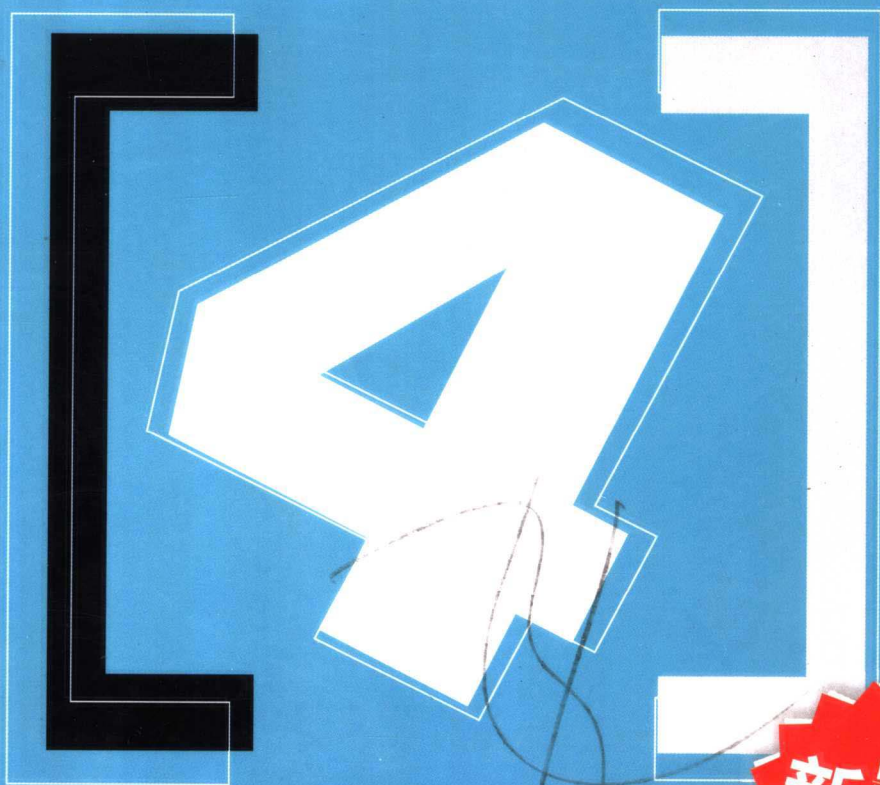


# College ENGLISH



新题型  
大纲

## 大学 英语4级710分

[模拟考卷] 考试成功指南



主 编 郭崇兴 宿 琴

世界图书出版公司

H310.42

234D

:2

2006

# 大学英语四级 **710** 分

## → 考试成功指南

### 模拟考卷

主 编 郭 崇 兴 宿 琴

兴 界 用 书 出 版 公 司

西安 北京 广州 上海

图书在版编目(CIP)数据

大学英语四级 710 分考试成功指南·模拟考卷/郭崇兴 宿琴主编.—  
西安:世界图书出版西安公司,2006.9

ISBN 7-5062-7668-2

I. 大... II. ①郭... ②宿... III. 英语—高等学校—水平考  
试—习题 IV. H310.42

中国版本图书馆 CIP 数据核字(2005)第 084039 号

大学英语四级 710 分考试成功指南  
——模拟考卷

主 编 郭崇兴 宿 琴  
丛书策划 焦毓本  
责任编辑 郭 娜  
视觉设计 吉人设计

出版发行 世界图书出版西安公司  
地 址 西安市北大街 85 号  
邮 编 710003  
电 话 029-87214941 87233647(市场营销部)  
029-87232980(总编室)  
传 真 029-87279675 87279676  
经 销 全国各地新华书店  
印 刷 西安旗舰印务有限公司  
开 本 787×1092 1/16  
印 张 16  
字 数 250 千字

版 次 2006 年 9 月第 1 版 2006 年 9 月第 1 次印刷  
书 号 ISBN 7-5062-7668-2/H·699  
定 价 23.00 元(配 1 张 MP3)

