

*PUBLIC ENGLISH TEST SYSTEM*

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全国英语等级考试

# PETS 历年真题及 专家精析

第四级

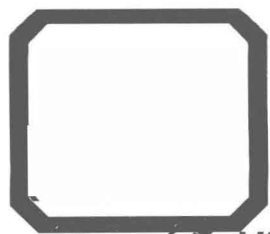
***PUBLIC ENGLISH  
TEST SYSTEM***

全国英语等级考试命题研究组 编

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中国石化出版社  
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教·育·出·版·中·心



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### 图书在版编目 (CIP) 数据

全国英语等级考试历年真题及专家精析. 第四级/全国英语等级考试命题研究组编.

—北京: 中国石化出版社, 2011. 5

ISBN 978-7-5114-0903-4

I. ①全… II. ①全… III. ①英语水平考试—题解  
IV. ①H319.6

中国版本图书馆 CIP 数据核字(2011)第 075497 号

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### 中国石化出版社出版发行

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北京科信印刷有限公司印刷

全国各地新华书店经销

\*

787×1092 毫米 16 开本 18.5 印张 486 千字

2011 年 5 月第 1 版 2011 年 5 月第 1 次印刷

定价: 38.00 元 (赠送 MP3 盘)

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# 第一部分

## 笔试历年真题

## 全国英语等级考试 第四级 2010 年 9 月笔试真题

## Section I Listening Comprehension

(30 minutes)

1~20 略

## Section II Use of English

(15 minutes)

## Directions:

Read the following text. Choose the best word or phrase for each numbered blank and mark A, B, C or D on ANSWER SHEET 1.

In 1942, the HMS Edinburgh was sunk in the Barents Sea. It was on its 21 back to Britain with ninety-one boxes of Russian gold. 22 thirty-nine years it lay there, too deep for divers to 23. No one was allowed to explode it, either, since the bodies of sixty of the crew also lay in the 24. Then, in 1981, an ex-diver called Jessop decided to try using new diving techniques. 25 he could not afford to finance the 26 which was going to cost four million pounds, he had to look for people who were 27 to take the risk. 28 they were not even sure the gold was going to be there! First a Scottish diving company, then a German shipping company agreed to join in the retrieval 29. Not long after that, Jessop 30 a fourth company to take a 31. Since the gold was the 32 of the British and the Soviet governments, they both hoped to make a 33 too! The biggest problem was how to get 34 the gold. Fortunately, they were able to examine the Edinburgh's sister ship, the HMS Belfast, to 35 out the exact location of the bomb room, 36 the gold was stored.

They knew it was to be an extremely difficult and dangerous undertaking. To reach the gold, they would have to cut a large square 37 the body of the ship, go through the empty fuel tank and down to the bomb room. After twenty-eight dives, they 38 to find the first bar. Everyone worked 39 the clock, helping to clean and stack the gold, 40 as to finish the job as quickly as possible.

- |                |              |                    |             |
|----------------|--------------|--------------------|-------------|
| 21. [A] road   | [B] path     | <del>[C] way</del> | [D] passage |
| 22. [A] During | [B] For      | [C] At             | [D] Since   |
| 23. [A] find   | [B] discover | [C] dive           | [D] reach   |

- |                    |                 |                |                |
|--------------------|-----------------|----------------|----------------|
| 24. [A] wreck      | [B] ruin        | [C] relic      | [D] waste      |
| 25. [A] Although   | [B] Unless      | [C] As         | [D] If         |
| 26. [A] research   | [B] operation   | [C] movement   | [D] search     |
| 27. [A] willing    | [B] luckily     | [C] committed  | [D] engaged    |
| 28. [A] All in all | [B] In addition | [C] In case    | [D] After all  |
| 29. [A] assignment | [B] temptation  | [C] attempt    | [D] commission |
| 30. [A] introduced | [B] persuaded   | [C] associated | [D] stimulated |
| 31. [A] chance     | [B] look        | [C] measure    | [D] choice     |
| 32. [A] business   | [B] estate      | [C] obligation | [D] property   |
| 33. [A] profit     | [B] benefit     | [C] success    | [D] welfare    |
| 34. [A] about      | [B] around      | [C] to         | [D] from       |
| 35. [A] get        | [B] take        | [C] work       | [D] try        |
| 36. [A] which      | [B] where       | [C] here       | [D] there      |
| 37. [A] on         | [B] in          | [C] among      | [D] along      |
| 38. [A] managed    | [B] achieved    | [C] Succeeded  | [D] fulfilled  |
| 39. [A] before     | [B] by          | [C] with       | [D] round      |
| 40. [A] that       | [B] much        | [C] far        | [D] so         |

## Section III Reading Comprehension

(60 minutes)

### Part A

#### Directions:

Read the following four texts. Answer the questions on each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1.

