

大学英语四级新题型测试丛书

NEW TYPE CET4

MODEL
TESTS

(增订本)

模 拟 试 题

主编 章晋新
陆魁秋



国防科工委802 2 0152876 6

湖南大学出版社

大学英语四级新题型测试丛书

——模拟试题

(增订本)

GF102/11

章晋新 陆魁秋
王开颜 肖 红

张正举

编

主审

湖南大学出版社

内 容 提 要

本书收有 12 套大学英语四级模拟试题,均依据新颁布的《关于全国大学英语四级考试采用新题型的通知》的精神和要求命题,具有选材新颖、针对性强和全仿真三大特点,对参加四级统考的大专院校的学生适应新题型的变化,顺利通过考试大有帮助。本书配有五盒录音带。

与本书配套的录音带由湖南电子音像出版社出版发行。

大学英语四级新题型测试丛书——模拟试题(增订本)

Daxue Yingyu Siji Xintixing Ceshi Congshu —— Moni Shiti

主编 章晋新 陆魁秋

-
- ☐ 责任编辑 王桂贞
☐ 装帧设计 谭石山
☐ 出版发行 湖南大学出版社
社址 长沙市岳麓山 邮码 410082
电话 0731-8821691 0731-8821315
☐ 经 销 湖南省新华书店
☐ 排 版 长沙市西区先锋快印中心
☐ 印 装 长沙交通学院印刷厂
-

- ☐ 开本 850×1168 32 开 ☐ 印张 8.5 ☐ 字数 275 千
☐ 版次 1997 年 2 月第 2 版 ☐ 1997 年 2 月第 2 版第 1 次印刷
☐ 印数 15 001-21 000 册
☐ 书号 ISBN 7-81053-012-7/H·4
☐ 定价 9.50 元
-

(湖南大学版图书凡有印装差错,请向承印厂调换)

《大学英语四级新题型测试丛书》

编 委 会

顾 问 张正举

主 任 委 员 陆魁秋

副主任委员 (以姓氏笔划为序)

庞建元 章晋新 曾凡贵

委 员 (以姓氏笔划为序)

冯 梅 刘晓玲 陈 登

陆魁秋 庞建元 高桂萍

章晋新 彭珮璐 彭晓虎

曾凡贵

增订本前言

全国大学英语四、六级考试委员会于 1996 年 8 月 30 日再次颁发了《关于全国大学英语四级考试采用新题型的通知》，并公布了第二批可能采用的两种新题型：“简短回答题”和“复合式听写。”为使考生尽快熟悉新题型，我们对《大学英语四级新题型测试丛书——模拟试题》进行了增订。

在增订本中，我们更换了第 1 套试题里“阅读理解”中的第一篇短文；在第 9~10 套试题中采用了新题型“简短回答题”，删去原试题中的“完形填空”，也更换了第 9 套试题中的“写作部分”；新增编了第 11~12 套试题，采用了新题型“复合式听写”；并对全书中的一些超纲词加注了中文。这样做的目的是为了既能使学生尽快熟悉四种可能出现的新题型，又和四级考试时间与计分保持一致。书末附有全部试题答案，词汇语法部分的注释和听力部分的录音文字材料。

增订本中的第 9~10 套“简短回答题”和第 9 套的作文，以及第 11~12 套试题由章晋新和王开颜编写。增订本由章晋新负责审定。

编者水平有限，疏漏之处在所难免，敬请读者批评指正。

编者

1997 年 2 月

前 言

全国大学英语四、六级考试委员会于 1995 年 7 月 15 日发布了《关于全国大学英语四级考试采用新题型的通知》。《通知》强调:采用新题型的目的是使各校重视教学本身,把精力放在课堂教学上,切实提高学生的实际英语能力,避免应试教学。《通知》还指出:考试委员会经过两年的实验研究,并经国家教育委员会高等教育司批准,决定从 1996 年 1 月的全国大学英语四级考试开始,陆续采用各种新题型。为贯彻《通知》精神,使考生尽快熟悉新题型,我们组织了部分从事大学英语教学多年,具有丰富教学经验的教师,按照《大学英语教学大纲》、《大学英语四级考试大纲》及《通知》的要求,编写了《大学英语四级新题型测试丛书》。