☆ 如有印装错误,请与印刷厂联系调换 ☆

# 序

新《大学英语课程教学要求》(以下简称《要求》)已经于 2004 年 1 月由国家教育部正式颁布实施了。2005 年 2 月 15 日,国家教育部正式通知:从 2005 年 6 月开始在全国 180 个试点高校进行四、六级考试改革,采用 710 分记分办法,从 2007 年 1 月开始在全国普遍实施。在这期间,也出台了多套新大学英语教材和教学参考书。与之相适应,有许多四、六级习题集也应运而生。这反映了图书市场的需要,同时,也满足了社会的这一需求。但读者以审慎的目光在观望!他们在寻找真正的指南!而许多书在图书市场上来去匆匆的现象告诉人们:图书要经得起市场的检验!

大学英语四级从 1987 年 10 月的第一次国家统考到现在,已经进行了 34 次。大学英语六级从 1989 年 1 月的第一次国家统考到现在,也进行了 32 次。经过许多专家、学者的共同努力,考试的内容、形式和评价指标已经确立,题库建设也已经完成,许多考试原始数据和资料也已经公开。而现在的任务是:进一步改革并完善现时的教学与测试的内容、形式、试卷结构,以真正达到能检验大学生英语的语言知识能力和语言运用能力,并适应国家建设的需要。在这种情况下,研究并找出大学英语四、六级命题的规则和特点不仅必要,而且重要。本丛书将把这种可能变成现实!

《大学英语四、六级 710 分考试成功指南》是一套系列丛书。它分为四级、六级两个系列。而每一系列又分为:《听力必备》,《阅读·简答·翻译》,《词汇必备》,《写作·综合改错》,《完形填空·综合改错·汉译英》,《历年考试真题精析》和《模拟考卷》。它是世界图书出版西安公司所筹划的《成功英语》的一个重要部分。

本套书有新、准、精、透、真、实六字特点:

《大学英语四、六级 710 分考试成功指南》以国家教育部颁布的新《要求》中有关四、六级教学的要求和规定为准绳;以《要求》及其四个附表(词汇表,语法结构表,功能意念表,语言技能表)为核心内容;以国家四、六级水平测试为检验尺度,把《要求》、教学、测试三者有机结合起来,也就是在《要求》与测试之间架起一座平滑而自然的桥梁。

《大学英语四、六级 710 分考试成功指南》努力准确地揭示大学英语四、六级教学的语言知识范畴、语言技能层次、语言教学和测试的核心内容,把语言知识、语言技能、语言实践有机地结合起来,实现理论与实践的统一。

《大学英语四、六级 710 分考试成功指南》准确地把握四、六级测试的内容,尤其是测试的重点、难点、要点和焦点,并提供卓有成效的解题方法、答题要领和答题步骤,以帮助考生成功地通过四、

六级考试。

《大学英语四、六级 710 分考试成功指南》对四级、六级的语言知识和技能的核心内容给予精确的概括和总结,在短时间内,掌握其成功的奥秘,使考生的知识和能力上一个新的台阶。

《大学英语四、六级 710 分考试成功指南》努力把《要求》、教学、测试三点连成一线,在短时间内,通过强化,达到贯彻《要求》,通过四、六级考试的目的。

作为大学英语教学,特别是四、六级教学的长期实践者、理论研究者和测试的指导者,在取得辅导的成功后,很想和我们的学生及更多的读者来分享这些成果与快乐,并使更多的人取得成功。这就是编写并出版《大学英语四、六级 710 分考试成功指南》此套系列丛书的初衷。

愿读者喜欢它!

郭崇兴 韩松涛

2006 年 8 月于中国人民大学

# 目 录

<b>第一章 大学英语四级考试的有关说明</b> .....	( 1 )
第一节 进一步推进大学英语教学改革的另一项重要举措 .....	( 1 )
第二节 关于试点阶段的大学英语四级考试说明 .....	( 3 )
<b>第二章 大学英语四级考试试点考试样卷(试题册)及样卷分析</b> .....	( 5 )
<b>第三章 大学英语四级考试模拟考卷</b> .....	( 29 )
大学英语四级考试模拟考卷一 .....	( 29 )
大学英语四级考试模拟考卷二 .....	( 51 )
大学英语四级考试模拟考卷三 .....	( 74 )
大学英语四级考试模拟考卷四 .....	( 96 )
大学英语四级考试模拟考卷五 .....	( 118 )
大学英语四级考试模拟考卷六 .....	( 141 )
大学英语四级考试模拟考卷七 .....	( 165 )
大学英语四级考试模拟考卷八 .....	( 185 )
大学英语四级考试模拟考卷九 .....	( 206 )
大学英语四级考试模拟考卷十 .....	( 228 )

