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CET4

College English Test

# 英语4级模拟测试

程俊瑜 主编



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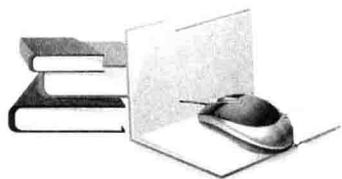
化学工业出版社

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· 北京 ·

从 2013 年 12 月开始,全国大学英语四、六级考试委员会对四、六级考试的试卷结构和测试题型作了局部调整。

通过研究调整后的试卷结构、测试内容、测试题型和 4 级考试样卷,为了使同学们认真学习好大学英语并顺利通过全新的大学英语 4 级考试,我们精心编写了本书。

本书在内容上体现大学英语 4 级考试的命题规律,提炼各种题型的考点和重点、难点。全书共有 10 套模拟试题和 5 套改编真题,每套题后除参考答案外,还有全面准确的注释,结合试题讲解了解题方法和技巧。

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# 前 言

大学英语四、六级标准化考试自 1987 年正式实施,目的是推动大学英语教学大纲的贯彻执行,对大学生的英语能力进行客观、准确的测试,为提高我国大学英语课程的教学质量服务。二十多年以来,大学的四、六级考试得到了社会的普遍认同,产生了良好的社会效益,也为我国大学英语教学质量的提高作出了巨大的贡献。

考虑到新情况、新形势、新变化,从 2013 年 12 月开始,全国大学英语四、六级考试委员会对四、六级考试的试卷结构和测试题型作了局部调整。调整后的试卷结构、测试内容、测试题型、分值比例和考试时间见下表。

试卷结构	测试内容		测试题型	分值比例	考试时间
写作	写作		短文写作	15%	30 分钟
听力理解	听力对话	短对话	多项选择	8%	30 分钟
		长对话	多项选择	7%	
	听力短文	短文理解	多项选择	10%	
		短文听写	单词及词组听写	10%	
阅读理解	词汇理解		选词填空	5%	40 分钟
	长篇阅读		匹配	10%	
	仔细阅读		多项选择	20%	
翻译	汉译英		段落翻译	15%	30 分钟
总计				100%	130 分钟

从上表可以看出,变化的题型主要有 3 大块。一是单词及词组听写,原复合式听写调整为单词及词组听写,短文长度及难度不变;二是长篇阅读,原快速阅读理解调整为长篇阅读理解,篇章长度和难度不变;三是翻译,原单句汉译英调整为段落汉译英。

通过研究上述的改革内容和大学英语 4 级考试样卷,为了使同学们认真学好大学英语并顺利通过全新的大学英语 4 级考试,作为大学英语教学,特别是大学英语 4 级教学多年的研究者和实践者,我们精心编写了本书。本书在内容上体现大学英语 4 级考试的命题规律,提炼各种题型的考点和重点、难点。全书共有 10 套**模拟试题**和 5 套**改编真题**,每套题后除参考答案外,还有全面准确的注释,结合试题讲解了解题方法和技巧,努力使同学们能举一反三,触类旁通。

由于水平有限,错误和不足之处在所难免,敬请读者批评指正。

**注:**本书听力部分配套 MP3 免费下载,下载网址:<http://download.cip.com.cn/>。下载中如有问题,可邮件联系:673498046@qq.com。

编者  
2013 年 11 月

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# College English Practice Test 1

## Part I

### Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write an essay on the topic of **A Welcome Back Celebration**. You should write at least 120 words but no more than 180 words following the outline. Write your essay on **Answer Sheet 1**.

1. 杨玲生病,情绪低落。
2. 班上同学准备让她振作起来。
3. 举办一场欢迎会。

## Part II

### Listening Comprehension

(30 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 the **Answer Sheet 1** with a single line through the center.

1. 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 women.  
D) The tools the man borrowed from the woman are missing.
2. A) Save time by using a computer.  
B) Buy her own computer.  
C) Borrow Martha's computer.  
D) Stay home and complete her paper.
3. 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 Seattle for many years.
4. A) Teacher and student.  
B) Doctor and patient.  
C) Manager and office worker.  
D) Travel agent and customer.
5. 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.
6. A) An art museum.  
B) A beautiful park.







buy a product. For example, a small child might ask for a breakfast food that comes in a box with a picture of a TV 27. The child is more interested in the picture than in breakfast food. Pictures for children to color or 28, games printed on a package, or small gifts inside a box also 29 many children to buy products—or to ask their parents for them.