《大学英语四级新题型测试丛书——模拟试题》是该丛书之一,本书根据《通知》新发布的第一批可能采用的两种新题型,在原题型的基础上,新编写了 10 套试题。其中在 1-4 套中增加了一种新题型“听写填空”,删去原题型中的“完形填空”;在 5-8 套试题中增加了另一种新题型“英译汉”,删去原题型中的“完形填空”。9-10 套保持原试题的所有题型。这样做的目的是为了既能够使学生尽快熟悉各种可能出现的考试题型,又保持了与原来的考试时间和计分的一致。书末附有全部的试题答案、词汇语法部分的注释与听力部分的录音文字材料。

本书由陆魁秋、章晋新主编。参加编写的还有王开颜、肖红。听力部分由章晋新编写,阅读部分由肖红编写,词汇和语法部分由王开颜编写,完形填空以及写作部分由陆魁秋编写,最后由陆魁秋负责全书的统稿。

由于时间仓促,错漏之处在所难免,敬请读者批评指正。

编者

1995 年 11 月

Contents

I	College English Model Tests	(1)
	Model Test 1	(1)
	Model Test 2	(17)
	Model Test 3	(32)
	Model Test 4	(47)
	Model Test 5	(62)
	Model Test 6	(77)
	Model Test 7	(92)
	Model Test 8	(107)
	Model Test 9	(123)
	Model Test 10	(139)
	Model Test 11	(155)
	Model Test 12	(171)
II	Keys to Tests	(186)
III	Notes to Vocabulary and Structure	(204)
IV	Recorded Scripts	(222)

I College English Model Tests

Model Test 1

Part I Listening Comprehension

(35 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. Both 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 choices 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 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.

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) "At the office" is the best answer. You should choose [A] on the Answer Sheet and mark it with a single line through the centre.

1. A) He didn't have any idea to express.
- B) He couldn't think that morning.
- C) He spoke enough at the morning.
- D) He didn't care what's happening at the meeting.

2. A) The food isn't fresh.
B) The store doesn't sell vegetables.
C) She agrees with the man.
D) She wants to know whether vegetables are sold or not.
3. A) One. B) Two.
C) Three. D) Four.
4. A) Because she doesn't want to go.
B) She liked the film.
C) The film was very exciting.
D) The movie wasn't as good as she'd expected.
5. A) She didn't see the film.
B) She liked the film.
C) The film was very exciting.
D) The movie wasn't as good as she'd expected.
6. A) He hasn't taken enough courses in biology.
B) His grades in science courses are very good.
C) He doesn't want to take any more science course.
D) He likes biology enough to continue with it.
7. A) It's sure to be easy.
B) It'll cost less than last year's.
C) It might be difficult.
D) It starts after breakfast.
8. A) Make a purchase in a supermarket.
B) Wait patiently for some assistance.
C) Order some food in a restaurant.
D) Obtain help from customer service.
9. A) He wants to go there again.
B) It's not his fault.
C) He wanted to waste some time.
D) He was afraid it was going to be bad.
10. A) John isn't right now.
B) John can't come to the phone at once.

- C) John doesn't want to speak to the caller.
- D) The caller dialed the wrong number.

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 some questions 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 center.

Passage One

Questions 11 to 13 are based on the passage you've just heard.

- 11. A) They are the most popular film stars.
 - B) They are the best actresses.
 - C) They appear in TV plays every night.
 - D) They are the first woman news announcers on British television.
- 12. A) One year ago.
 - B) Two years ago.
 - C) Three years ago.
 - D) Ten years ago.
- 13. A) People like woman news announcers better.
 - B) The number of viewers of the programme increased a lot.
 - C) Fewer people watched the news from then on.
 - D) Their programmes are very interesting.

Passage Two

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

- 14. A) Man's intelligence is given to him at birth.
 - B) Man's intelligence is given to him through education.
 - C) Man's intelligence is given to him both at birth and through education.
 - D) Man's intelligence is given to him neither at birth nor through education.
- 15. A) The importance of their intelligence.
 - B) The role of environment on intelligence.

- C) The importance of their positions.
- D) The part that birth plays.
- 16. A) Surroundings.
- B) Intelligence.
- C) Dependence on Environment.
- D) Effect of Education.