# 第一章 大学英语四级考试的有关说明

## 第一节 进一步推进大学英语教学改革的 又一项重要举措

### ——《全国大学英语四、六级考试改革方案(试行)》简介

2005年2月

为适应我国高等教育新的发展形势,深化教学改革,提高教学质量,满足新时期国家对人才培养的需要,2004年初教育部高教司组织制定并在全中国部分高校开始试点《大学英语课程教学要求(试行)》(以下简称《教学要求》)。《教学要求》规定,大学英语课程的教学目标是:培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。自《教学要求》在全国部分院校开始试点以来,广大教师积极参加和关心这次改革,在教学模式、教学手段和教材使用等各方面做了许多有益的尝试。参加试点的学生也普遍反映新的教学理念和方法大大提高了他们学习英语的兴趣,实现了个性化学习,提高了学习的效率。

为此,作为对我国在校大学生英语能力是否达到《教学要求》的主要鉴定手段的大学英语四、六级考试也必须相应改革,以适应新的形势,使考试更好地为贯彻《教学要求》服务。在教育部高教司的主持和领导下,大学英语四、六级考试改革项目组和考试委员会经过反复研讨和论证,并广泛听取了大学英语一线教师和学生的意见,制定了《全国大学英语四、六级考试改革方案(试行)》。

大学英语四、六级考试是一种为教学服务的标准化考试。因此,考试改革的方向是在保持考试的科学性、客观性和公正性的同时,使考试最大限度地对大学英语教学产生正面的导向作用,即通过四、六级考试的改革,引导师生正确处理教学与考试的关系,更合理地使用四、六级考试,使考试更好地为教学服务。大学英语四、六级考试改革的目标是更准确地测量我国在校大学生的英语综合应用能力,尤其是英语听说能力,以体现改革开放对我国大学生英语综合应用能力的要求。由于大学英语四、六级考试是一个超大规模的标准化考试,因此考试的改革需前瞻性与可行性相结合,分步实施,既有近期改革目标,又有中长期规划。近期内,四、六级考试将采取的重要举措之一是改革计分体制和成绩报道方式。自2005年6月考试起,四、六级考试成绩将采用满分为710分的计分体制,不设及格线;成绩报道方式由考试合格证书改为成绩报告单,即考后向每位考生发放成绩报告单,报道内容包括:总分、单项分等。为使学校理解考试分数的含义并根据各校实际情况合理使用考试测量的结果,四、六级考试委员会将向学校提供四、六级考试分数的解释。

在考试内容和形式上,四、六级考试将加大听力理解部分的题量和比例,增加快速阅读理解测试,增加非选择性试题的比例。试点阶段的四、六级考试由四部分构成:听力理解、阅读理解、综合测试和写作测试。听力理解部分的比例提高到35%,其中听力对话占15%,听力短文占20%。听力对话部分包括短对话和长对话的听力理解;听力短文部分包括短文听写和选择题型的短文理解;听力题材选用对话、讲座、广播电视节目等更具真实性的材料。阅读理解部分比例调整为35%,其中仔细阅读部分(Reading in Depth)占25%,快速阅读部分(Skimming and Scanning)占10%。

仔细阅读部分除测试篇章阅读理解外,还包括对篇章语境中的词汇理解的测试;快速阅读部分测试各种快速阅读技能。综合测试比例为15%,由两部分构成。第一部分为完形填空或改错,占10%;第二部分为短句问答或翻译,占5%。写作能力测试部分比例为15%,体裁包括议论文、说明文、应用文等。试点阶段四、六级考试各部分测试内容、题型和所占比例如下表所示:

