大学英语 A1\B1 模拟卷

参考答案

出卷时间：2021 年 1 月
参考试卷：2020 秋考试卷
出卷人 limelight

一、

SectionA-C

附录1 听力原文

Unit 1

Section A

News Report One

(Q1) Americans are expressing anger and sadness at the latest shooting incident in the United States. This one took place last Monday in Washington, DC, just a short distance from the Capitol building.

Twelve people were killed and several others wounded in the attack at Washington's Navy Yard. Police shot dead the gunman after a search at the base. He was identified as 34-year-old Aaron Alexis, a former Navy Reserve sailor. (Q2) At the time of the shooting, he was an information technology specialist with a private company that worked for the Defense Department.

His mental condition has become a central issue in the investigation. He had recently told police that he was hearing voices. Mr. Alexis was arrested in two separate shooting incidents in 2004 and 2010. Yet he held a security clearance, which enabled him to enter a secure military area.

Q1: What is the news report mainly about?

Q2: Which of the following statements is true about the gunman?

News Report Two

This week marks the first anniversary of a major exploration effort on Mars. (Q3) It has been 12 months since the exploration device called *Curiosity* landed on the distant planet. *Curiosity* is named for the human condition of wanting to learn or know something.

The United States Space Agency, NASA, says *Curiosity* has driven more than 1.6 kilometers on Mars. The device, called a "rover", is about the size of a car.

(Q4) *Curiosity* has found evidence of an ancient riverbed and other signs of wet conditions. NASA scientists say that with these discoveries, *Curiosity* has answered the question that whether conditions on ancient Mars could have supported life.

Curiosity is a traveling laboratory that contains 10 scientific instruments. The rover has found hydrogen, oxygen and other elements necessary for life.

Q3: What can we learn about the exploration device on Mars?
Q4: What has the exploration device found on Mars?

News Report Three

(Q7) The World Health Organization says an increasing number of infections cannot be treated because of growing resistance to antibiotic drugs. This resistance puts the lives of millions of people at risk.

The WHO studied 133 countries. It found that no part of the world is ready to fight the growing threat. It says only twenty-five percent of the countries it studied has a thorough plan to fight resistance to antibiotics and other antimicrobial medicines.

The study also found that many people do not know about the problem. (Q5) And the researchers say many people believe antibiotics are effective against viral infections. The organization says this misunderstanding causes antibiotics to be used even when they will not work. The resulting overuse can cause resistance.

Charles Penn is a WHO expert on antimicrobial resistance. (Q6) He says researchers discovered that antibiotics and similar medicines are sold in many places without a doctor's prescription. He says this increases the possibility of overuse of antibiotics and increases resistance.

Q5: What can we learn from the study?
Q6: What can we learn from Charles Penn's remarks?
Q7: What is this report mainly about?

Section B

Conversation One

M: Hey, Karen. You are not really reading it, are you?
W: Pardon?
M: The book! You haven't turned the page in the last ten minutes.
W: No, Jim. I suppose I haven't. I need to get it through though, but I keep drifting away.
M: So it doesn't really hold your interest?
W: No, not really. (Q8) I wouldn't bother with it, to be honest, but I have to read it for a seminar. I'm at the university.
M: It's a labor of labor then rather than a labor of love.
W: I should say, I don't like Dickens at all really, the author. (Q9) Indeed, I am starting to like the whole course less and less.
M: It's not just the book. It's the course as well?
W: Yeah, in a way, although the course itself isn't really that bad, a lot of it is pretty good, in fact, and the lecturers are fine. It's me, I suppose. (Q10) You see, I wanted to do philosophy rather than English, but my parents took me out of it.
M: So the course is OK as such. It's just that it hadn't been left to you. You would have chosen a

different one.

W: Oh, they had my best interest at heart, of course, my parents. They always do, don't they? (Q11) They believe that my job prospects would be pretty limited with the degree of philosophy. Plus they give me really a generous allowance, but I am beginning to feel that I'm wasting my time and their money. They would be so disappointed though if I told them I was quitting.