Passage Three

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

- 17. A) The planes are very, very big.
- B) The planes need very little human labor.
- C) The planes are less dangerous than one might think.
- D) The planes have six kitchens.
- 18. A) Five million dollars.
- B) Twenty million dollars.
- C) Twenty-five million dollars.
- D) Fifty million dollars.
- 19. A) \$ 600.
- B) \$ 16 000.
- C) \$ 6 000.
- D) \$ 1 600.
- 20. A) About 40.
- B) Almost 1 400.
- C) Only 140.
- D) More than 400.

Section C

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You

can check what you have written when the passage is read to you once again without the pause.

Turning to the local scene, the strike by the city bus drivers has just gone into its third day. And negotiations (21. _____) and representatives of the bus drivers' union, (22. _____). The drivers say that salaries are not the main issue in the dispute, that working conditions and employee pension plans (23. _____) before they return to their jobs.

(24. _____), city residents are coping as best they can with the city transportation tie up. Many people are reported (25. _____). And many others (26. _____) of walking. Floyd Brewster, (27. _____) as he was walking his 20 blocks to his office earlier this morning, (28. _____) he did not think he would go back to riding the buses after the strike is over, "(29. _____)", he said, "I'm getting the type exercise I've never gotten before, (30. _____)." ."

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 31 to 35 are based on the following passage:

Shopping for clothes is not the same experience for a man as it is for a woman. A man goes shopping because he needs something. His purpose is settled and decided in advance. He knows what he wants and his objective is to find it and buy it; the price is a secondary consideration. All men simply walk into a shop and ask the assistant for what they want. If the shop has it in stock, the salesman promptly produces it, and the business of trying it on proceeds at once. All being well, the deal can be and often is completed in less than five minutes, with hardly any chat and to everyone's satisfaction.

For a man, slight problems may begin when the shop does not have what he wants, or does not have exactly what he wants. In that case the salesman, as the name implies, tries to sell the customer something else. He offers the nearest he can to the article required. No good salesman brings out such a substitute bluntly; he does so with skill and polish: "I know this jacket is not the style you want, sir, but would you like to try it for size? It happens to be the colour you mentioned." Few men have patience with this treatment, and the usual response is: "This is the right colour and may be the right size, but I should be wasting my time and yours by trying it on."

Now how does a woman go about buying clothes? In almost every respect she does so in the opposite way. Her shopping is not often based on need. She has never fully made up her mind what she wants, and she is only "having a look round." She is always open to persuasion; indeed she sets great store by what the saleswoman tells her, even by what companions tell her. She will try on any number of things. Uppermost in her mind is the thought of finding something that everyone thinks suits her. Contrary to a lot of jokes, most women have an excellent sense of value when they buy clothes. They are always on the lookout for the unexpected bargain. Faced with a roomful of dresses, a woman may easily spend an hour going from one rail to another, to and fro, often retracing her steps, before selecting the dresses she wants to try on. It is a laborious process, but apparently an enjoyable one. Most dress shops provide chairs for the waiting husbands.

31. When a man is buying clothes _____.

- A) he does not mind how much he has to pay for the right things
- B) he buys good quality things, so long as they are not too expensive
- C) he buys cheap things, regardless of quality
- D) he chooses things that others recommend

32. What does a man do when he cannot get exactly what he wants?

- A) He usually does not buy anything.
- B) At least two of his requirements must be met before he buys.
- C) So long as the style is right, he buys the thing.

D) He buys similar thing of the colour he wants.

33. In commerce a good salesman is one who _____.

A) sells something a customer does not particularly want

B) treats his customers sharply

C) always has in stock just what you want

D) does not waste his time on difficult customers

34. What does the passage tell us about women shoppers?

A) Women rarely consider buying cheap clothes.

B) Women often buy things without giving the matter proper thought.

C) They listen to advice but never take it.

D) They welcome suggestions from anyone.

35. What is the most obvious difference between men and women shoppers?

A) The fact that men do not try clothes on in a shop.

B) The time they take over buying clothes.

C) Women bargain for their clothes, but men do not.

D) Women stand up to shop, but men sit down.

Question 36 to 40 are based on the following passage:

Let children learn to judge their own work. A child learning to talk does not learn by being corrected all the time: if corrected too much, he will stop talking. He notices a thousand times a day the difference between the language he uses and the language those around him use. Bit by bit, he makes the necessary changes to make his language like other people's. In the same way, children learning to do all the other things they learn to do without being taught — to walk, run, climb, whistle, ride a bicycle — compare their own performances with those of more skilled people, and slowly make the needed changes. But in school we never give a child a chance to find out his mistakes for himself, let alone correct them. We do it all for him. We act as if we thought that he would never notice a mistake unless it was pointed out to him, or correct it unless he was made to. Soon he becomes dependent on the teacher. Let him do it himself. Let him work

out, with the help of other children if he wants it, what this word says, what the answer is to that problem, whether this is a good way of saying or doing this or not.