试卷构成	测试内容		测试题型	比例
第一部分: 听力理解	听力对话	短对话	多项选择	35%
		长对话	多项选择	
	听力短文	短文理解	多项选择	
		短文听写	复合式听写	
第二部分: 阅读理解	仔细阅读理解	篇章阅读理解	多项选择	35%
		篇章词汇理解	选词填空	
	快速阅读理解		是非判断+句子填空或其他	
第三部分: 综合测试	完形填空或改错		多项选择	15%
			错误辨认并改正	
	篇章问答或句子翻译		简短回答	
			汉译英	
第四部分: 写作	写作		短文写作	15%

根据目前的改革进程,近期内大学英语四、六级口语考试仍将与笔试分开实施,继续采用已经实施了五年的面试型的四、六级口语考试(CET-SET)。同时,考委会将积极研究开发计算机化口语测试,以进一步扩大口语考试规模,推动大学英语口语教学。

在考务管理方面,2005年6月起教育部考试中心将启用新的四、六级考试(试点)报名和考务管理系统,严格认定考生报名资格,加强对考场组织和考风考纪的管理,切实做好考试保密工作。具体方案将由教育部考试中心在近期内另行公告。

由于四、六级考试是一个每年涉及上千万考生的超大规模标准化考试,因此考试内容和形式的改革须经过一定规模的试点,对新试卷的有效性和可行性做出科学的论证,并了解师生的反馈。为此,自2006年1月开始,在参加大学英语教学改革试点学生中试行改革后的四级考试,自2006年6月开始以同等方式试行新的六级考试。初步定于2007年1月全面实施改革后的四级考试,2007年6月全面实施改革后的六级考试。考委会将按照《教学要求》制定新的四、六级考试大纲和样题,并及时向教师和学生公布。

任何一项大规模标准化考试的发展都是一个不断改进和完善的过程。四、六级考试十七年的发展历程也证明了这一点。国家改革开放对我国大学生的英语交际能力不断提出更高的要求,因此,四、六级考试中长期改革任务仍十分艰巨。考试委员会将不断研究开发适合四、六级考试的新题型,研究改革后的四、六级考试对教学的后效;同时,充分利用高科技手段,完善考务管理系统,实现四、六级考试网上阅卷(CET-Online Marking),研究计算机化的四、六级考试(CET.CBT),争取在一定考生范围内或在某种能力测试中实现四、六级机考。

大学英语四、六级考试还将进一步完善其考试系列,更好地适应不同层次学校的需要,更有利于分层管理、分类指导。为此,四、六级考委会将根据对目前国内、国际语言测试理论和实践的研究和分析,制订以中国英语学习者为对象,能与国际接轨的英语语言能力等级量表,以便更准确地



描述我国大学生的英语能力。同时,研究开发入学水平考试(CET-Placement Test),用于测量大学生入学时的英语水平,为学校制定切实可行的教学目标提供依据,并采用“平均级点分”等统计手段,更准确地反映教学的进步幅度,以调动广大师生的教学积极性。此外,考委会还将研究开发高端考试(CET-Advanced Level),用于测试学生是否达到《教学要求》中“更高要求”所规定的英语综合应用能力,即能以英语为工具,直接参与国际学术会议、国际学术交流等。

考试的改革是一项复杂的系统工程,四、六级考试委员会将加强宣传,使教师和学生真正了解改革的目的和举措,并通过教师培训等手段使改革思想融入教学。考试委员会将关注改革措施的后效,跟踪考试改革对教学所产生的影响,及时调整改革措施,使四、六级考试更好地服务于教学。

## 第二节 关于试点阶段的大学英语四级考试说明

根据《全国大学英语四、六级考试改革方案(试行)》,全国大学英语四、六级考试改革项目组和考试委员会设计了四级考试新题型测试卷,并于2005年6月进行了较大规模的试测。数据分析结果表明,新设计的试题题型和难易度总体上符合要求,但试卷结构需作微调。现就试点阶段的四级考试说明如下。

### 一、试卷构成和成绩报道

就所测试的语言能力而言,试点阶段的四级考试由以下四个部分构成;

