



考试用书系列

内容简介

应试指导：点睛之笔

主要内容是各考试题型的特点分析、答题思路与解题方法，均附有针对性的知识点讲解，应试技巧贯穿其中。

模拟试卷：8套试卷，3大功能

综合性。完全按照考试大纲的要求，涵盖所有考核知识点。不仅提供考前自测学习水平的功能，更重要的是通过练习，达到以练代学的目的。

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预测性。作者在充分研究历年考试命题规律的基础上编写而成，较高命中率让广大考生受益匪浅！

答案解析：让考生知其然，也知其所以然

试卷的答案部分给出了解析，简明扼要地点明答案原因，从中可熟悉相关知识，领悟解题思路，获得解题技巧。

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全真模拟试卷

(第四级)

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全国英语等级考试

全真模拟试卷

根据教育部最新大纲编写

第四级

PETS命题研究中心

全国英语等级考试 全真模拟试卷

第四级

主编 国防科大 谭 莉

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PETS 第四级简介

第一部分 概述

一、关于考试的组成

PETS 第四级考试由笔试(140 分钟,满分 100 分)和口试(12 分钟,满分 5 分)两种独立考试组成。

二、关于考试指导语和题目用语

PETS 第四级考试中,笔试、口试的指导语均为英文。写作题、口试中所提供的引导性材料可能会涉及到少量的中文。

三、关于答题时间

PETS 第四级考试的答题时间分配如下表所示:

笔 试	部 分	听 力	英语知识运用	阅 读 理 解		写 作	总 计
	时间(分钟)			A 节	B 节		
口 试	部分	A		B	C		
	时间(分钟)	2		3	7		12

四、关于试卷的题量与采分点(原始赋分)

PETS 第四级考试各部分的题量与采分点(原始赋分)如下表所示。除特殊情况外,原则上每题一分。

部 分	题 量	原始赋分	备 注
听力	20	25	B 节中的 5 道简答题每题 2 分
英语知识运用	20	20	
阅读理解	25	35	B 节中的 5 道翻译题每题 3 分
写作	1	20	
笔试(合计)	66	100	
口试		5	

五、关于分数权重

为处理好考试中题目数量、赋分与各种技能的考查关系,PETS 第四级考试采用了分数加权的办法。即对各部分题目的原始赋分分别给予不同的权重,使之能够平衡各种技能的考查关系。

PETS 第四级考试笔试中各部分所占分数权重如下表所示:

部 分		权 重(%)
听力		30
英语知识运用		10
阅读理解	A	25
	B	10
写作		25
合计		100

考生得到的笔试成绩是其各部分所得原始分分别经过加权处理后的分数总和。如:

某考生听力部分原始得分为 15 分,经加权处理后的分数应为 18 分($15 \div 25 \times 30 = 18$ 分);

其英语知识运用部分原始得分为 18 分,经加权处理后的分数应为 9 分($18 \div 20 \times 10 = 9$ 分);

其阅读理解部分 A 节原始得分 16 分,经加权处理后的分数应为 20 分($16 \div 20 \times 25 = 20$ 分);B 节原始得

分 12 分,经加权处理后的分数应为 8 分($12 \div 15 \times 10 = 8$ 分);

其写作部分原始得分 16 分,经加权处理后的分数应为 20 分($16 \div 20 \times 25 = 20$ 分)。

该考生未经过加权的原始总分为 77 分,各部分经加权后的总分应为 75 分。

六、关于成绩合格证书

(1) 任何考生只要参加 PETS 第四级考试的笔试或口试,均能得到有关的成绩通知书。

考生的单项(笔试或口试)合格成绩将允许保留到下一考试。在同一次考试或相邻两次考试中,相同级别的口试和笔试成绩均合格的考生,由教育部考试中心核发相应级别的《全国英语等级考试合格证书》。在一次考试中没有获得全国英语等级考试合格证书而单项考试成绩合格的考生,将获得由教育部考试中心核发的相应合格项目的单项成绩合格证(指《全国英语等级考试笔试成绩合格证书》或《全国英语等级考试口试成绩合格证书》)。

(2) 笔试成绩是听力、英语知识运用、阅读理解和写作四部分原始得分的总和,考生成绩 60 分以上(含 60 分)为合格。

(3) 口试成绩单独计算,不列入笔试总分。PETS 第四级的口试采取 5 分制评分,3 分以上(含 3 分)为合格。对 PETS 第四级而言,口语并非必考。这主要取决于用人单位以及考生的需求。

第二部分 笔试试卷内容与结构

PETS 第四级考试笔试(140 分钟)的全部试题都在一份试卷中,包括听力、英语知识运用、阅读理解和写作 4 部分。

一、听力

该部分由 A、B、C 节组成,考查考生理解英语口语的能力。

A 节(5 题):考查考生理解特定或具体信息的能力。要求考生根据所听到的一段 180 ~ 220 词的独白或对话,填补表格中的空白。录音材料播放两遍。

B 节(5 题):考查考生理解具体或总体信息的能力。要求考生根据所听到的一段 280 ~ 320 词的独白或对话,补全所给句子或简要回答给出的问题。录音材料播放两遍。

C 节(10 题):考查考生获取特定信息,理解主旨要义和详细信息,猜测词义,判断说话者的态度、意图的能力。要求考生根据所听到的 3 段录音材料(独白或对话,每段 200 ~ 300 词),从每题所给的 4 个选项中选择出最佳选项。每段录音材料只播放一遍。

二、英语知识运用

该部分不仅考查考生对诸如连贯性和一致性等语段特征的辨识能力,还考查考生对用于一定语境中的语言规范成分的掌握,这些语言规范成分包括词汇、表达方式和结构。

该部分共 20 小题。在 1 篇 240 ~ 280 词的文章中留出 20 个空白,要求考生从每题所给的 4 个选项中选择出最佳选项,使补足后的文章意思通顺、前后连贯、结构完整。其中有 12 ~ 15 道题考查词汇,5 ~ 8 道题考查语法和篇章结构。

三、阅读理解

该部分由 A、B 两节组成,考查考生理解书面英语的能力。

A 节(20 题):考查考生理解具体信息把握文章大意,猜测生词词义并且进行推断等能力。要求考生根据所提供的 4 篇文章的内容(总长度约为 1 600 词),从每题所给的 4 个选项项中选出最佳选项。