Some packages suggest that a buyer will get something for nothing. Food products sold in 30 containers are examples of this. Although a similar product in a plain container might cost less, people often 31 buy the product in a reusable glass or dish, because they believe the container is free. However, the cost of the container is 32 the cost of the product.

The size of a package also motivates a buyer. Maybe the package has “33 size” or “family size” printed on it. This suggests that the larger size has the most products for the least money. But that is not always true. To find it out, a buyer has to know how the product is sold and the price of the 34.

The information on the package should provide some answers. But the important thing for any buyer to 35 is that a package is often an advertisement. The words and pictures do not tell the whole story. Only the product inside can do that.

**Part III** **Reading Comprehension** (40 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 bank is identified by a letter. Please mark the corresponding letter for each item on the Answer Sheet 2 with a single line through the centre. You may not use any of the words in the bank more than once.*

**Questions 36 to 45 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 36. “I couldn’t understand anything,” he said. He 37 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 38 Spanish. “She helped me stay smart while teaching me English,” he said. Given the chance to demonstrate his ability, he 39 confidence and began to succeed in school.

Today, he is a 40 doctor, runs his own clinic, and works with several hospitals. Every day, he uses the language and academic skills he 41 through bilingual education to treat his patients.

Roberto’s story is just one of 42 success stories. Research has shown that bilingual education is the most 43 way both to teach children English and ensure that they succeed academically. In Arizona and Texas, bilingual students 44 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 45 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.

- |                 |                  |
|-----------------|------------------|
| 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) affective    |                  |

## Section B

**Directions:** *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.*

### Parents' Homework: Find Perfect Teachers for Kids

- A) Tomi Hall did what she could to lobby for the best teachers for her two children, making her case this spring in letters to the principal. Then all she could do was waiting for news of their classroom assignments — and it's been torturing. The Aurora mom knows her efforts carry no guarantees. One year her son didn't get the teacher Hall had hoped for, and he struggled for months with one whose relaxed style came across to him as uncaring. "Granted, I know it's just kindergarten," said Hall, 39. "But... a teacher can make or break you."
- B) In the next few weeks, many families will rip open notification letters or go to school to see class lists posted on the front door. For parents accustomed to directing nearly every aspect of their child's early learning it can be difficult to have little voice in teacher selection — a decision they view as critical. Some spend hours crafting the perfect letter or meet with the principal to make an argument. For their child's early learning, parents regard that teacher is critical.
- C) Principals, meanwhile, struggle to create balanced classrooms while *juggling* (同时应付) individual requests. They say they want input but find it increasingly necessary to discourage parents from asking for a specific teacher. Administrators don't want the selection process to be a popularity contest — in part because what makes a teacher popular may have nothing to do with a particular child's educational needs.
- D) "I'm bright enough to realize parents talk at soccer fields and baseball fields, but you have to realize your experience with Teacher A may be very different than someone else's Teacher A," said Scott Meek, the new principal at Northbrook Junior High School who is making classroom assignments this summer for 600 students with the help of an office display board. He asks parents to focus their input on the student and his or her learning style and trust the school to make the right match.