(1) 听力理解;(2) 阅读理解;(3) 完形填空或改错;(4) 写作和翻译。

■ 听力理解部分分值比例为35%,其中听力对话15%,听力短文20%。听力对话部分包括短对话和长对话的听力理解;听力短文部分包括选择题型的短文理解和复合式听写。

■ 阅读理解部分分值比例为35%,其中仔细阅读部分(Reading in Depth)25%,快速阅读部分(Skimming and Scanning)10%。仔细阅读部分分为:a) 选择题型的篇章阅读理解;b) 篇章层次的词汇理解(Banked Cloze)或短句问答(Short Answer Questions)。快速阅读理解部分测试的是浏览阅读和查读能力。

■ 完形填空或改错部分分值比例为10%。完形填空部分采用多项选择题型,改错部分的要求是辨认错误并改正。

■ 写作和翻译部分分值比例为20%,其中写作部分(Writing)15%,翻译部分(Translation)5%。写作的体裁包括议论文、说明文、应用文等;翻译部分测试的是句子、短语或常用表达层次上的汉译英能力。

试点阶段的四级考试各部分测试内容、题型和所占分值比例如表1所示:

表1:试点阶段的四级考试各部分测试内容、题型和所占分值比例

试卷构成	测试内容		测试题型	比例
听力理解	听力对话	短对话	多项选择	35%
		长对话	多项选择	
	听力短文	短文理解	多项选择	
		短文听写	复合式听写	
阅读理解	仔细阅读理解	篇章词汇理解	多项选择	35%
		篇章词汇理解 或短句问答	选词填空或短句回答	
	快速阅读理解		是非判断+句子填空或其他	

完形填空 或改错	完形填空或改错	多项选择 或错误辨认并改	10%
写作和翻译	写作	短文写作	20%
	翻译	汉译英	

试点阶段四级考试单项分的报道共分为四个部分：听力(35%)、阅读(35%)、完形填空或改错(10%)、作文和翻译(20%)。各单项报道分的满分分别为：听力 249 分，阅读 249 分，完形填空或改错 70 分，作文 142 分。各单项分相加之和等于总分(710 分)。

二、关于样卷的说明

四、六级考试改革项目组和考试委员会在试测的基础上设计了本样卷，即改革后四级考试的范型卷。实际考试中，可根据表 1 所描述的框架结构，采用与样卷不完全相同的题型。根据考生答题的顺序，样卷共分为六个部分：写作测试、快速阅读理解、听力理解、仔细阅读理解、完形填空和翻译。样卷结构、各部分答题时间和所用答题卡见表 2。

表 2：样卷结构、各部分答题时间和所用答题卡

样卷结构	试题内容	答题时间	答题卡
Part I	Writing	30 minutes	Answer Sheet 1
Part II	Reading Comprehension (Skimming and Scanning)	15 minutes	
Part III	Listening Comprehension	35 minutes	Answer Sheet 2
Part IV	Reading Comprehension(Reading in Depth)	25 minutes	
Part V	Cloze	15 minutes	
Part VI	Translation	5 minutes	

样卷答题时间共 125 分钟。考试开始后，考生首先在答题卡 1 上完成写作部分。30 分钟后，监考员发试题册，考生在接下来的 15 分钟内完成快速阅读理解部分的试题。然后，监考员收回答题卡 1。考生在答题卡 2 上完成其余部分的试题。

在答题过程中，考生必须在答题卡上作答，在试题册上作答无效。所有选择性试题务必用 2B 铅笔划线作答；所有非选择性试题(即写作、填空等)务必用黑色字迹签字笔作答。

## 第二章 大学英语四级考试试点考试样卷 (试题册)及样卷分析

### Part I Writing (30 minutes)

注意:此部分试题在答题卡1上。

### Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

**Directions:** In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1.

For questions 1 - 7, mark

Y (for YES) if the statement agrees with the information given in the passage.

N (for NO) if the statement contradicts the information given in the passage.

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8 - 10, complete the sentences with the information given in the passage.