#### Text 1

Competition for admission to the country's top private schools has always been tough, but this year Elisabeth realized it had reached a new level. Her wake-up call came when a man called the Dalton School in Manhattan, where Elisabeth is admissions director, and inquired about the age cutoff for their kindergarten program. After providing the information, she asked about the age of his child. The man paused for an uncomfortably long time before answering. "Well, we don't have a child yet. We're trying to figure out when to conceive a child so the birthday is not a problem."

Worries are spreading from Manhattan to the rest of the country. Precise current data on private schools are unavailable, but interviews with representatives of independent schools all told the same story: an oversupply of applicants, higher rejection rates. "We have people calling us for spots two years down the road," said Marilyn of the Seven Hills School in Cincinnati. "We have grandparents calling for pregnant daughters." Public opinion polls



indicate that Americans' No. 1 concern is education. Now that the long economic boom has given parents more disposable income, many are turning to private schools, even at price tags of well over \$ 10,000 a year. "We're getting applicants from a broader area geographically than we ever have in the past," said Betsy of the Latin School of Chicago, which experienced a 20 percent increase in applications this year.

The problem for the applicants is that while demand has increased, supply has not. "Every year, there are a few children who do not find places, but this year, for the first time that I know of, there are a significant number without places," said Elisabeth. So what can parents do to give their 4-year-old an edge? Schools know there is no easy way to pick a class when children are so young. Many schools give preference to children of their graduates. Some make the choice by drawing lots. But most rely on a mix of subjective and objective measures: tests that at best identify developmental maturity and cognitive potential, interviews with parents and observation of applicants in classroom settings. They also want a diverse mix. Children may end up on a waiting list simply because their birthdays fall at the wrong time of year, or because too many applicants were boys.

The worst thing a parent can do is to pressure preschoolers to perform—for example, by pushing them to read or do math exercises before they're ready. Instead, the experts say, parents should take a breath and look for alternatives. Another year in preschool may be all that's needed.

41. From this text we learn that it is \_\_\_\_\_.

- [A] harder to make a choice between public and private schools
- [B] harder to go to private schools this year than before
- [C] more difficult to go to public schools than to private schools
- [D] as difficult to go to private schools this year as before

42. The sentence "We have people... down the road" (Line 4, Paragraph 2) probably means \_\_\_\_\_.

- [A] we have people calling us for parking space two years ahead of time
- [B] people called us for permission to use the places two years ago
- [C] we received calls from people down the road two years ago
- [D] people called us for school vacancies two years in advance

43. The text indicates that private schools are very selective because they \_\_\_\_\_.

- [A] have no reliable methods to pick students for a class
- [B] want a good mixture of boys and girls for classes
- [C] encounter more demand than they can cope with
- [D] prefer to enroll children of their relatives

44. From the text, we can infer that the author \_\_\_\_\_.

- [A] favors the idea of putting children on a waiting list
- [B] agrees to test preschooler's cognitive potentials
- [C] thinks children should be better prepared academically



- [D] disapproves of the undue pressure on preschoolers
45. Which of the following can serve as a title of this text? \_\_\_\_\_

[A] Hard Time for the Preschoolers

[B] Prosperity of Private Schools

[C] The Problem for Public Schools

[D] Americans' No 1 Concern

Text 2

William Shakespeare described old age as “second childishness”—no teeth, no eyes, no taste. In the case of taste he may, musically speaking, have been more perceptive than he realised. A paper in *Neurology* by Giovanni Frisoni and his colleagues at the National Centre for Research and Care of Alzheimer's Disease in Italy, shows that frontotemporal dementia can affect musical desires in ways that suggest a regression, if not to infancy, then at least to a patient's teens.

Frontotemporal dementia, a disease usually found with old people, is caused, as its name suggests, by damage to the front and sides of the brain. These regions are concerned with speech, and with such “higher” functions as abstract thinking and judgment.