- E) Some students also recognize that certain teachers bring out the best in them. “I need one of those strict kinds of teachers,” said Hall’s daughter Tori, 12, who is entering 7th grade. “When I get a not-so-strict teacher, I think they don’t really care about me. I really don’t want a bad teacher. I’ll get lower grades.”
- F) Teachers said the most vocal parents often get their way so that all parties involved can avoid a difficult school year. But educators warn that parents who get what they wish for may be sorry afterward. “A lot of times when people *orchestrate* (精心安排) who they think their child is best suited for, they find they made a mistake,” said Mark Friedman, *superintendent* (督学) for Libertyville Elementary School District 70. “I have many parents say later, ‘I don’t know why I did this. It isn’t working out this year.’” Friedman said he assures parents their comments will be considered but never guarantees a specific teacher. In fact, he tells them that if they do request a teacher and later regret that choice, “you have no one to blame but yourself.”
- G) Some parents said they’ve learned their lesson about trying to guess which teacher would be best. Jamie Thompson said she was initially concerned when her daughter was assigned to a strict 1st-grade teacher. She was aware other parents had lobbied for a different person, who had a more casual style. “At the end, it turned out that the other class was asking, ‘Why isn’t my child learning that?’” said Thompson, 36, of Arlington Heights. “That’s why I don’t want to interfere too much.”
- H) Yet parents have different reasons for requesting classes, and some have nothing to do with the teacher, said Michelle Van Every, 36, of Deerfield. She and other mothers once requested that their children not be placed in a classroom with a specific boy — not because of him, but to avoid his mother, who had created problems in the past, she said. “We didn’t want to cross paths with her,” said Van Every, who added that the school complied with their request. “We didn’t want to have to volunteer with her at a class party.”
- I) Each district follows its own procedure for teacher selection. Some begin as early as April or May, officials said. Many ask parents to complete a form about their child’s strengths and weaknesses. Typically, teachers have some say in the process by deciding early on which students should be separated or kept together, on the basis of academics, personalities and learning styles. The principal draws up the final class lists, often after meeting with parents or reviewing special requests, officials said.
- J) Many school districts wait until the last minute to announce class assignments, usually about two weeks before the start-up of school. That’s because they have come to expect a flood of phone calls within hours from parents who beg or demand to switch teachers.
- K) Other schools handle it differently. At Sawyer Elementary School on Chicago’s Southwest Side, the fall class assignments are handed out with the last report card the previous spring, said teacher Maureen “Moe” Forte. Forte said she is aware of colleagues and members of the Local School Council who have asked that their children be moved from one class into another. “It’s not fair,” Forte said. “I was very upset that one of the LSC parents moved her daughter to my classroom. . . . The parent just felt my personality fit better with her child. And it’s not a personality contest.”
- L) Denita Ricci of Lake Villa said she knows parents who request certain classes but tries to stay

out of the process. Her son, Mason Wubs, 12, hopes to be placed in the same class as his best friend, easing the transition to 7th grade at a new school. "I trust the school's judgment," she said, though she secretly hopes Mason will share a class with his friend. "I think they need to learn to deal with people who are different from them, just like an employer."

46. Superintendent thinks that it is parents themselves to blame for if they regret their choices.
47. The reason for requesting classes is not all about getting certain excellent teacher. For example, they sometimes do so in order to avoid a certain student's annoying mother.
48. Some parents trust school's judgment and let the school take care of all the things.
49. Many school wait until the last minute to announce class assignment results in an effort to avoid a flood of phone calls within hours from parents who beg or demand to switch teachers.
50. A certain principal thinks that one kid's experience with teacher A is not the same with someone else's.
51. Some parents decide not to interfere too much after learning their lesson about trying to guess which teacher would be best.
52. Some parents may get regret for their choices and find that they've made mistakes despite great efforts in the first place.
53. Typically, it is up to teachers to decide on which students should be separated or kept together, on the basis of academics, personalities and learning styles.
54. Parents rack their minds to select a good teacher for their child's early learning, such as arguing with the principal.
55. It is a common view of most students that some teachers can bring their potentials into full play.

### Section C

**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 the Answer Sheet 2 with a single line through the center.*

#### Passage One

**Questions 56 to 60 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 one of those words. Perhaps the time has come to delete it from sports terms.

The dictionary meaning of the term "opponent" is "adversary"; "enemy"; "one who opposes your interests." Thus, when a player meets an opponent, he or she may tend to treat that opponent as an enemy. At such times, winning may, dominate one's intellect, and every action,

no matter how gross, may be considered justifiable. I recall an incident in a handball game when a referee refused a player's request for a time out for a glove change because he did not consider them wet enough. The player proceeded to rub his gloves across his wet T-shirt and then exclaimed, "Are they wet enough now?"

In the heat of battle, players have been observed to throw themselves across the court without considering the consequences that such a move might have on anyone in their way. I have also witnessed a player reacting to his opponent's intentional and illegal blocking by deliberately hitting him with the ball as hard as he could during the course of play. Off the court, they are good friends. Does that make any sense? It certainly gives proof of a court attitude which departs from normal behavior.