B 节(5 题):考查考生准确理解文章的能力。要求考生阅读一篇约 400 词的文章,将其中 5 个划线部分(约 150 词)翻译成中文。

四、写作

该部分考查考生的书面表达能力。

考生根据提示信息(中/英文)写出一篇 160~200 词(标点符号不算在内)的短文。提示信息的形式有主题句、写作提纲、规定情景、图、表等。

PETS 第四级应试指导及应试技巧

第一部分 听力理解

要求考生不仅能听懂日常生活中的通知、讲话、一般性谈话或讨论,还应能听懂所熟悉领域的广播电视节目、讲座、演讲和论述。考生应能:理解主旨要意,获取事实性的具体信息,理解明确或隐含表达的概念性含义,进行有关的判断、推理和引申,理解说话者的意图、观点和态度。

第一节 答题思路及方法

一、依据题型特点答题

此部分没有传统的一问一答对话题型,录音材料不涉及日常生活的话题,所谓技巧在此部分中都行不通。PETS 的所有问题,提问都比较直接,答案在录音材料中交待的比较明确,不存在含蓄婉转情况,也不存在近音、近形、近义的干扰,基本上属于“原词答案”,考生可以听到什么选什么,基本不需要推理、归纳、分析过程。

二、录音指令提示主题

每段录音开始之前的答题指令中会告诉考生该段要谈些什么。考生应集中注意力听清这一两句的内容,因为它起到了点明该段主题(topic)、圈定段落或会话话题的作用,有助于在确定的话题后随着录音材料的播放,根据大意聆听细节,顺着文章展开的脉络,捕捉要回答的信息。

另外,答题指令提示主题还暗示考生,下面问题的内容基本不会再针对文章的主旨大意、中心思想进行提问,诸如“*What's the topic/subject/main idea of the talk?*”之类的问题很少出现。可以说此部分听力几乎全部都是细节类问题,即对文中涉及的情节、人物、地点、时间、事情的因与果提问,这与其他听力考试大不相同。注意,有时主题提示往往是某一个问题的答案。

三、分析卷面信息,确定听力重点

考生在录音材料没有开始之前一定要抢读卷面已有的信息,利用字里行间的提示,确定要聆听的细节。

四、利用答题用词数

回答 Part A、Part B 的主观题要求用 3~5 个词,这一规定应该是利大于弊,因为:

①比较复杂的 idea 用 3~5 个词是表达不清楚的,因此词数限制的本质决定了 Part A 要填补的成分和 Part B 提问的角度相对固定,不过是时间、地点、人物、事件 4 个基本内容,用来答题的词汇基本上是单个词或介词短语,很少有句子。

②但因为答案不是惟一的,使考生选词具有灵活性。虽然回答问题的用词数量有限制,又没有规定必须用录音材料中的原词,这在一定程度上给考生以选词的权力,考生就容易避开不会写或易拼错的生僻单词,而选用熟悉的、在意思上与原词相近的词或短语来表达。

五、Part A 和 Part B 部分

1. 听录音前

利用开始前的 25 秒时间,捕捉卷面上的关键词语,利用已有的专业知识和背景知识对即将播放的内容进

行预测,从而更快、更准确地把握全文内容,圈定要填补或回答的特定信息。

2. 听录音中

听录音时把自己读到、听到和想到的综合起来,以便对全文内容有较为详细的了解,同时对一些重要细节,如时间、地点、人名、地名等快速作笔记。此时不要忙于填写,因为了解全文内容和听清要回答的内容最重要。

3. 听录音后

充分利用第一遍录音结束后的停顿时间,快速填写、回答问题。要求书写要整齐,速度要快。能用阿拉伯数字的地方不要用单词。万一写不完,可每个词先写一两个字母或作上标记,遇上不会写或一时想不起的词,可以暂时以音带义。听第二遍录音时,边听边检查确认所听到的内容,如果发现错误,可划上记号,待全部录音放完后,再利用最后所给的5分钟时间进行纠正。

六、Part C 部分

Part C 考试录音只播放一遍,随后即是提问。听完后考生感觉到没听清或没听懂的地方不能老是去想,而应当把重点放在分析选项在意思上的连贯性上。因为虽然每篇短文或会话的三四个问题不同,但它们出自同一篇文章,在逻辑意义上必然是连贯的,考生可根据这种意思上的一致性,推断或猜测没有听清或记忆模糊的内容,弥补理解和记忆的不足,在此基础上作出选择。如果几个答案相互矛盾,那其中肯定有错。

第二节 解题技巧与答题心理

一、把握全文主题和大意

1. 理解主题思想

在听短文材料时,不仅要记住某些关键词语和数字信息,还要注意跳出单词、句子的圈子,去体会全文的主题思想和大意。

因此,在听的过程中首先要抓住主题句。通常是文章的第一句话或最后一句,偶尔也会出现在短文中间。主题句一般是对整篇文章起概括或提示作用,实际上是文章的中心论点或谈话者的观点和态度。掌握了全文的主题句,对文章的内容就有了大致的把握;抓住了段落的主题句,就能掌握一段的主要内容,有助于理解每一段的阐述。

总之,针对短文听力材料所提的问题,有关主题及态度、观点等只占了很小一部分,似乎不是很重要。但是抓住了主题句,对细节题会产生重大影响,所以掌握了主题句实际上是跟上了说话者的思维,对理解通篇的前因后果可以说十分重要。

2. 对细节作记录

遇到 where...? when...? who...? how long...? how much...? how many...? 这类问题,主要是细节,涉及到数字、人名、地名、时间时要做记录,否则可能忘掉或者混淆。考试中未禁止做笔记,因此,在可能的情况下,应争取记下几个关键信息词,以便在答题时帮助回忆听过的内容。

3. 记关键信息词以确定主旨

英语朗读有轻重之分,实词多重读,关键信息词也是如此。考生应尤其注意出现频率较多的词,以备听完全文后作进一步的分析、判断。

4. 注意不同题材短文的特点

听力材料的题材叙述方式不同,一般考生在听完两三句后就能确定短文属于哪一类。对于叙述、描写、故事等,应注意其中的时间、地点、人物、主要情节和结局。对演讲类则应着重弄清其主题思想、所述问题之现

状、因果关系、说话人的观点、所述问题的解决方法或发展趋势等。了解短文的特点有助于理解文章的主要脉络,从客观上确定注意范围。

5. 注意信息分布情况

短文听力材料每篇有2~4个问题,有时其问题的先后顺序与材料中的信息出现的顺序不同,先提出的问题答案不一定出现在短文的前部,而可能在中间或后部。

遇到这种情况时,若不能及时地意识到这一点,而只顾按常规顺序去捕捉信息,往往会抓住了前面题目的信息,却忽略了后面题目的信息。因此,应争取在听音前读完每篇材料的各组选择项,以便更好地把握各项信息的进展情况,准确、快速地答题。