Two of such patients intrigued Dr Frisoni. One was a 68-year-old lawyer, the other a 73-year-old housewife. Both had undamaged memories, but displayed the sorts of defect associated with frontotemporal dementia—a diagnosis that was confirmed by brain scanning.

About two years after he was first diagnosed, the lawyer, once a classical music lover who referred to pop music as “mere noise”, started listening to the Italian pop band “883”. As his command of language and his emotional attachments to friends and family deteriorated, he continued to listen to the band at full volume for many hours a day. The housewife had not even had the lawyer's love of classical music, having never enjoyed music of any sort in the past. But about a year after her diagnosis she became very interested in the songs that her 11-year-old granddaughter was listening to.

This kind of change in musical taste was not seen in any of the Alzheimer's patients, and thus appears to be specific to those with frontotemporal dementia. And other studies have remarked on how frontotemporal-dementia patients sometimes gain new talents. Five sufferers who developed artistic abilities are known. And in another case, one woman with the disease suddenly started composing and singing country and western songs.

Dr Frisoni speculates that the illness is causing people to develop a new attitude towards novel experiences. Previous studies of novelty-seeking behaviour suggest that it is managed by the brain's right frontal lobe. A predominance of the right over the left frontal lobe, caused by damage to the latter, might thus lead to a quest for new experience. Alternatively, the damage may have affected some specific nervous system that is needed to appreciate certain kinds of music. Whether that is a gain or a loss is a different matter. As Dr Frisoni puts it in his article, there is no accounting for taste.

46. The writer quotes Shakespeare mainly to \_\_\_\_\_.  
[A] praise the keen perception of the great English writer  
[B] support Dr. Frisoni's theory about a disease  
[C] start the discussion on a brain disease  
[D] show the long history of the disease
47. The word "regression" in the 1st paragraph is best replaced by \_\_\_\_\_.  
[A] backward movement  
[B] uncontrolled inclination  
[C] rapid advancement  
[D] unexpected restoration
48. After contracting frontotemporal dementia, the 68-year-old lawyer \_\_\_\_\_.  
[A] became more dependent on his family  
[B] grew fond of classical music  
[C] recovered from language incompetence  
[D] enjoyed loud Italian popular music
49. Frontotemporal dementia is a disease \_\_\_\_\_.  
[A] identified with loss of memory  
[B] causing damage to certain parts of the brain  
[C] whose patients may develop new talents  
[D] whose symptoms are similar to those of Alzheimer's patients
50. Dr Frisoni attributed the patients' changing music taste to \_\_\_\_\_.  
[A] man's desire to seek novel experience  
[B] the damage to the left part of the brain  
[C] the shift of predominance from the right lobe to the left  
[D] the weakening of some part of the nervous system

**Text 3**

Who's to blame? The trail of responsibility goes beyond poor maintenance of British railways, say industry critics. Stingy governments—both Labor and Tory—have cut down on investments in trains and rails. In the mid-1990s a Conservative government pushed through the sale of the entire subsidy-guzzling rail network. Operating franchises were parceled out among private companies and a separate firm, Railtrack, was awarded ownership of the tracks and stations. In the future, the theory ran back then, the private sector could pay for any improvements—with a little help from the state—and take the blame for any failings.

Today surveys show that travelers believe privatization is one of the reasons for the railways's failures. They ask whether the pursuit of profits is compatible with guaranteeing safety. Worse, splitting the network between companies has made coordination nearly impossible. "The railway was torn apart at privatization and the structure that was put in place was... designed, if we are honest, to maximize the proceeds to the Treasury," said Railtrack boss Gerald Corbett before resigning last month in the wake of the Hatfield crash.

对比 荒凉的乡村的  
Generally, the contrasts with mainland Europe are stark. Over the past few decades the Germans, French and Italians have invested 50 percent more than the British in transportation infrastructure. As a result, a web of high-speed trains now crisscross the Continent, funded by governments willing to commit state funds to major capital projects. Spain is currently planning 1,000 miles of new high-speed track. In France superfast trains already shuttle 穿梭 来回移动 between all major cities, often on dedicated lines. And in Britain? When the Eurostar trains that link Paris, London and Brussels emerge from the Channel Tunnel onto British soil and join the crowded local network, they must slow down from 186 mph to a maximum of 100 mph—and they usually have to go even slower. 是用的. 南端的

又用 钱用  
For once, the government is listening. After all, commuters are voters, too. In a pre-vote spending spree, the government has committed itself to huge investment in transportation, as well as education and the public health service. Over the next 10 years, the railways should get an extra ¥60 billion, partly through higher subsidies to the private companies. As Blair acknowledged last month, “Britain has been underinvested in and investment is central to Britain's future.” You don't have to tell the 3 million passengers who use the railways every day. Last week trains to Darlington were an hour late—and crawling at Locomotion No. 1 speeds.