Therefore, I believe it is time we *elevated* (提升) the game to the level where it belongs, thereby setting an example to the rest of the sporting world. Replacing the term "opponent" with "associate" could be an ideal way to start.

The dictionary meaning of the term "associate" is "colleague"; "friend"; "companion." Reflect a moment! You may soon see and possibly feel the difference in your reaction to the term "associate" rather than "opponent."

56. Which of the following statements best expresses the author's view?
- A) The words people use can influence their behavior.
  - B) Unpleasant words in sports are often used by foreign athletes.
  - C) Aggressive behavior in sports can have serious consequences.
  - D) Unfair judgments by referees will lead to violence on the sports field.
57. Harsh words are spoken during games because the players \_\_\_\_\_.
- A) are too eager to win
  - B) treat their rivals as enemies
  - C) are usually short-tempered and easily offended
  - D) cannot afford to be polite in fierce competitions
58. What did the handball player do when he was not allowed a time out to change his gloves?
- A) He angrily hit the referee with a ball.
  - B) He refused to continue the game.
  - C) He claimed that the referee was unfair.
  - D) He wet his gloves by rubbing them across his T-shirt.
59. According to the passage, players in a game may \_\_\_\_\_.
- A) kick the ball across the court with force
  - B) lie down on the ground as an act of protest
  - C) deliberately throw the ball at anyone illegally blocking their way
  - D) keep on screaming and shouting throughout the game
60. The author hopes to have the current situation in sports improved by \_\_\_\_\_.
- A) regulating the relationship between players and referees
  - B) calling on players to use clean language on the court
  - C) raising the referees' sense of responsibility
  - D) changing the attitude of players on the sports field

## Passage Two

Questions 61 to 65 are based on the following passage.

Is there enough oil beneath the Arctic National Wildlife *Refuge* (保护区) (ANWR) to help secure America's energy future? President Bush certainly thinks so. He has argued that tapping ANWR's oil would help ease California's electricity crisis and provide a major boost to the country's energy independence. But no one knows for sure how much crude oil lies buried beneath the frozen earth, with the last government survey, conducted in 1998, projecting output anywhere from 3 billion to 16 billion barrels.

The oil industry goes with the high end of the range, which could equal as much as 10% of U.S. consumption for as long as six years. By pumping more than 1 million barrels a day from the reserve for the next two to three decades, lobbyists claim, the nation could cut back on imports equivalent to all shipments to the U.S. from Saudi Arabia. Sounds good. An oil boom would also mean a multibillion-dollar *windfall* (意外之财) in tax revenues, *royalties* (开采权使用费) and leasing fees for Alaska and the Federal Government. Best of all, advocates of drilling say, damage to the environment would be insignificant. "We've never had a documented case of an oil rig chasing deer out onto the pack ice," says Alaska State Representative Scott Ogan.

Not so fast, say environmentalists. Sticking to the low end of government estimates, the National Resources Defense Council says there may be no more than 3.2 billion barrels of economically recoverable oil in the coastal plain of ANWR, a drop in the bucket that would do virtually nothing to ease America's energy problems. And consumers would wait up to a decade to gain any benefits, because drilling could begin only after much bargaining over leases, environmental permits and regulatory review. As for ANWR's impact on the California power crisis, environmentalists point out that oil is responsible for only 1% of the Golden State's electricity output—and just 3% of the nation's.

61. What does President Bush think of tapping oil in ANWR?
- A) It will increase America's energy consumption.
  - B) It will exhaust the nation's oil reserves.
  - C) It will help reduce the nation's oil imports.
  - D) It will help secure the future of ANWR.
62. We learn from the second paragraph that the American oil industry \_\_\_\_\_.
- A) shows little interest in tapping oil in ANWR
  - B) expects to stop oil imports from Saudi Arabia
  - C) tends to exaggerate America's reliance on foreign oil
  - D) believes that drilling for oil in ANWR will produce high yields
63. Those against oil drilling in ANWR argue that \_\_\_\_\_.
- A) it will drain the oil reserves in the Alaskan region
  - B) it can do little to solve U.S. energy problems
  - C) it can cause serious damage to the environment
  - D) it will not have much commercial value
64. What do the environmentalists mean by saying "Not so fast" (Line 1, Para. 3)?
- A) Don't be too optimistic.
  - B) Don't expect fast returns.