6. 根据常识作判断

短文部分中绝大多数的问题,考生能积极主动参与和通过感知、推理作一定的分析,尤其是如果考生了解其熟悉的题材对问题有很大的帮助。有些句子或词语如果因为某种原因没有完全听懂,考生可以根据已获得的信息,一般常识来挑选可能性较大的。

7. 注意关联词,把握文章发展的线索

短文常使用一些关联词使其成为一个有机的整体,这些关联词广而言之包括替代词、重复率高的词及表示句子关系的连词。

其中,连词有:and, also, still, both, however, moreover, in addition, furthermore, for example, in spite of, before, first, second, last, before, after, next, then 等等,它们将短文连在一起,表示上下文之间的关系,有的表示并列,有的表示递进,有的表示转折。注意这些连词,能有效地顺着作者的思路,迅速把握文章,对短文有比较完整的理解。再关注选择项,听起来则更有针对性。例如,只要有针对性地清晰把握 when... , but, so, but, so, but then, so... , two years later, and 等词,加上较常出现的实词,似乎很难的题就不会那么难了。

以上7点,是对解题技巧要点最一般的介绍,考生切不可生搬硬套,因为每篇短文都具有其特殊性,考生应灵活地掌握。

二、心理准备

考生的心理准备在听力测试中是十分重要的。

1. 要有充分的自信心

要达到这种状态,当然需要具备很高的听力、记笔记及反应能力。进行考前训练以熟悉试题类型、要求和难易程序,对提高自信心有帮助。有了充分的自信心,考试时才不会紧张,才会有轻松自然的心境。有了这种心境,才能正常(甚至是超常)发挥自己的能力。反之,则会导致发挥失常。

2. 保持情绪稳定

在考试中万一遇到没有听懂或漏听的情况,应及时稳定情绪,不能慌乱。要遵循“丢卒保车,争取全局胜利”的原则,果断、迅速地选择一个答案,及时做好听下一题的准备。这是顺利完成后面试题的得分关键。在听力理解中失分比较正常,取得一个比较理想的分数就可以了。若不切实际地想一分不丢,就会增大压力,背上包袱,结果丢分会更多,以致影响全局水平的发挥。

第二部分 英语知识运用

第一节 试题分析及应试技巧

考试试题主要分为3种:词汇型试题、语法型试题、推理型试题。

一、词汇型试题

需要考生能够牢固地记忆一些固定词组和习惯搭配及表达方式。做题时,考生应注意通过阅读上下文找出与空格中所要选择填写的词有关的语境线索,以语境定词义,进行选项的词义辨析。确定答案时,应特别注意一些固定词组、习惯搭配和表达方式。

二、语法型试题

必须从句子的结构、功能和意义上进行考虑,判断空格中所要选择填写的语言形式,如词类、时态和语态形式。也就是说做题时应考虑句子对所选词的结构要求,以保证所选词填入后短文结构的一致性。

三、推理型试题

必须把握短文意义上的逻辑关系。逻辑关系主要体现在过渡词、连接词和指代词的使用上。考生应从整体上理解所听短文,才能弄清文章内在的逻辑关系,做出正确的判断和选择。

四、难点分析

1. 综合性

试题很少是单一地考查词汇或语法知识,往往是综合性地考查对上、下文的综合理解,或对词汇、语法和语段结构的理解。

2. 灵活性

考试试题可以在一个空白处既考查考生的词汇,又考查搭配,还可考查与这一动词有关的语法知识。上述是考试难点所在,这就要求考生既要有扎实的英语基础知识和综合技能,还要能熟练运用。

五、应试技巧

1. 快速阅读全文

认真理解段落首句,预测短文大致内容。然后通读全篇,正确理解短文意思。必须对文章的主要观点(或主题)、逻辑关系和层次有一个清楚的把握,才能解决语篇结构的问题和词汇的选择(根据主要观点或主题,综合理解上、下文意义,挑选出适当的词汇)。

2. 分析考查类别

依据待填处分析答案属于哪一类。如是篇章结构词,则要求考生认真理解空白处前后几句的逻辑关系;如是语法,则要求考生确定考查的是哪一语法现象;如是词汇,则要求考生分析属于哪一种词汇考题;如是综合题,则要求考生熟练运用综合技能,考虑词汇、语法,选出最佳答案。

3. 综合考虑,逐个击破

在做题时,填空要从语法、语义、惯用法和上、下文4个方面来全面考虑。对那些暂时不能解决的问题可先放一下,继续往后读,文中常有前后照应关系。

4. 培养期待能力

因为文中常有前后照应关系和线索,要抓住文中的照应关系和线索通过阅读上文,在内容、语法(如时态,

语气等)各方面对下文做个预测,在脑海中形成一种期待。

5. 做题时先易后难

先填上那些容易的、有把握的题,如单个语法点、搭配、词汇考题中的词义辨析题等。把文章连通,这样,大致意思清晰后,再做那些较难的。这一方面可以节约时间,另一方面也使难的问题变得容易一些,不至于在一个难填的空上耽误太多的时间。

6. 依据语境线索选择后注意

①4个备选答案为动词时,这个动词与上下文之间的搭配和词意上与上下文之间的联系。

②4个选择项都是介词时,应考虑这个被选为正确答案的介词与后面的名词(或动名词)等是否能构成成语或短语,如果能,一般情况下,所选的介词就是正确答案。另外还应注意:所选的介词前面的动词(通常是不及物动词)是否能构成成语或短语,如果能,则所选的介词在正常情况下就是正确答案,但上下文必须“自圆其说”。

