask: What is a hero?

Despite immense differences in cultures, heroes around the world generally share a number of characteristics that instruct and inspire people.

A hero does something worth talking about. A hero has a story of adventure to tell and a community who will beten. But a hero goes beyond mere fame.

'Heroes serve powers or principles larger than themselves. Like high - voltage transformers, heroes take the energy of higher powers and step it down so that it can be used by ordinary people.

The hero lives a life worthy of imitation. Those who imitate a genuine hero experience life with new depth, enthusiasm, and meaning. A sure test for would – be heroes is what or whom do they serve? What are they willing to live and die for? If the answer or evidence suggests they serve only their own fame, they may be famous persons but not heroes. Madonna and Michael Jackson are famous, but who would claim that their fans find life more abundant?

Hences are catalysts (催化剂) for change. They have a vision from the mountaintop. They have the skill and the charm to move the masses. They create new possibilities. Without Gandhi, India might still be part of the British Empire. Without Rosa Parks and Martin Luther King, Jr., we might still have segregated(隔离的) buses, restaurants, and parks. It may be possible for large – scale change to occur without leaders with magnetic personalities, but the pace of change would be slow, the vision uncertain, and the committee meetings endless.

- 11. Although heroes may come from different cultures, they _____.
 - A) generally possess certain inspiring characteristics
 - B) probably share some weaknesses of ordinary people
 - C) are often influenced by previous generations
 - D) all unknowingly attract a large number of fans
- 12. According to the passage, heroes are compared to high voltage transformers in that ______.

A) they have a vision from the mountaintop B) they have warm feelings and emotions C) they can serve as concrete examples of noble principles D) they can make people feel stronger and more confident 13. Madonna and Michael Jackson are not considered heroes because A) they are popular only among certain groups of people B) their performances do not improve their fans morally C) their primary concern is their own financial interests D) bey are not clear about the principles they should follow 14. Gardhi and Martin Luther King are typical examples of outstanding leaders who A) are good at demonstrating their charming characters B) can move the masses with their forceful speeches C) are capable of meeting all challenges and hardships D) can provide an answer to the problems of their people 15. The author concludes that historical changes would A) be delayed without leaders with inspiring personal qualities B) not happen without heroes making the necessary sacrifices C) take place if there were heroes to lead the people

Passage Two

Questions 16 to 20 are based on the following passage.

D produce leaders with attractive personalities

According to a survey, which was based on the responses of over 188,000 students, today's traditional age college freshmen are "more materialistic and less altruistic (利他主义的)"than at any time in the T vears of the poll.

N t surprising in these hard times, the student's major objective is to be financially well off. Less important than ever is developing a meaningful philosophy of life. It follows then that today the most popular course is not literature or history but accounting.

Interest in teaching, social service and the "altruistic" fields is at a low. On the other hand, enrollment in business programs, engineering and computer science is way up.

That's no surprise either. A friend of mine (a sales representative for a chemical company) was making wice the salary of her college instructors her first year on the job - even before she completed her two-ye α associate degree.

While it's true that we all need a career, it is equally true that our civilization has accumulated an incredible amount of knowledge in fields far removed from our own and that we are better for our understanding of these other contributions - be they scientific or artistic. It is equally true that, in studying the diverse wisdom of others, we learn how to think. More important, perhaps, education teaches us to see the connections between things, as well as to see beyond our immediate needs.

Weekly we read of unions who went on strike for higher wages, only to drive their employer out of business. No company; no job. How shortsighted in the long run!

But the most important argument for a broad education is that in studying the accumulated wisdom of the apen, we improve our moral sense. I saw a cartoon recently which shows a group of businessmen looking puzzled as they sit around a conference table; one of them is talking on the intercom (对讲机): "Miss Baxter,"he says ,"Could you please send in someone who can distinguish right from wrong?"

From the long - term point of view, that's what education really ought to be about.

| 16. | According | to the | author's | observation, | college | students | · |
|-----|-----------|--------|----------|--------------|---------|----------|---|
| | | | | | | | |

A) have never been so materialistic as today