Q8: Why does Karen drift away?

Q9: What does Karen say about the course?

Q10: What does Karen want to learn?

Q11: Which of the following statements is true according to Karen's parents?

Conversation Two

W: (Q12) Please have a seat, Mr. Thunders. I received your resume last week, and was very impressed.

M: Thank you!

W: We are a small financial company trading mostly stocks and bonds. May I ask why you are interested in working for us?

M: Your company has an impressive reputation and I always want to work for a smaller company.

W: That's good to hear. Would you mind telling me a little bit about your previous job?

M: I worked in a large international company in charge of a team of 8 brokers, and we bought and sold stocks for major clients worldwide.

W: Why do you think you are the right candidate for this position?

M: (Q13) As a head broker, I have a lot of experience in the stock market. I deal with the clients on the daily bases, and I enjoy working with people.

W: (Q15) Well, you might just be the person we've been looking for. Do you have any questions?

M: Uh-hum, if I were hired, how many accounts would I be handling?

W: (Q14) You will be working with two other head brokers. In another words, you will be handling about a third of our clients.

M: And who would I report to?

W: Directly to me.

M: I see. What kind of benefits package do you offer?

W: Two weeks of paid vacation in your first year's employment, you are also entitled to medical and dental insurance, but this is something you should discuss with our Personnel Department. Do you have any other questions?

M: No, not at the moment.

W: (Q12) Well, I have to discuss your application with my colleagues and we'll get back to you early next week.

M: OK, thanks.

Q12: Where may this dialogue take place?
Q13: What can we learn about the man's previous job?
Q14: What will the man do if he is hired?
Q15: What can we conclude from this dialogue?

Section C

Passage One

The Sydney Opera House is one of the most famous buildings in the world. (Q16) It is considered to be one of the most recognizable images of the modern world although the building has been open for only about 40 years. The Sydney Opera House is as representative of Australia as the pyramids are of Egypt.

(Q17) 6,225 square meters of glass and 645 kilometers of electric cable were used to build the Opera House. It includes 1,000 rooms. It is 185 meters long and 120 meters wide. The building's roof sections weigh about 15 tons. There are 1 million tiles on the roof. It provides guided tours to 200,000 people each year.

But do you know the Opera House with a roof was designed by a famous Danish architect, John Utzon? In the late 1950s, the Australian Government established an appeal fund to finance for the construction of the Sydney Opera House, and conducted a competition for its design.

(Q18) Utzon spent a few years reworking the design and it was 1961 before he had solved the problem of how to build the distinguishing feature—the sails of the roof. The venture experienced cost blowouts. In 1966 the situation reached crisis point and Utzon resigned from the project. The building was finally completed by others in 1973. Sydney Opera House was opened by Queen Elizabeth on 20th October 1973.

The Opera House reaches out into the harbor. Seen from the air or a ferry, the skyline of the Sydney Opera House, the blue water of the harbor and the Sydney Harbour Bridge are so beautiful.

Q16: How long has the Sydney Opera House been open?
Q17: What can we learn about the Sydney Opera House according to this passage?
Q18: Which of the following statements is true about John Utzon?

Passage Two

(Q19) Kidnappers are rarely interested in animals, but they recently took considerable interest in Mrs. Eleanor Ramsay's cat. Mrs. Ramsay, a very wealthy old lady, has shared a flat with her cat, Rastus, for a great many years. Rastus leads an orderly life. He usually takes a short walk in the evenings and is always home by seven o'clock. One evening, however, he failed to arrive. Mrs. Ramsay got very worried. She looked everywhere for him but could not find him.

Three days after Rastus' disappearance, Mrs. Ramsay received an anonymous letter. (Q20) The writer stated that Rastus was in safe hands and would be returned immediately if Mrs.