③4个备选答案都是名词时,所选的答案的名词单复数是否与周围的动词、代名词相吻合。如果都吻合,上下文的意思和逻辑都能说得通,那么所选的答案一般情况下就是正确答案。

④如果4个选择项都是形容词时,应注意所选的答案与后面的名词是否能构成某种搭配,如果这个形容词前面有副词修饰它时,这个副词是否合适必须视情况而定。

⑤如4个选择项都是副词,应注意所选的答案应与它所修饰的动词或形容词(或过去分词)是否通顺。

第二节 考查知识点详解

一、词汇考查

1. 语义干扰型

指所选单词在撇开上、下文,脱离具体语境的情况下语法正确,但带入具体的上、下文中,则出现上、下文逻辑紊乱,前后观点不一致或者使文章意义不清。

2. 词义辨析型

试题把一组近义或同义词设计在同一选项,以测试考生对这些意义相近的词的用法以及分辨同义词之间细微差异等,然后再根据搭配的不同,在4个选项选出最佳答案。

3. 固定搭配型

固定搭配型则常涉及成语惯用法、名词短语结构、动词词组和介词短语等。在此,提醒考生注意固定搭配被某些成份分割的现象。

4. 语法型

语法型在词汇考查题中所占比例较小,考生应注意此类题常涉及虚拟语气等。

二、语篇结构

指的是文章中句子与句子之间或段落与段落之间起连接作用或承上启下,表明上、下文逻辑关系等作用的连接词。试题常常把语篇结构词抽掉,作为测试点,让考生运用语言知识分析理解篇章的结构,选择正确的语篇衔接词。有时,语篇结构词出现在文章中,没有被抽掉,表明语篇结构,对语篇的理解很重要,是一些不可忽略的关键词。

三、语法结构

常涉及英语连句方式;从属连词连接短语;动词(包括时态、语态、主、谓语的一致,非谓动词的用法,虚

拟语气等);代词;连词;连词的配套使用;比较结构的特殊表达形式;平行结构等。

1. 并列并行原则

两个或两个以上句子连接时必须要有关联词连接。

只要句子结构在语法上完整,就要使用句号;如果不用句号分开语法结构完整的句子,那就必须用关联词把它们连接起来。注意关联词不一定是并列连词,也可以是引导从句的从属连词,如 if, while, when, which, that, because, so, as, although 等,但无论怎样,关联词是不可缺少的。

2. 某些引导状语从句的关联词

对于 when, while, though, although, if, after 等词,也可以用来引导短语,这些短语必须在意义上是谓语,而语法上是非谓语的形式。

3. 动词

动词是试题设计中最多的一个语法知识点,常涉及到动词的时态、语态、数、非谓语动词及虚拟语气。

(1) 时态

考生要特别注意过去完成时、完成进行时的用法。过去完成时强调“过去之过去”,表示过去某一动作或某一时刻就完成的动作。完成进行时强调动作开始于过去,一直延续到现在,也许刚刚结束,也许还要继续下去。一般完成时表示动作始于过去,结束于过去(已经结束),但对现在有影响,与现在有联系。如果句中出现由“by + 将来时间”的介词短语作时间状语,句子一般用将来完成时或将来完成进行时。出现由 since, for 等介词短语表时间,或 recently 表时间,句子用一般完成时,for 有时省略。

(2) 语态

常考的是非谓语动词的语态。此考点并不难,难度在于考题句子较长,或有分割现象出现,使考生难以辨别。可以分析句子结构,先找出主语中心词和谓语中心词,或被非谓语动词修饰的词与非谓语动词所表示的动作,再判别主、被动关系。

(3) 主、谓一致

① 语法一致:考生应注意:as well as, together with, along with, accompanied by 等是短语介词,不能和 and 一样连接并列主语,它们所引导的名词性结构,作伴随状语,而非并列主语,不影响前面主语的数量。

② 意念一致:考生应注意 family, committee, crew, jury, staff, board, panel, government 等一些集合词。当这些名词在句中强调的是整体时,谓语动词用单数第三人称,如果它们在句中强调的是各个成员、个体,谓语动词则用复数。

时间、距离和款项被当作整体时,谓语用单数第三人称形式。

③ 邻近一致:主要适用于由 or, either... or, nor, neither... nor 连接的并列主语,句子谓语的单复数由靠近谓语的主语确定。

主语的形式是 One in... 或 One out of..., 谓语的单复数形式也由靠近谓语的主语决定。

除以上 3 点,考生还应注意倒装句。倒装句的主语在谓语之后,所以要根据后面的主语来确定谓语的单、复数。

(4) 非谓语动词

非谓语动词是常考的语法项目即不定式、动名词和分词,在用法上有很多区别。

① 非谓语动词的各种形式虽不能独立作谓语,但仍带有动词性,即它们可以被副词修饰,由及物动词变来的非谓语动词各种形式仍可带宾语。

② 不定式常表示一次性动作,而动名词则表示多次的、反复的、习惯性的动作。

③ 不定式常表示尚未发生的、即将要发生的动作,现在分词表示正在进行的动作,过去分词则表示已发生过的动作。

④ 现在分词与过去分词既有时态意义的区别,又有语态意义的区别。

时态意义的区别:现在分词表正在进行的动作;过去分词表已经发生的动作。

语态意义的区别:现在分词表主动意义;过去分词表被动意义。

⑤ 不定式倾向于动作性,动名词倾向于名词性。

⑥ 不定式和动名词作主语和表语:如果前后没有制约,一般情况下都可,但若主语是不定式,表语一定要用不定式,反之亦然。若主语是动名词,表语一定要用动名词,反之亦然,即前后制约。

⑦ 不定式和动名词作宾语的区别在于,一些动词后只能接不定式作宾语,另一些动词后只能接动名词作宾语,接动名词作宾语的动词常考。

⑧ 不定式一般作目的状语,而分词一般表原因。

不定式或分词的一般式所表示的动作与谓语所表示的动作同时发生或在其后发生;而不定式或分词的完成式所表示的动作发生在谓语动词所表示的动作之前。

(5) 虚拟语气

① 在非真实条件句中应用的 3 个主干句型。

现在、过去、将来虚拟语气的主句与从句谓语动词时态的 3 个对应形式是虚拟语气的主干句型。

与现在事实相反的假设,其主句、从句谓语动词的形式为 If + 主语 + were/ v. + ed, 主语 + should (would, could, might) + v. 。

与过去事实相反的假设,其主句、从句谓语动词的形式为 If + 主语 + had + v. + ed, 主语 + should (would, could, might) + have v. + ed. 。

提出将来难以实现或无法实现的愿望,其主句、从句谓语动词的形式为 If + 主语 + were to/ should + v., 主语 + should (would, could, might) + v. 。

② If 引导的从句中如果谓语含有 had, should, were 等词时,可将 had, should, were 提到从句的主语前,从而省略 if. 。

③ 混合时态:有时条件从句和主句的时态不一样,我们不能硬套虚拟语气主、从句的搭配,要根据主、从句的具体时间状语作一调整,用不同的时态。

④ 用于宾语从句中,当主句的谓语动词为 suggest, order, request, require, advise, desire, insist, ask, urge 等,其后由 that 引导的宾语从句的谓语为 should + 动词原形,表示虚拟,应该可以省略。