51. In the first paragraph, the author tries to \_\_\_\_\_.  
☒ [A] trace the tragedy to its defective origin  
☐ [B] remind people of Britain's glorious past  
☐ [C] explain the failure of Britain's rail network  
☐ [D] call for impartiality in assessing the situation
52. Travelers now believe that the root cause for failures of British railway is \_\_\_\_\_.  
☐ [A] its structural design  
☒ [B] the pursuit of profit  
☐ [C] its inefficient network  
☐ [D] the lack of safety guarantees
53. According to Gerald Corbett, British railway is structured \_\_\_\_\_.  
☐ [A] for the benefit of commuters  
☒ [B] to the advantage of the government  
☐ [C] for the effect of better coordination  
☐ [D] as a replacement of the private system
54. Comparing British railway with those of Europe, the author thinks \_\_\_\_\_.  
☐ [A] trains in Britain can run at 100 mph at least  
☒ [B] Britain should build more express lines  
☐ [C] rails in Britain need further privatization  
☐ [D] British railway is left a long way behind
55. What does the author think of Blair's acknowledgement? \_\_\_\_\_.  
☐ [A] It's too late to improve the situation quickly enough

- [B] It's a welcomed ~~declaration~~ of commitment  
[C] Blair should preach it to other travelers  
[D] Empty words ~~can't~~ solve the problem

Text 4

No man has been more harshly judged than Machiavelli, especially in the two centuries following his death. But he has since found many able champions and the tide has turned. The prince has been termed a manual for tyrants, the effect of which has been most harmful. But were Machiavelli's doctrines really new? Did he discover them? He merely had the frankness and courage to write down what everybody was thinking and what everybody knew. He merely gives us the impressions he had received from a long and intimate intercourse with princes and the affairs of state. It was Lord Bacon who said that Machiavelli tells us what princes do, not what they ought to do. When Machiavelli takes Caesar Borgia as a model, he does not praise him as a hero at all, but merely as a prince who was capable of attaining the end in view. The life of the state was the primary object. It must be maintained. And Machiavelli has laid down the principles, based upon his study and wide experience, by which this may be accomplished. He wrote from the viewpoint of the politician—not of the moralist. What is good politics may be bad morals, and in fact, by a strange fatality, where morals and politics clash, the latter generally gets the upper hand. And will anyone contend that the principles set forth by Machiavelli in his *Prince* or his *Discourses* have entirely perished from the earth? Has diplomacy been entirely stripped of fraud and duplicity? Let anyone read the famous eighteenth chapter of *The Prince*: "In What Manner Princes Should Keep Their Faith," and he will be convinced that what was true nearly four hundred years ago, is quite as true today.

Of the remaining works of Machiavelli the most important is the *History of Florence* written, between 1521 and 1525, and dedicated to Clement VII. This book is merely a rapid review of the Middle Ages, and as, part of it the history of Florence. Machiavelli's method has been criticized for adhering at times too closely to the chroniclers of his time, and at others rejecting their testimony without apparent reason, while in its details the authority of his *History* is often questionable. It is the straightforward, logical narrative, which always holds the interest of the reader, that is the greatest charm of the *History*.

56. It can be inferred from the beginning of the text that \_\_\_\_\_.

- [A] many people used to think highly of Machiavelli  
[B] Machiavelli had been very influential among the rulers  
[C] Machiavelli was widely read among his contemporaries  
[D] Machiavelli has been a target of criticism throughout history

57. Lord Bacon's remarks on Machiavelli is quoted as \_\_\_\_\_.

- [A] a support for the author's viewpoint  
[B] one of the mainstream views on him

- [C] a judgment in support of most critics  
[D] a modification of the author's previous stand
58. In the case of Caesar Borgia, the author holds that \_\_\_\_\_.  
[A] Machiavelli has been objective  
[B] Machiavelli revealed his personality  
[C] Caesar Borgia was a deserved model  
[D] Machiavelli overvalued Caesar Borgia
59. According to the author, a politician's morality \_\_\_\_\_.  
[A] is no match for his political ambition  
[B] has been undervalued by Machiavelli and his likes  
[C] is usually of secondary importance  
[D] should be taken as a yardstick of his capability
60. The author's opinion on Machiavelli's *History of Florence* is that \_\_\_\_\_.  
[A] history has much to do with the person who records it  
[B] the charm lies in the style rather than in the content  
[C] most people failed to read Machiavelli's intention in it  
[D] any history of this kind should be written in this way

## Part B

### Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Write your translation clearly on ANSWER SHEET 2.