#### Landfills

You have just finished your meal at a fast food restaurant and you throw your uneaten food, food wrappers, drink cups, utensils and napkins into the trash can. You don't think about that waste again. On trash pickup day in your neighborhood. You push your can out to the curb, and workers dump the contents into a big truck and haul it away. You don't have to think about that waste again, either. But maybe you have wondered, as you watch the trash truck pull away, just where that garbage ends up.

Americans generate trash at an astonishing rate of four pounds per day per person, which translates to 600,000 tons per day or 210 million tons per year! This is almost twice as much trash per person as most other major countries. What happens to this trash? Some gets *recycled* (回收利用) or recovered and some is burned, but the majority is buried in landfills.

#### How Much Trash Is Generated ?

Of the 210 million tons of trash, or solid waste, generated in the United States annually, about 56 million tons, or 27 percent, is either recycled (glass, paper products, plastic, metals) or *composted* (做成堆肥) (yard waste). The remaining trash, which is mostly unrecyclable, is discarded.

#### How Is Trash Disposed of ?

The trash production in the United States has almost tripled since 1960. This trash is handled in various ways. About 27 percent of the trash is recycled or composted, 16 percent is burned and 57 percent is buried in landfills. The amount of trash buried in landfills has doubled since 1960. The United States ranks somewhere in the middle of the major countries (United Kingdom, Canada, Germany, France and Japan) in landfill disposal. The United Kingdom ranks highest, burying about 90 percent of its solid waste in landfills.



### What Is a Landfill?

There are two ways to bury trash:

- **Dump**—an open hole in the ground where trash is buried and that is full of various animals (rats, mice, birds). This is most people's idea of a landfill!
- **Landfill**—carefully designed structure built into or on top of the ground in which trash is isolated from the surrounding environment (groundwater, air, rain). This isolation is accomplished with a bottom liner and daily covering of soil.
- \* **Sanitary landfill**—landfill that uses a clay liner to isolate the trash from the environment.
- \* **Municipal solid waste (MSW) landfill**—landfill that uses a synthetic (plastic) liner to isolate the trash from the environment.

The purpose of a landfill is to bury the trash in such a way that it will be isolated from groundwater, will be kept dry and will not be in contact with air. Under these conditions, trash will not *decompose* (腐烂) much. A landfill is not like a compost pile, where the purpose is to bury trash in such a way that it will decompose quickly.

### Proposing the Landfill

For a landfill to be built, the operators have to make sure that they follow certain steps. In most parts of the world, there are regulations that govern where a landfill can be placed and how it can operate. The whole process begins with someone proposing the landfill.

In the United States, taking care of trash and building landfills are local government responsibilities. Before a city or other authority can build a landfill, an environmental impact study must be done on the proposed site to determine:

- the area of land necessary for the landfill
- the composition of the underlying soil and bedrock
- the flow of surface water over the site
- the impact of the proposed landfill on the local environment and wildlife
- the historical value of the proposed site

### Building the Landfill

Once the environmental impact study is complete, the permits are granted and the funds have been raised, then construction begins. First, access roads to the landfill site must be built if they do not already exist. These roads will be used by construction equipment, *sanitation* (环卫) services and the general public. After roads have been built, digging can begin. In the North Wake County Landfill, the landfill began 10 feet below the road surface.

### What Happens to Trash in a Landfill?

Trash put in a landfill will stay there for a very long time. Inside a landfill, there is little oxygen and little moisture. Under these conditions, trash does not break down very rapidly. In fact, when old landfills have been dug up or sampled, 40-year-old newspapers have been found with easily readable print. Landfills are not designed to break down trash, merely to bury it. When a landfill closes, the site, especially the groundwater, must be monitored and maintained for up to 30 years!

### How Is a Landfill Operated?

A landfill, such as the North Wake County Landfill, must be open and available everyday. Customers are

typically municipalities and construction companies, although residents may also use the landfill.

Near the entrance of the landfill is a recycling center where residents can drop off recyclable materials (aluminum cans, glass bottles, newspapers and paper products). This helps to reduce the amount of material in the landfill. Some of these materials are banned from landfills by law because they can be recycled.