⑤ 用于主语从句中:在 It is + 形容词 + that 的句型中,形容词若为 necessary, important, urgent, imperative, essential, advisable, recommendable 等或有些动词 + ed 构成的结构中,that 引导的从句用 should + 动词原形表示虚拟,should 可省略。

⑥ 由上述动词变化而来的名词形式后的同位语从句或表语从句用 should + 动词原形表示虚拟,should 可以省略。

⑦ wish 后面的宾语从句要用虚拟语气,用一般过去时表示对现在的希望,用过去完成时表示对过去某事的希望,用过去将来时,表示对将来某事的希望。

⑧ would rather/ had rather/ would just as soon/ would sooner 都表示“宁愿...”,表示客气地希望别人(将来)怎么做,用过去时;用过去完成时表示对过去的懊悔。

⑨ If only... 表示强烈的愿望,用虚拟语气,主句常省略。

4. 代词

- ①代词与它所指代的名词或代词的数要一致。
- ②如果前文中用到 one, someone, 后文的代词要用 one, he 来指代。前文中若是用 you, 后文的代词也要用 you。
- ③3 组替代词:分别为 (one, ones), (it, them), (that, those)。one, ones 一定要带前置修饰语, 后置修饰语可带可不带; it, them 前、后都不带修饰语; 而 that, those 没有前置修饰语, 但一定带后置修饰语。one, it, that 替代前文的可数名词单数或不可数名词; ones, them, those 替代前文的可数名词复数。

5. 连词

(1) what 和 that 引导名词性从句的区别

what 和 that 在引导名词性从句时的区别就在于: what 在引导名词性从句时, 还在从句中担任主语, 表语, 宾语等成分, 而 that 只引导名词性从句, 在从句中不担任任何成分。

(2) that 和 which 引导定语从句的区别

that 和 which 引导定语从句, 一般情况下可互换, 但有以下限制:

- ①只能用 that 引导定语从句的情况: 先行词为 something, anyone, nobody 等不定代词时; 先行词为 only, all, any, some, no 等不定词修饰时; 先行词本身为 all, some 等不定代词时; 先行词被序数词修饰时; 先行词被形容词的最高级修饰时。
- ②只能用 which 引导定语从句的情况: 定语从句为非限制性定语从句时; 定语从句中所带的介词提前到关系代词前时。
- ③配套使用: 英语中有些连词是要配套使用的, 不能互相掺加, 亦不能不完整, 其难度在于增加干扰项, 分隔配套连词。对策是一旦句中出現配套连词的前半部或后半部, 考生就要注意在句中找到或在选择项中找到其另外半部。

6. 比较结构

- ①原级形式表示比较级意义时应注意“几倍”等词的位置。
- ②比较级形式表最高级意义有两种模式:
形容词、副词的比较级 + than + any other + 可数名词单数。
形容词、副词的比较级 + than + anything/anyone/anybody + else。
- ③一些形容词本身含比较意义, 与 to 搭配, 而不用 than。这类形容词常见的有 superior, inferior, prior 等。

7. 平行结构

平行结构体现在不定式结构平行; 动名词结构平行; 名词结构平行; 并列谓语结构平行等结构中。

第三部分 阅读理解

第一节 题型特点及阅读方式

一、题型分析

1. 要旨题

考查考生对文章的主题或中心思想的理解, 综合归纳能力。常表现为以下几种方式: 找主题、选择标题和回答目的。

(1) 找主题

辨认主题是获取文章主题思想的常用方法之一, 主题句往往具有较强的概括力, 结构较简洁。英文行文的惯常做法, 一篇文章的第一段的前一、两句就是主题句(也有在中部或尾部的), 其作用是点明要谈之内容或提出要阐述的观点。阅读则尽快地找出主题句, 确定文章或段落的大意。在主题句不明确的情况下, 则应根据大多数句子的主要内容判断。有时文章开头没有主题句, 但在结尾时把主要精神表达出来, 阅读时也应注意。

(2) 选择标题

选择标题即要求考生根据文章内容选择一个合适的标题。标题常常蕴于主题句之中, 因此, 在找到主题句后要认真研读, 捕捉其中的信息词, 从而启示对标题的思考。有时需通篇浏览之后, 才能了解文章的主要内容, 从而选择相应的标题。

(3) 回答目的

要求读者对作者写文章的意图进行推测。解答这类问题需要对文章的基本内容有所理解, 如断章取意或仅读某一段落都不可能找到正确答案。

可见, 要旨题针对问题提问的形式各异, 但都围绕文章的中心思想。

2. 询问题

通常针对阐述主旨的事实和细节提问。这类题往往采用 who, when, where, why, how 等引导的问句或回答这些问句的不完整陈述句。解答这类问题的关键不在于细读全文, 而在于阅读速度。可先浏览文章后面的问题, 然后带问题去阅读, 达到“速”而“准”的目的。

3. 词义判断题

针对理解有关词语在具体上下文中的意义提问时, 题干中一般直接给出有关词语, 或指出该词语在文中的具体位置。

4. 推断理解题

该题型的设计有两种目的: 旨在测试对隐含意义的理解或进行推理; 基于所读内容进行判断、概括。推断题常含有 infer, imply, conclude 等词。能否在阅读中根据各种线索进行有效的推理理解是阅读能力强弱的标志之一。

二、阅读方法

1. 意群式阅读

意群式阅读跳出了逐字逐句停顿式的阅读方式, 以句子中的语法成分为阅读单位, 能够扩大读者的视野, 了解句子中的要点信息。

阅读方法是读者根据所掌握的语言知识尤其是语法知识将句子划分成几个意群, 如主语部分、谓语部分、宾语部分, 各种从句, 作状语、定语、定语的介词短语、不定式短语和分词短语等阅读单位。这些语言单位对于一般有一定语法知识的读者来说比较容易找出, 这样根据语法结构和句子类型把较长的句子划分成较短的意群, 读起来就容易多了, 既可提高阅读速度, 又可准确地理解全句的含义, 避免了重复阅读的弊端。

2. 浏览式阅读

浏览式阅读主要用于了解文章的主旨大意, 是阅读中最常用和最重要的方法。在试题中, 阅读理解的文章往往不给出标题、小标题, 因此在浏览式阅读时应特别注意文章的首段、尾段, 每一段的首句、尾句, 这些较明显的特殊位置往往是段落和文章的主题句。另外主题句有时也隐藏在段落中间, 一般不容易一眼找到。