In the 16th and 17th centuries, two persons helped lay the foundation of modern education. Comenius, a Czech humanist, greatly influenced both educational and psycho-educational thought. He wrote texts that were based on a developmental theory and in them introduced the use of visual aids in instruction. Media and instructional research, a vital part of contemporary educational psychology, has its origins in the writing and textbook design of Comenius. 61) He recommended that instruction start with the general and then move to the particular and that nothing in books be accepted unless checked by a demonstration to the senses. He taught that understanding, not memory, is the goal of instruction; that we learn best which we have an opportunity to teach; and that parents have a role to play in the schooling of their children.

The contributions of one of our many ancestors often are overlooked, yet Juan Luis Vives wrote very much as a contemporary educational psychologist might in the first part of the 16th century. 62) He stated to teachers and others with educational responsibilities, such as those in government and commerce, that there should be an orderly presentation of the facts to be learned, and in this way he anticipated Herbart and the 19th-century psychologists. He noted that what is to be learned must be practiced, and in this way he anticipated Thorndike's Law of Exercise. He wrote on practical knowledge and the need to engage student interest, anticipating Dewey. 63) He wrote about individual differences and about the need to adjust

instruction for all students, and anticipated the work of educational and school psychologists in the area of special education. He discussed the schools' role in moral growth, anticipating the work of Dewey, Piaget, Kohlberg, and Gilligan. He wrote about learning being dependent on self-activity, a precursor to contemporary research on meta-cognition, where the ways in which the self monitors its own activities are studied. Finally, 64) Vives anticipated both the contemporary motivational theorists who avoid social and those researchers who find the harmful elements of norm-referenced testing to outweigh their advantages, by writing about the need for students to be evaluated on the basis of their own past accomplishments and not in comparison with other students. 65) Thus, long before we claimed our professional identity, there were individuals thinking intelligently about what we would eventually call educational psychology, preparing the way for the scientific study of education.

## Section IV Writing

(35 minutes)

### Directions:

66. Study the following cartoon carefully and write an essay on it. In your essay, you should (1) describe the cartoon briefly, (2) analyze this situation, and (3) give your comments.

You should write 160 — 200 words neatly on ANSWER SHEET 2.



## 2010年9月参考答案

### Section I Listening Comprehension

1-20 题答案解析略。

### Section II Use of English

21. [C] road 道路; path 小路, 小径; way 路; passage 通道, 过道。on one's way to 为固定搭配, 表示“在……去……的路上”。在此句中, on its way back to Britain 意为“在巡洋舰返回英国的路上”, 故选 C。
22. [B] 这四个介词都可以用来表示时间。during 在……期间, 当……之时, 用来表示一段时间; for 持续, 后面常跟具体的时间段; at 在……时刻, 通常指时间的某一点; since 自从……之后, 要与现在完成时连用。根据句意“这艘巡洋舰三十九年以来就一直沉于海底”可知, 表示时间段, 只有 for 符合要求, 故选 B。
23. [D] find 找到; discover 发现; dive 潜水; reach 到达。根据前文句意可知, too deep for divers to reach 意为“(沉船的位置)太深以至于潜水员无法到达”, 故选 D。
24. [A] wreck 沉船, 遇难船; ruin 废墟, 遗迹; relic 遗体, 遗物; waste 荒原, 荒芜之地。根据前文可知, “英国皇家海军爱丁堡号”巡洋舰于 1942 年在巴伦支海沉没, 此处是说 60 具船员的尸骸也在沉船之中, 故选 A。
25. [C] although 尽管, 虽然; unless 除非, 如果不; as 由于, 因为; if 如果。根据上下文“他无法独自承担搜索所需的四百万英镑, 不得不寻找愿意承担风险的人。”可知, 前后为因果关系, 故选 C。
26. 答案: [D] research 研究, 探讨; operation 操作; movement 移动; search 搜索, 探查。此处是指搜索任务, 故选 D。
27. [A] willing 愿意的; lucky 幸运的; committed 忠诚的, 坚定的; engaged 忙的, 从事……的。be willing to do sth. 表示“愿意做某事”, be willing to take the risk 表示“愿意承担风险”, 此处意为他不得不寻找愿意承担风险的人。符合文意, 故选 A。
28. [D] all in all 总之; in addition 除此之外, 另外; in case 以防; after all 毕竟。根据前文所述杰索普需要帮他承担风险的人, after all 代入原文更符合文章, 前后表示因果, 后文“他们还不确定黄金是否还在那里”, 故选 D。
29. [D] assignment 工作, 任务; temptation 引诱; attempt 尝试, 试图; commission 委任, 委托。assignment 与 commission 都可以表示一项任务, 但 assignment 侧重于表示分配、指派的任务, 而 commission 可以表示委托完成的任务。根据上下文, 杰索普需要说服一些公司加入这次搜索任务, 因此用“委托”这些公司完成任务更为贴切, 故选 D。
30. [B] introduce 介绍; persuade 说服; associate 联合; stimulate 激励。由于前文中提到这项任务资金不够且有风险, 可以推断出此处想要表达的是“劝说, 说服”一些公司来投资和加入搜索任务; stimulate sb to do sth 表示“激励某人去做某事”, 与文意不符; 此处意为“杰索普说服第四家公司”故选 B。