As customers enter the site, their trucks are weighed at the scale house. Customers are charged tipping fees for using the site. The tipping fees vary from \$ 10 to \$ 40 per ton. These fees are used to pay for operation costs. The North Wake County landfill has an operating budget of approximately \$ 4.5 million, and part of that comes from tipping fees.

Along the site, there are drop-off stations for materials that are not wanted or legally banned by the landfill. A multi-material drop-off station is used for tires, motor oil, lead-acid batteries. Some of these materials can be recycled.

In addition, there is a household hazardous waste drop-off station for chemicals (paints, pesticides, other chemicals) that are banned from the landfill. These chemicals are disposed of by private companies. Some paints can be recycled and some organic chemicals can be burned in furnaces or power plants.

Other structures alongside the landfill are the borrowed area that supplies the soil for the landfill, the runoff collection pond and methane (甲烷) station.

Landfills are complicated structures that, when properly designed and managed, serve an important purpose. In the future, new technologies called bioreactors will be used to speed the breakdown of trash in landfills and produce more methane.

**注意:**此部分试题请在答题卡 1 上作答;8~10 题在答题卡 1 上。

1. The passage gives a general description of the structure and use of a landfill.
2. Most of the trash that Americans generate ends up in landfills.
3. Compared with other major industrialized countries, America buries a much higher percentage of its solid waste in landfills.
4. Landfills are like compost piles in that they speed up decomposition of the buried trash.
5. In most countries the selection of a landfill site is governed by rules and regulations.
6. In the United State the building of landfills is the job of both federal and local governments.
7. Hazardous wastes have to be treated before being dumped into landfills.

## Part III Listening Comprehension (35 minutes)

### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions 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 Answer Sheet 2 with a single line through the center.

**注意:**此部分试题请在答题卡 2 上作答。

11. A) The man hates to lend his tools to other people.



- B) The man hasn't finished working on the bookshelf.  
C) The tools have already been returned to the woman.  
D) The tools the man borrowed from the woman are missing.
12. A) Save time by using a computer.      B) Buy her own computer.  
C) Borrow Martha's computer.      D) Stay home and complete her paper.
13. A) He has been to Seattle many times.  
B) He has chaired a lot of conferences.  
C) He holds a high position in his company.  
D) He lived in Seattle for many years.
14. A) Teacher and student.      B) Doctor and patient.  
C) Manager and office worker.      D) Travel agent and customer.
15. A) She knows the guy who will give the lecture.  
B) She thinks the lecture might be informative.  
C) She wants to add something to her lecture.  
D) She'll finish her report this weekend.
16. A) An art museum.      B) A beautiful park.  
C) A college campus.      D) An architectural exhibition.
17. A) The houses for sale are of poor quality.  
B) The houses are too expensive for the couple to buy.  
C) The housing developers provide free trips for potential buyers.  
D) The man is unwilling to take a look at the houses for sale.
18. A) Talking about sports.      B) Writing up local news.  
C) Reading newspapers.      D) Putting up advertisements.

**Questions 19 to 22 are based on the conversation you have just heard.**

19. A) The benefits of strong business competition.  
B) A proposal to lower the cost of production.  
C) Complaints about the expense of modernization.  
D) Suggestions concerning new business strategies.
20. A) It cost much more than its worth.  
B) It should be brought up-to-date.  
C) It calls for immediate repairs.  
D) It call still be used for a long time.
21. A) The personnel manager should be fired for inefficiency.  
B) A few engineers should be employed to modernize the factory.  
C) The entire staff should be retrained.  
D) Better-educated employees should be promoted.
22. A) Their competitors have long been advertising on TV.  
B) TV commercials are less expensive.  
C) Advertising in newspapers alone is not sufficient.  
D) TV commercials attract more investments.

Questions 23 to 25 are based on the conversation you have just heard.

23. A) Searching for reference material.  
 B) Watching a film of the 1930s'.  
 C) Writing a course book.  
 D) Looking for a job in a movie studio.
24. A) It's too broad to cope with.      B) It's a bit outdated.  
 C) It's controversial.      D) It's of little practical value.
25. A) At the end of the online catalogue.  
 B) At the Reference Desk.  
 C) In the *New York Times*.  
 D) In the *Reader's Guide to Periodical Literature*.