但表达主旨或主题的句子也有其句式、文字等方面的特点,如主旨句、主题句的概括性较强,往往通过一些简洁明了的简单句、简短句表现出来;主旨句、主题句有时常常带有一些标志词,如表示转折关系的“but, yet, however”等词,表示总结归纳下结论的“thus, so, therefore”等词。

因此,浏览式阅读可以帮助读者在较短的时间内,通过阅读包含有重要信息和全文主题的部分要点句子,快速掌握文章的中心思想和主旨。

3. 查阅式阅读

查阅式阅读,目的性较强,阅读速度快,常用来解决文章中某些细节问题,如人物、时间、地点等,可以直接从文章的某一句话或某一自然段中找到答案。阅读时,头脑中必须牢记问题题干中出现的关键词汇,然后回到文章中,找到关键词所在的句子或段落后再仔细研读一下,这样就可以迅速找到问题的正确答案。在进行查阅式阅读时,可以大幅度地扩大视幅,甚至于达到一目十行。这种方法在回答具体细节问题时非常有效。

4. 跳跃式阅读

跳跃式阅读旨在掌握文章的全貌,抓文章中每个句子表达重点信息的主语、谓语、宾语等成分的主干部分,在文章写作过程中作者以阐明主题、提出观点为主,同时作者会通过大量的细节、事实、实例、数字等来加以详细阐述,如果我们能快速掌握文章要点信息的话,那些过于详细的说明和论证的内容就可以略过去不读,这样既能提高阅读速度,又能改善理解程度。如果逐字逐句阅读,那么提取的信息量就越大,重点信息往往就会被淹没。因此,考生应当采用跳跃式阅读,抓住要点信息,略去次要词句,迅速理解文章主旨和掌握文章全貌。阅读方式:

(1) 根据标点符号

在阅读时,我们可以将两个逗号间的部分、两个破折号间的部分、括号内的部分、冒号后面的部分、破折号后面的部分省略跳过不读。因为这些符号之中或之后的信息往往是表示插入成分,解释说明或补充限定的信息,多数为次要信息,因此可以略去不读。

(2) 根据语法成分

文章中的重要信息可以通过句子的主要语法成分即主语、谓语和宾语表达出来。因此在阅读时我们可以跳过定语、状语、插入语、同位语等一些不重要的解释限定补充说明的部分,快速了解文章中每个句子的主要含义。

这种阅读方式并不影响考生对重要信息的掌握,相反,因为少读了许多词语,句子而提高了阅读速度,那些次要无用的词句不会进入读者的大脑,也就不会造成理解上的干扰,提高了对重点信息的了解。

掌握以上4种良好的阅读方法,使你不管在应试做阅读理解试题时,还是在平时获取信息而阅读时,都会使你收到事半功倍的效果。

第二节 翻译步骤及技巧

一、翻译的3个步骤

1. 通读

考生首先必须通读全文,了解全文的意思,才能译好划线部分的内容。因为一篇文章的前后意思都互相关联,一个单词或句子只有在上下文中才能体现出确切的含义来。不阅读全文,只断章取义地翻译划线部分是不可能符合文章原意的。

2. 表达

在弄懂文章的基础上,把划线部分翻译过来。正确的理解并不意味着能正确的表达。我们常常遇到这种

情况,有时一个英文句子在上下文中意思很明显,也看得懂,但却很难用恰当的汉语表达出来,这就涉及到翻译方法问题。

3. 修改

把翻译后的句子放在原文中进一步核实,对正文进一步推敲,看是否符合汉语的表达方式,又适合于原文的全部内容。

二、翻译技巧

1. 根据词义

英语和汉语一样,一词一义的情况是很少的,几乎所有的英文常用单词都有多种含义。正确确定词义是翻译的重要前提,要在众多的含义中选择出合适的词义来,通常可以根据在句中的词类、词在句中的搭配关系以及上下文来选择和确定词义。

2. 改变句子成分的顺序

翻译时,为汉语行文方便,可扰乱英语原文句子成分的顺序,按汉语习惯重新排列主、谓、宾语;或先译后半部分;或对一些不易直译的词,用汉语相反的语法将原意转达出来。

3. 分合句子

英译汉时,有时我们可把原文的句子结构整个保存下来或只稍加改变即可,但在不少情况下则必须将原来的句子结构作较大的改变。分句法和合句法是改变原文句子结构的两种重要方法。所谓分句法是指把原文的一个简单句译成两个或两个以上的句子。所谓合句法是指把原文两个或两个以上的简单句或一个复合句在译文中用一个单句来表达。

4. 长句翻译

- ①要弄清原文的句法结构,找出整个句子的中心内容及其各层意思。
- ②分析几层意思之间的相互逻辑关系(因果、时间顺序等)。
- ③按照汉语特点和表达方式,正确地译出原文的意思,不拘泥于原文的形式。

第四部分 写作

要求考生应能写多种类型的文章,包括私人信函和正式信函、备忘录等,同时也能写一般描述性、叙述性和说明性文章。短文写作要求:内容切题,完整,表达清楚,意义连贯,语法正确,语言通顺恰当。考生应能做到:用准确的语法、词汇、拼写、标点进行表达;遵循文章的特定文体格式;合理地组织文章的内容与文字,使其连贯、统一;根据写作目的和特定读者,具有针对性地写作(例如运用适当的文体或语域)。

第一节 命题类型分析

一、主题句作文

试卷上已给出3个句子,由于它们通常高度概括或凝聚了全段的主要思想或信息内容,所以可看成3个自然段的主题句。考生应在主题句的基础上,用具体实例来加以扩展和衬托,进一步阐明和证实主题句,最终完成一篇文章。考生应首先对主题句做一番认真的审视,仔细考虑文章的安排和布局,不仅要想好每段重点要写些什么内容,还要摸清各段之间的内在逻辑联系,并采用不同的展开方法和选择恰当的过渡词语,这样写出的文章既会有突出的重点,又有连贯性且富有层次感。

二、关键词作文

关键词作文因为已给出题目,同时附上若干与主题密切相关的词或短语,所以考生不必为文章的思路和内容花太多的时间和精力,而应注重在文章的篇章结构组织、材料摄取和语言表达上。题目中所列出的关键词语及提示的情景已向我们指出了文章的大体构思思路和可能涉及到的内容。因此考生除了对作文题目仔细进行审查外,还应反复对这些关键词语进行推敲分类,并依靠自己的知识和构思能力,写出既表达了主题思想又包括所有提示词语且写作重点明确的文章,写完之后应反复检查关键词语是否全部用上,是否使用得当。