31. [A] chance 机会; look 看; measure 测量, 措施; choice 选择。根据前文提示, 杰索普需要寻找愿意承担风险的人, 可以推断出此处表示杰索普说服了第四家公司来承担风险。take a chance 为固定搭配, 表示“冒险”, 等同于前文中提到的 take the risk。故选 A。
32. [D] business 生意, 事务; estate 地产, 财产; obligation 义务, 责任; property 财产, 资产。根据句意可知, 此处要表达的是这些黄金是英国和苏联政府的财产。estate 和 property 都有财产的意思。但 property 侧重于指金钱上的财产, 如: Some of the stolen property was found in Mason's house. 而 estate 侧重于指地产, 如: He owns a large estate in Scotland. 此处是说黄金, 故选 D。
33. [A] profit 益处, 收益; benefit 益处, 好处; success 成功; welfare 福利。make a profit 表示获利, 为固定搭配。四个选项只有 profit 可与 make 搭配。benefit 表示获利时, 用其固定搭配 benefit from/by, success 可用于固定搭配, make a success of sth., 表示“获取成功, 取得成就”, welfare 常用于 welfare services 表示“福利事业”。此处意为“这两个国家都希望能够从中获利。”故选 A。
34. [C] get to 到达; get about 四处走动, 旅行; get around 劝服(某人), 应付(某问题); 没有 get from 这个搭配。此处要表达的意思是“最大的难题是如何到达黄金所在的地方。”故选 C。
35. [C] get out 逃离; take out 取出, 除掉; work out 设法弄明白; try out 试用。根据全文可知搜索团的任务是寻找黄金, 由此可推断出他们检查“爱丁堡号”的姐妹船“贝尔法斯特号”的目的是为了弄清楚黄金储藏地的确切位置, 故选 C。
36. [B] 此空要填非限定性定语从句的引导词。四个选项中, 只有 which 和 where 可以引导非限制性定语从句, 由于前面的先行词 the bomb room 表示地点, 所以此处需要一个表示地点的关系副词 where, 整个非限定性定语从句修饰 bomb room, 表示弹药房就是黄金所在地, 故选 B。
37. [D] on 表示在……上, in 表示在……里面, among 表示处在……中, along 表示沿着……的某地点。该句意为: 为了找到黄金, 他们需要沿船身切割一个大的正方形, 故选 D。
38. [A] manage 处理事务, 设法做到; achieve 获得; succeed 成功; fulfill 实现。根据句意可知, 经过二十八次潜水, 搜索队终于设法找到了第一个金锭。manage to do sth 表示“设法做成某事”。故选 A。
39. [D] 根据后面的“to finish the job as quickly as possible”可知意思为人们为了尽快完成这项工作, 由此可推知此处想要表达的是“抓紧时间工作”, work round the clock 为固定搭配, 表示“全天候工作、没日没夜地工作”, 故选 D。
40. [D] so as to 意思为“以便, 为了”。在这里做目的状语, 后面接的是目的。so as to finish the job as quickly as possible, 意思是“尽快完成工作。”故选 D。