Ramsay paid a ransom of $1,000. Mrs. Ramsay was instructed to place the money in a cardboard box and to leave it outside her door. At first she decided to go to the police, but fearing that she would never see Rastus again—the letter had made that quite clear—she changed her mind. (Q21) She withdrew $1,000 from her bank and followed the kidnapper's instructions. The next morning, the box had disappeared but Mrs. Ramsay was sure that the kidnapper would keep his word. Sure enough, Rastus arrived punctually at seven o'clock that evening. He looked very well though he was rather thirsty, for he drank half a bottle of milk. The police were astounded when Mrs. Ramsay told them what she had done. She explained that Rastus was very dear to her. Considering the amount she paid, he was dear in more ways than one!

Q19: What does the author say about kidnappers?

Q20: What happened to Mrs. Ramsay's cat?

Q21: What does Mrs. Ramsay do to save her cat?

Passage Three

When couples get married, they usually plan to have children. Sometimes, however, a couple can not have a child of their own. In this case, they may decide to adopt a child. In fact, adoption is very common today. There are about 60 thousand adoptions each year in the United States alone. Some people prefer to adopt infants, others adopt older children, (Q22) some couples adopt children from their own countries, others adopt children from foreign countries. (Q23) In any case, they all adopt children for the same reason—they care about children and want to give their adopted child a happy life.

Most adopted children know that they are adopted. Psychologists and child-care experts generally think this is a good idea. (Q24) However, many adopted children or adoptees have very little information about their biological parents. As a matter of fact, (Q25) it is often very difficult for adoptees to find out about their birth parents because the birth records of most adoptees are usually sealed. The information is secret so no one can see it. Naturally, adopted children have different feelings about their birth parents. Many adoptees want to search for them, but others do not. The decision to search for birth parents is a difficult one to make. Most adoptees have mixed feelings about finding their biological parents. Even though adoptees do not know about their natural parents, they do know that their adopted parents want them, love them and will care for them.

Q22: What can we learn from this passage?

Q23: Why do many couples adopt children according to this passage?

Q24: What does the author say about adopted children?

Q25: Why is it difficult for adopted children to find their biological parents?
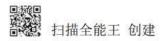
Unit 1

参考答案：

Section A 1-2 BC 3-4 AD 5-7 BCA
Section B 8-11 CBDC 12-15 DACD
Section C 16-18 BCA 19-21 BAB 22-25 BACC

SectionD
DBA DBA DBAC
Lecture1 Script
OK. Another ancient Greek philosopher we need to discuss is Aristotle-Aristotle's ethical theory. What Aristotle's ethical theory is all about is this: he's trying to show you how to be happy-what true happiness is.

Now, why is he interested in human happiness? It's not just because it's something that all people want or aim for. It's more than that. But to get there, we need to first make a very important distinction. Let me introduce a couple of technical terms: extrinsic value and intrinsic value.

To understand Aristotle's interest in happiness, you need to understand this distinction. Some things we aim for and value, not for themselves, but for what they bring about in addition to themselves. If I value something as a means to something else, then it has what we will call "extrinsic value." Other things we desire and hold to be valuable for themselves alone. If we value something not as a means to something else, but for its own sake, let us say that it has "intrinsic value."

Exercise. There may be some people who value exercise for itself, but I don't. I value exercise because if I exercise, I tend to stay healthier than I would if I didn't. So I desire to engage in exercise, and I value ·exercise extrinsically ... not for its own sake, but as a means to something beyond it. It brings me good health.

Health. Why do I value good health? Well, here it gets a little more complicated for me. Um, health is important for me because I can't ... do other things I wanna doplay music, teach philosophy-if I'm ill. So health is important to me-has value to me-as a means to a productive life. But health is also important to me because I just kind of like to be healthy-it feels good. It's pleasant to be healthy, unpleasant not to be. So to some degree I value health both for itself and as a means to something else: productivity. It's got extrinsic and intrinsic value for me.

Then there's some things that are just valued for themselves. I'm a musician, not a professional musician; I just play a musical instrument for fun. Why do I value playing music? Well, like most amateur musicians, I only play because, well, I just enjoy it. It's something that's an end in itself.

Now, something else I value is teaching. Why? Well, it brings in a modest income, but I could make more money doing other things. I'd do it even if they didn't pay me. I just enjoy teaching. In that sense it's an end to itself.