三、情景作文

一般是给出一特定的情景。所给出的情景不是以主题句或关键词形式出现,而是对事实的陈述,将文章的中心思想和信息在提供的情景中加以暗示。

特点是一般没有标题,文章的中心思想和主要信息只是在提示的情景中暗示出来,因此考生必须从情境中去搜寻中心思想,写出的文章必须切情切景。这两种作文形式的共同点是都已具备了比较明确的写作框架,一定的词语及情景,大家只能在设置的框架范围内,充分发挥各自的想象力去发展段落,但不能脱离所给的词语或提示的情景去自由发挥。值得注意的是情景提示有中文和英文两种,考生既不可照搬英文提示句来作为主题句,也不必逐字翻译中文提示的内容,只能按其提供的思想,选用自己最熟悉而且有把握的英语表达出来。

四、图表作文

图表作文是借助于图画或图表进行写作的一种方法。它要求作者将画面直观的内容或表格,包含的信息转换成传神表意的文字形式。

这类文章大多给出标题,但文章的中心思想和细节是通过图画或图表来表示的。所以写好看图作文不仅要求作者有较强的语言表达能力,而且还要有一定的想象力、逻辑思维能力和观察分析能力。

通过对图或表中的数字或曲线仔细观察分析比较之后,得出有说服力的结论,进而对事件的发展趋势做出符合逻辑的推断或预测。图表作文是英语写作考试经常采用的一种较高层次的写作,具有一定的难度。因为它要求考生在较短时间应尽可能将图或表所含的主要信息转换成文字材料,而且还由于图表作文中所列出的表格或曲线具有语言高度凝练,信息容量较大,信息表达集中等一系列特点,考生不仅应具备较强的语言表达能力,而且还要具有一定的观察分析能力,丰富的想象能力和严密的逻辑推理能力。

图表作文首先应说明该图表反映的总情况,然后对数字进行分析比较,归纳出增减变化,最后写出图表作者的意图,得出适当的结论。比较而言,图表作文对考生来讲较为陌生,如遇到图表试题应注意以下几点。第一,要透过所列出的数值或曲线找出带有规律性的东西;第二,不必对各种资料和数据逐条描述,要抓住重点;第三,掌握与图表作文有关的常用词语和表达法。

第二节 写作方法与步骤

一、写作要领

考生无论遇到哪一类试题,都要仔细审题,根据题目的要求确定文章的类型和中心内容,并对你自己熟悉的、可写的内容进行筛选、整理、规划,列出提纲,这是很重要的一步。提纲列好后,要围绕提纲内容展开,说明自己的观点和结论,不要在写作时抛开提纲。一篇好的作文应该具备以下5个方面:

- ①内容切题,主题鲜明
- ②表达清楚、准确、条理清晰
- ③结构完整,衔接流畅自然

- ④句法正确多样
- ⑤用词恰当丰富

二、方法与步骤

1. 提纲

提纲是写作一篇文章的详细计划、安排。提纲准备的目的是:

- ①计划要写什么。
- ②文章的思想的表达顺序。

③如何安排段落。

④使写作从头到尾围绕主题进行。内容一般用短语、词。主题、副题先后表达顺序,要用数字标明以及提纲内容的安排是写作一篇好文章的关键。

2. 依据提纲写作

(1) 初稿

在完成提纲安排后,动笔写作的第一步是打初稿,在写初稿时要争取做到心中有数,胸有成竹,经过反复练习后,能够按照提纲安排落笔成文,一气呵成。如果突发奇想,也可修改提纲,顺理成章,但切忌偏离主题。在初稿写作时要有意识加大行距,为文章的修改留有余地。

(2) 定稿及修改方法

在完成初稿后,修改是必不可少的过程。修改文章要注意以下几点:

- ①内容是否切题、论点是否鲜明、论证是否合理、严密。
- ②段落衔接时过渡使用是否合理、语句是否通顺、有没有语法错误、用词是否恰当。
- ③拼写是否正确、标点符号、大小写是否有错误、有无其他笔误。

PETS 第四级

全真模拟试卷(一)

绝密★启用前

机密★长期

试卷号:

全国英语等级考试

第四级

Public English Test System (PETS)

Level 4

姓名

准考证号

考生注意事项

1. 严格遵守考场规则,考生得到监考人员指令后方可开始答题。
2. 答题前考生须将自己的姓名和准考证号写在试卷和答题卡上。
3. 答听力题时,考生先将答案写或划在试卷上,听力部分结束前有 5 分钟时间将答案誊写或涂在答题卡 1 上。
4. 各项填涂部分一律用 2B 铅笔,按照答题卡上的要求填涂。如要改动,必须用橡皮擦干净。
5. 各项书写部分(听力部分 A、B 两节,阅读理解 B 节和写作部分)必须用黑色签字笔在规定的答题卡上作答。字迹要清楚。
6. 考试结束时将试卷和答题卡放在桌上,不得带走。待监考人员收毕清点后,考生方可离场。

* 本试卷任何单位或个人不得保留、复制和出版,违者必究。

Section I Listening Comprehension

(30 minutes)

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are THREE parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.

Now look at Part A in your test booklet.

Part A

For Questions 1—5, you will hear a radio announcement describing tonight's programs. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table. Write **only 1 word** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below.

Radio Program Announcement				
the day for "Wisdom People Talking"				1
time for "my favorite discs"				2
account by James Farmer of his travel by				3
usual pop music on radio				4
interviews with live pop stars from beginning				5

Part B

For Questions 6—10, you will hear a passage about loneliness. While you listen, complete the sentences and answer the questions. Use **not more than 3 words** for each answer. You will hear the recording twice.

You now have 25 seconds to read the sentences and the question below.

Many people can remember feeling very lonely when we were	6
The feeling of loneliness is very difficult to	7
In order to survive, we all put on a	8
It is easy to get the feeling that everyone except you is making a full, rich and busy life in	9
Your destination is less	10

Part C

You will hear three dialogues or monologues. Before listening to each one, you will have 5 seconds to read each of the questions which accompany it. While listening, answer each question by choosing A, B, C or D. After listening, you will have 10 seconds to check your answer to each question. You will hear each piece ONLY ONCE.

Questions 11—13 are based on the following passage about the London Marathon. You now have 15 seconds to read Questions 11—13.