### Section III Reading Comprehension

#### Part A

41. [B] 细节题。题干意为“从文章中我们知道\_\_\_\_\_”。根据第一段第一句“Competition for admission to the country's top private schools has always been tough, but this year Elisabeth realized it had reached a new level.”可知, 进入国家的顶级私立学校的竞争一直以来都很激烈, 但是今年伊丽莎白发现这种竞争达到了一个新的水平。由此可知, 今年想进入私立学校比往年更加困难, 故选 B。

42. [D] 为释义题。题干意为“该句‘We have people... down the road’意思是\_\_\_\_\_”。根据后一句“We have grandparents calling for pregnant daughters.”可知,有些家长会提前向私立学校咨询孩子入学的事情。因此可以推知“We have people calling us for spots two years down the road.”意为“有人提前两年就电话咨询学校是否会有名额。”,与D项意思相近,故选D。
43. [C] 推理题。题干意为“文章显示私立学校选择性很强是因为\_\_\_\_\_”,根据第三段“The problem for the applicants is that while demand has increased, supply has not.”可知申请私立学校的人数在增加,但私立学校的招生名额却没有增加。接着第四段详细讲了一些私立学校如何选择学生。由此可推断,私立学校对学生如此精挑细选的原因在于有太多的学生申请,他们不得不通过各种方法来限制入学资格。故选C。
44. [D] 态度题。题干意为“从文中,我们可以推断作者\_\_\_\_\_。”由最后一段的第一句“The worst thing a parent can do is to pressure preschoolers to perform—for example, by pushing them to read or do math exercises before they’re ready.”可知作者认为强迫学龄前儿童学习是父母做的最糟糕的事。由此可推断出作者反对给学龄前儿童过度的压力。故选D。
45. [A] 主旨题。题干意为“下列哪个选项更适合这篇文章的题目?”全文主要讲述儿童进入顶级私立学校困难,名额少,学校筛选过程谨慎,许多父母都在提早为学龄前孩子做准备。选项A“学龄前儿童的艰难时代”符合文意;选项B“私立学校的繁荣兴旺”,只是涉及文章的部分内容,文章主旨围绕的是学生申请私立学校困难这一现象,而不是私立学校本身;选项C“公立学校的难题”,而文中并没有提到;选项D“美国人最关注的问题”即教育,涉及教育方面的内容有很多,本文谈论的仅仅是其中一方面,该说法过于宽泛,故选A。
46. [C] 细节加推理题。题干意为“作者引用莎士比亚主要是为了\_\_\_\_\_”。第一段第一句“William Shakespore... no taste”,莎士比亚把老年阶段比做“第二次孩子气”——没有牙,视力差,失去味觉。接着整篇文章谈论了一种跟音乐品味有关的大脑疾病——额颞痴呆症。由此可知,作者引用莎士比亚的一句话只是为了引出后文,故选C。
47. [A] 释义题。题干意为“第一段中单词‘regression’可以被\_\_\_\_\_代替。”根据第一段最后一句“... if not to infancy, then at least to a patient’s teens.”可知额颞痴呆症可以在某种程度上引起音乐品味的退化,即便不是退到婴儿期,也至少会退到病人十几岁时,故选A。
48. [D] 细节题。题干意为“第一段患额颞痴呆症以后,68岁的律师\_\_\_\_\_。”根据第四段第一句“About two years after he was first diagnosed, the lawyer, once a classical music lover who referred to pop music as ‘mere noise’, started listening to the Italian pop band ‘883’.”以及第二句“... he continued to listen to the band at full volume for many hours a day.”可知,在这位68岁的律师患有额颞痴呆症后,本来只热爱古典音乐而把流行音乐比作“纯粹噪音”的他开始听意大利流行乐队“883”的歌,而且把音量放到最大,每天持续听数小时,可知他喜欢意大利流行音乐,故选D。
49. [C] 细节题。题干意为“额颞痴呆症是一种什么样的病?”根据第五段第一句“This kind of change in musical taste was not seen in any of the Alzheimer’s patients, and thus appears to be specific to those with frontotemporal dementia.”可知,阿尔茨海默氏患者并没有出现这种音乐品味的变化,仅仅是那些患有额颞痴呆的患者有这样的症状,选项D所述额颞痴呆的症状与阿尔茨海默氏相似的说法是错误的;根据第五段第二句“And