But teaching's not something that has intrinsic value for all people-and that's true generally. Most things that are enjoyed in and of themselves vary from person to person. Some people value teaching intrinsically, but others don't.

So how does all this relate to human happiness? Well, Aristotle asks: is there something that all human beings value ... and value only intrinsically, for its own sake and only for its own sake? If you could find such a thing, that would be the universal final good, or truly the ultimate purpose or goal for all human beings. Aristotle thought the answer was yes. What is it? Happiness. Everyone will agree, he argues, that happiness is the ultimate end to be valued for itself and really only for itself. For what other purpose is there in being happy? What does it yield? The attainment of happiness becomes the ultimate or highest good for Aristotle. The next question that Aristotle raises is: what is happiness? We all want it; we all desire it; we all seek it. It's the goal we have in life. But what is it? How do we find it?

Here he notes, with some frustration, people disagree. But he does give us a couple of criteria, or features, to keep in mind as we look for what true human happiness is. True human happiness should be, as he puts it, complete. Complete in that it's all we require. Well, true human happiness ... if you had that, what else do you need? Nothing.

And, second, true happiness should be something that I can obtain on my own. I shouldn't have to rely on other people for it. Many people value fame and seek fame. Fame for them becomes the goal. But, according to Aristotle, this won't work either, because fame depends altogether too much on other people. I can't get it on my own, without help from other people.

In the end, Aristotle says that true happiness is the exercise of reason-a life of intellectual contemplation ... of thinking. So let's see how he comes to that.

Lecture2 Script

OK. Let's get going. Today I'm going to talk about how the asteroid belt was discovered. And ... I'm going to start by writing some numbers on the board. Here they are: we'll start with zero, then 3, ... 6, ... 12. Uh, tell me what I'm doing.

Female Student: Multiplying by 2?

Professor: Right. I'm doubling the numbers, so 2 times 12 is 24, and the next one I'm going to

write after 24 would be ...

Female Student: 48.

Professor: 48. Then 96. We'll stop there for now. Uh, now I'll write another row of numbers under

that. Tell me what I'm doing: 4, 7, 10 ... How am I getting this second row?

Male Student: Adding 4 to the numbers in the first row.

Professor: I'm adding 4 to each number in the first row to give you a second row. So the last two

will be 52, 100, and now tell me what I'm doing.

Female Student: Putting in a decimal?

Professor: Yes, I divided all those numbers by 10 by putting in a decimal point. Now I'm going to write the names of the planets under the numbers. Mercury ... Venus ... Earth ... Mars. So, what do the numbers mean? Do you remember from the reading?

Male Student: Is it the distance of the planets from the Sun?

Professor: Right. In astronomical units-not perfect, but tantalizingly close. The value for Mars is off by ... 6 or 7 percent or so. It's ... but it's within 10 percent of the average distance to Mars from the Sun. But I kind of have to skip the one after Mars for now. Then Jupiter's right there at 5-point something, and then Saturn is about 10 astronomical units from the Sun. Um, well, this pattern is known as Bode's Law.

Um, it isn't really a scientific law, not in the sense of predicting gravitation mathematically or something, but it's attempting a pattern in the spacing of the planets, and it was noticed by Bode hundreds of years ago. Well, you can imagine that there was some interest in why the 2.8 spot in the pattern was skipped, and um ... but there wasn't anything obvious there, in the early telescopes. Then what happened in the late 1700s? The discovery of ... ?

Female Student: Another planet?

Professor: The next planet out, Uranus-after Saturn.

And look, Uranus fits in the next spot in the pattern pretty nicely, um, not perfectly, but close. And so then people got really excited about the validity of this thing and finding the missing

object between Mars and Jupiter. And telescopes, remember, were getting better. So people went to work on finding objects that would be at that missing distance from the Sun, and then in 1 801, the object Ceres was discovered.