- C) The oil drilling should be delayed.      D) Oil exploitation takes a long time.
65. It can be learned from the passage that oil exploitation beneath ANWR's frozen earth \_\_\_\_\_.
- A) involves a lot of technological problems  
B) remains a controversial issue  
C) is expected to get under way soon  
D) will enable the U.S. to be oil independent

**Part IV Translation (30 minutes)**

**Directions:** For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on *Answer Sheet 2*.

确实,我学到了整整10条人生教益:(1)学会仔细倾听。(2)不要想当然——事物每天都在变化。(3)生活充满惊喜。(4)大声说出你的问题。(5)不要以为身临困境总会有援手。(6)并不是每一个人都像你一样诚实。(7)不要急于评判他人。(8)凡事要竭尽全力,即使任务似乎超出自己的能力范围。(9)仔细复核每个环节。(10)最好的老师并不只在学校。

**参考答案(1)**

**Part I Sample Writing**

**A Welcome Back Celebration**

Yang Ling is my fellow classmate and friend. Recently she has been in a terrible condition and has been hospitalized for over a month. She was depressed, sad and downhearted. She told us so many things were working against her, and she didn't know how to change and redirect herself.

The day before she was released from hospital, we, some of her friends decided to give a surprise party to cheer her up the next day. That night, she came back with shoulders bent and head fallen. She was so deep in her bad mood that she didn't realize that her dorm was the only one in the building that was dark. She turned the key in the lock and opened the door when the room was suddenly lit like a bright day. Her eyes sparkled with delight and surprise. She saw all her classmates crowded in this tiny room. Everyone was holding something in his hand, flowers, fruits, cards, cheering, "Welcome back!" She was so moved that she burst into tears. And smile returned to her pretty face. She said "Thank you all." Ever since that day, happiness and delight have stayed with her. Life is so wonderful.

**Part II Listening Comprehension**

**Section A**

1. D    2. B    3. A    4. C    5. B    6. C    7. D    8. C    9. D    10. B  
11. B    12. C    13. A    14. A    15. D

**Section B**

16. D    17. A    18. B    19. A    20. C    21. B    22. D    23. B    24. B    25. B



**Section C**

- |                 |               |              |              |
|-----------------|---------------|--------------|--------------|
| 26. advertising | 27. character | 28. cut out  | 29. motivate |
| 30. reusable    | 31. prefer to | 32. added to | 33. economy  |
| 34. basic unit  | 35. remember  |              |              |

**Part III Reading Comprehension****Section A**

36. E 37. I 38. F 39. D 40. J 41. B 42. L 43. H 44. C 45. G

**Section B**

46. F 47. H 48. L 49. J 50. D 51. G 52. F 53. I 54. B 55. E

**Section C**

56. A 57. B 58. D 59. C 60. D 61. C 62. D 63. B 64. A 65. B

**Part IV Translation**

Sure enough, I had learned ten life lessons: (1) Listen well. (2) Never assume-things aren't always the same as they were yesterday. (3) Life is full of surprises. (4) Speak up and ask questions. (5) Don't expect to be bailed out of a predicament. (6) Everyone isn't as honest as I try to be. (7) Don't be so quick to judge other people. (8) Try my best, even when the task seems beyond me. (9) Double-check everything. (10) The best teachers aren't only in school.

**试题解析(1)****Part II Listening Comprehension**

## 听力原文

**Section A****Directions:** (略)

- W: Simon, could you return the tools I lent you for building the bookshelf last month?  
M: Uh, well, I have to tell you this...but I can't seem to find them.  
Q: What do we learn from the conversation?
- W: I'm going to Martha's house. I have a paper to complete, and I need to use her computer.  
M: Why don't you buy one yourself? Think how much time you could save.  
Q: What does the man suggest the woman do?
- W: Bob said that Seattle is a great place for conferences.  
M: He's certainly in a position to make that comment. He's been there so often.  
Q: What does the man say about Bob?
- W: Mr. Watson, I wonder whether it's possible for me to take a vacation early next month.  
M: Did you fill out a request form?  
Q: What is the probable relationship between the two speakers?
- M: Do you want to go to the lecture this weekend? I hear the guy who's going to deliver the lecture spent a year living in the rain forest.