## 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 choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

注意:此部分试题请在答题卡2上作答。

### Passage One

Questions 26 to 28 are based on the passage you have just heard.

26. A) Synthetic fuel.      B) Solar energy.  
 C) Alcohol.      D) Electricity.
27. A) Air traffic condition.      B) Traffic jams on highways.  
 C) Road conditions.      D) New traffic rules.
28. A) Go through a health check.      B) Take little luggage with them.  
 C) Arrive early for boarding.      D) Undergo security checks.

### Passage Two

Questions 29 to 31 are based on the passage you have just heard.

29. A) Beauty.      B) Loyalty.  
 C) Luck.      D) Durability.
30. A) He wanted to follow the tradition of his country.  
 B) He believed that it symbolized an everlasting marriage.  
 C) It was thought that a blood vessel in that finger led directly to the heart.  
 D) It was supposed that the diamond on that finger would bring good luck.
31. A) The two people can learn about each other's likes and dislikes.  
 B) The two people can have time to decide if they are a good match.  
 C) The two people can have time to shop for their new home.



- D) The two people can earn enough money for their wedding.

### Passage Three

Questions 32 to 35 are based on the passage you have just heard.

32. 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.
33. A) They set their own exams.  
B) They select their own students.  
C) They award their own degrees.  
D) They organize their own laboratory work.
34. 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.
35. 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.

### Section C

**Directions:** In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

注意:此部分试题在答题卡2上;请在答题卡2上作答。

## Part IV Reading Comprehension (Reading in Depth) (25 minutes)

### Section A

**Directions:** In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the blank is identified by a letter. Please mark the corresponding Letter for each item on Answer Sheet 2 with a single line through the centre. You may not use any of the words in the blank more than once.



Questions 47 to 56 are based on the following passage.

When Roberto Feliz came to the USA from the Dominican Republic, he knew only a few words of English. Education soon became a 47. "I couldn't understand anything," he said. He 48 from his teachers, came home in tears, and thought about dropping out.

Then Mrs. Malave, a bilingual educator, began to work with him while teaching him math and science in his 49 Spanish. "She helped me stay smart while teaching me English," he said. Given the chance to demonstrate his ability, he 50 confidence and began to succeed in school.

Today, he is a 51 doctor, runs his own clinic, and works with several hospitals. Everyday, he uses the language and academic skills he 52 through bilingual education to treat his patients.

Roberto's story is just one of 53 success stories. Research has shown that bilingual education is the most 54 way both to teach children English and ensure that they succeed academically. In Arizona and Texas, bilingual students 55 outperform their peers in monolingual programs. Calexico, Calif., implemented bilingual education, and now has dropout rates that are less than half the state average and college 56 rates of more than 90%. In El Paso, bilingual education programs have helped raise student scores from the lowest in Texas to among the highest in the nation.

注意:此部分试题请在答题卡2上作答。

- |                 |                  |
|-----------------|------------------|
| A) wonder       | I) hid           |
| B) acquired     | J) prominent     |
| C) consistently | K) decent        |
| D) regained     | L) countless     |
| E) nightmare    | M) recalled      |
| F) native       | N) breakthrough  |
| G) acceptance   | O) automatically |
| H) effective    |                  |

## Section B

**Directions:** There are 2 passages in this section. 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 Answer Sheet 2 with a single line through the centre.

### Passage One

Questions 57 to 61 are based on the following passage.

"Tear 'em apart!" "Kill the fool!" "Murder the referee(裁判)!"

These are common remarks one may hear at various sporting events. At the time they are made, they may seem innocent enough. But let's not kid ourselves. They have been known to influence behavior in such a way as to lead to real bloodshed. Volumes have been written about the way words affect us. It has been shown that words having certain *connotations* (含义) may cause us to react in ways quite foreign to what we consider to be our usual humanistic behavior. I see the term "opponent" as uric of those words. Perhaps the time has come to delete it from sports terms.