And Ceres was in the right place-the missing spot. Uh, but it was way too faint to be a planet. It looked like a little star. Uh, and because of its starlike appearance, um, it was called an "asteroid." OK? Aster is Greek for "star," as in astronomy. Um, and so, Ceres was the first and is the largest of what became many objects discovered at that same distance. Not just one thing, but all the objects found at that distance form the asteroid belt. So the asteroid belt is the most famous success of this Bode's Law. That's how the asteroid belt was discovered.

Lecture3 Script

Hi, everyone. Good to see you all today. Actually, I expected the population to be a lot lower today. It typically runs between 50 and 60 percent on the day the research paper is due. Um, I was hoping to have your exams back today, but, uh, the situation was that I went away for the weekend, and I was supposed to get in yesterday at five, and I expected to fully complete all the exams by midnight or so, which is the time that I usually go to bed, but my flight was delayed, and I ended up not getting in until one o'clock in the morning. Anyway, I'll do my best to have them finished by the next time we meet.

OK. In the last class, we started talking about useful plant fibers. In particular, we talked about cotton fibers, which we said were very useful, not only in the textile industry, but also in the chemical industry, and in the production of many products, such as plastics, paper, explosives, and so on. Today we'll continue talking about useful fibers, and we'll begin with a fiber that's commonly known as "Manila hemp."

Now, for some strange reason, many people believe that Manila hemp is a hemp plant. But Manila hemp is not really hemp. It's actually a member of the banana family- it even bears little banana-shaped fruits. The "Manila" part of the name makes sense, because Manila hemp is produced (chiefly in the Philippine Islands, and, of course, the capital city of the Philippines is Manila.

Now, as fibers go, Manila hemp fibers are very long. They can easily be several feet in length, and they're also very strong, very flexible. They have one more characteristic that's very important, and that is that they are exceptionally resistant to salt water. And this combination of characteristics-long, strong, flexible, resistant to salt water-makes Manila hemp a great material for ropes, especially for ropes that are gonna be used on oceangoing ships. In fact, by the early 1940s, even though steel cables were available, most ships in the United States Navy were not moored with steel cables; they were moored with Manila hemp ropes.

Now, why was that? Well, the main reason was that steel cables degrade very, very quickly in contact with salt water. If you've ever been to San Francisco, you know that the Golden Gate Bridge is red. And it's red because of the zinc paint that goes on those stainless steel cables. That, if they start at one end of the bridge and they work to the other end, by the time they finish, it's already time to go back and start painting the beginning of the bridge again, because the bridge was built with steel cables, and steel cables can't take the salt air unless they're treated repeatedly with a zinc-based paint.

On the other hand, plant products like Manila hemp, you can drag through the ocean for weeks on end. If you wanna tie your anchor to it and drop it right into the ocean, that's no

problem, because plant fibers can stand up for months, even years, in direct contact with salt water. OK. So how do you take plant fibers that individually you could break with your hands and turn them into a rope that's strong enough to moor a ship that weighs thousands of tons? Well, what you do is extract these long fibers from the Manila hemp plant, and then you take several of these fibers, and you group them into a bundle, because by grouping the fibers, you greatly increase their breaking strength-that bundle of fibers is much stronger than any of the individual fibers that compose it. And then you take that bundle of fibers and you twist it a little bit, because by twisting it, you increase its breaking strength even more. And then you take several of these little bundles, and you group and twist them into bigger bundles, which you then group and twist into even bigger bundles, and so on, until eventually, you end up with a very, very strong rope.

二、
1-20 BADDD CACBD CACDA BDDAC（仅供参考）
56-65 CDADB BABDC

第三部分		语言运用							
36. B	37. D	38. C	39. C	40. A	41. D	42. B	43. A	44. B	45. B
46. D	47. C	48. A	49. D	50. B	51. C	52. A	53. C	54. D	55. A

三、
1、
I、(1) No　　(2) Yes　　(3) no　　(4) Yes　　(5) Not Given　　(6) Yes
II、CDADA

2、
I、(1) Yes　(2) No　(3) No　(4) Yes　(5) No
II、BDABD