If it is a matter of right answers, as it may be in mathematics or science, give him the answer book. Let him correct his own papers. Why should we teachers waste time on such routine work? Our job should be to help the child when he tells us that he can't find the way to get the right answer. Let's end all this nonsense of grades, exams, marks. Let us throw them all out, and let the children learn what all educated persons must some day learn, how to measure their own understanding, how to know what they know or do not know.

Let them get on with this job in the way that seems most sensible to them, with our help as school teachers if they ask for it. The idea that there is a body of knowledge to be learnt at school and used for the rest of one's life is nonsense in a world as complicated and rapidly changing as ours. Anxious parents and teachers say, "But suppose they fail to learn something essential, something they will need to get on in the world?" Don't worry! If it is essential, they will go out into the world and learn it.

36. What does the author think is the best way for children to learn things?

- A) By copying what other people do.
- B) By making mistakes and having them corrected.
- C) By listening to explanations from skilled people.
- D) By asking a great many questions.

37. What does the author think teachers do which they should not do?

- A) They give children correct answers.
- B) They point out children's mistakes to them.
- C) They allow children to mark their own work.
- D) They encourage children to copy from one another.

38. The passage suggests that learning to speaking and learning to ride bicycle are _____.

- A) not really important skills

- B) more important than other skills
 - C) basically different from learning adult skills
 - D) basically the same as learning other skills
39. Exams, grades and marks should be abolished because children's progress should only be estimated by _____.
- A) educated persons B) the children themselves
 - C) teachers D) parents
40. The author fears that children will grow up into adults who are _____.
- A) too independent of others
 - B) too critical of themselves
 - C) unable to think for themselves
 - D) unable to use basic skills

Question 41 to 45 are based on the following passage:

The Government has almost doubled its spending on computer education in schools. Mr William Shelton, junior Education Minister, announced that the Micro-electronics Education Programme (MEP) is to run for two more years with additional funding of at least £ 9 million.

The programme began in 1980, was originally due to end next year, and had a budget of £ 9 million. This has been raised in bits and pieces over the past year to £ 11 million. The programme will now run until March 1986, at a provisional cost of around £ 20 million.

MEP provides courses for teachers and develops computer programmes for classroom use of personal computers. It is run in partnership with a Department of Industry programme under which British-made personal computers are supplied to schools at half-price.

In that way, virtually every secondary school has been provided with at least one computer at a central cost to the tax payer of under £ 5 million. The primary schools are now being supplied in a £ 9 million programme which got under way at the turn of the year.

But, as Mr Shelton admitted yesterday: "It's no good having the computers without the right computer programmes to put into them and a great

deal more is still needed.” Hence, MEP’s new funds.

Mr Shelton said yesterday that MEP’s achievements in curriculum development and teacher training had shown that the computer could be used in all courses.

About 15 000 secondary teachers have taken short courses in ‘computer awareness’ — that is necessary part of the half-price computer offer and training materials are now being provided for 50 000 primary teachers. The reasoning behind MEP is that no child now at school can hope for a worthwhile job in the future economy unless he or she understands how to deal with computers — not in a vocational training sense, but in learning the general skill to extract the required information of the moment from the ever-spreading flood.

41. The original MEP programme was expected to _____.
A) last two years and cost nine million pounds
B) last four years and cost nine million pounds
C) last two years and cost eleven million pounds
D) last four years and cost eleven million pounds
42. The main aim of MEP is to help curriculum development and _____.
A) provide personal computers for schools
B) arrange for cheap computers to be supplied to schools
C) show teachers how to use personal computers
D) train teachers to work with classes using computers
43. Computers have now been introduced _____.
A) in most secondary schools
B) in all secondary schools
C) in most primary schools, at half-price
D) in most schools, at no expense to the taxpayer
44. The additional grant of money being provided is mainly _____.
A) part of the agreement to supply computers cheaply
B) to develop further computer programmes for schools
C) to train 50 000 primary teachers