11. How many people applied but didn't run the race?
[A] 16,000. [B] 10,000.
[C] 67,000. [D] 54,000.
12. Which of the following is NOT true?
[A] Most competitors did not finish the race within two hours.
[B] Most competitors were interested in the race.
[C] Most competitors were trying to run as fast as they could.
[D] Most competitors wanted to know if they could run 26 miles.
13. Where did one of the runners fall down?
[A] 50 meters from the end.
[B] 15 meters from the end.
[C] 10 meters from the end.
[D] 5 meters from the end.

Questions 14—16 are based on the following broadcast. You now have 15 seconds to read Questions 14—16.

14. Which of the following is covered in BCD International programs?
[A] Interviews with radio producers.
[B] A large variety of pop songs.

- [C] News from the music library.
[D] Stories about the good old days.
15. Which program gives us the ideas behind the pop songs?
[A] The History of Pop.
[B] The Road to Music.
[C] Pop Words.
[D] About The Big Hits.

16. For native speakers understanding English pop songs is
[A] effortless.
[B] impossible.
[C] difficult.
[D] unnecessary.

Questions 17—20 are based on the following monologue about yawn. You now have 20 seconds to read Questions 17—20.

17. What's the main topic of the monologue?

- [A] Different animals' yawn.
[B] Human's yawn.
[C] Fish's yawn.
[D] Social animals' yawn.

18. What is the speaker's main point?

- [A] Animals yawn for a number of reasons.
[B] Yawning results only from fatigue of boredom.
[C] Human yawns are the same as those of other animals.
[D] Only social animals yawn.

19. According to the speaker, when are hippos likely to yawn?

- [A] When they are swimming.
[B] When they are quarreling.
[C] When they are socializing.
[D] When they are eating.

20. What physiological reason for yawning is mentioned?

- [A] To exercise the jaw muscles.
[B] To eliminate fatigue.
[C] To get greater strength for attacking.
[D] To gain more oxygen.

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

That is the end of the Listening Comprehension.

Section II Use of English

(15 minutes)

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

Computers are now being pushed into schools. We know that multimedia will make 21 easy and fun. Children will happily learn from 22 characters while taught by expertly 23 software. Who needs teachers when you've got 24 education? These expensive toys are difficult to use in the classrooms and 25 extensive teacher training. Sure, kids love video games — 26 think of your own experience: can you 27 even one educational filmstrip of many years ago? I'll 28 you remember the two or three great teachers who made a 29 in your life.

Then there's cyberbusiness. We're promised 30 catalog shopping — just point and click for great deals. We'll order airline tickets 31 the network, book restaurants and negotiate sales 32. Stores will become obsolete. So how come my local mall does more 33 in an afternoon than the entire Internet 34 in a month? Even if there were a trustworthy way to 35 money over the Internet, the network is 36 a most essential ingredient of trade and commerce; salespeople.

What's absent from this electronic wonderland? People contact. Computers and networks 37 us from one another. A network chat line is a limp 38 for meeting friends over coffee. No interactive multimedia display comes 39 to the excitement of a 40 concert. This virtual reality where frustration is legion and where — in the holy names of Education and Progress — important aspects of human interactions are relentlessly devalued.

- | | | | |
|------------------------|------------------------|-----------------------|------------------------|
| 21. [A] schoolwork | [B] exercise | [C] teamwork | [D] research |
| 22. [A] stimulated | [B] animated | [C] developed | [D] interested |
| 23. [A] guided | [B] prepared | [C] tailored | [D] sold |
| 24. [A] computer-aided | [B] computer-presented | [C] computer-designed | [D] computer-developed |
| 25. [A] promise | [B] introduce | [C] encourage | [D] require |
| 26. [A] but | [B] just | [C] and | [D] therefore |
| 27. [A] appreciate | [B] recall | [C] comment | [D] produce |
| 28. [A] recommend | [B] guess | [C] bet | [D] urge |
| 29. [A] result | [B] mark | [C] impression | [D] difference |
| 30. [A] immediate | [B] free | [C] versatile | [D] instant |
| 31. [A] over | [B] with | [C] by | [D] in |
| 32. [A] decision | [B] agreement | [C] contract | [D] plan |
| 33. [A] communication | [B] commerce | [C] business | [D] program |
| 34. [A] reserves | [B] handles | [C] subscribes | [D] transmits |

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- | | | | |
|-------------------|------------------|------------------|----------------|
| 35. [A] mail | [B] deposit | [C] send | [D] save |
| 36. [A] missing | [B] disappearing | [C] expelling | [D] retaining |
| 37. [A] dismantle | [B] confine | [C] discriminate | [D] isolate |
| 38. [A] occasion | [B] substitute | [C] change | [D] compromise |
| 39. [A] near | [B] up | [C] close | [D] back |
| 40. [A] life | [B] alive | [C] living | [D] live |

Section III Reading Comprehension

(60 minutes)

Part A

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

Text 1

A finding in recent years shows that men cannot manufacture blood as efficiently as women can. This makes surgery riskier for men. Because they do not breathe as often as women, men also need more oxygen. But men breathe more deeply and this exposes them to another risk. They draw more of the air when it is polluted.

Men's bones are larger than women's and they are arranged somewhat differently. The feminine walk that evokes so many whistles is a matter of bone structure. Men have broader shoulders and a narrower pelvis, which makes them to stride out with no waste motion. A woman's wider pelvis, designed for childbearing, forces her to put more movement into each step she takes with the result that she displays a bit of a jiggle and sway as she walks.

If you think a man is brave because he can climb a ladder to clean out the roof gutters, don't forget it is easier for him than for a woman. The angle at which a woman's thigh is joined to her knees makes climbing difficult for her, no matter whether it is a ladder or stairs or a mountain that she is tackling.

A man's skin is thicker than a woman's and not nearly as soft. This prevents the sun's radiation from getting through, which is why men wrinkle less than women do. Women have a thin layer of fat just under the skin and there is a plus to this greater fat reserve. It acts as an invisible fur coat to keep a woman warmer in the winter. Women also stay cooler in summer. Because the fat layer helps insulate them against heat, Men's fat is distributed differently. And they do not have that layer of it underneath their skin. In fact, they have considerably less fat than women and more lean mass. 41 percent of a man's body is muscle compared to thirty-five percent for women, which means that men have more muscle power. When we mention strength, almost 90 percent of a man's weight is strength compared to about 50 percent of a woman's weight.

The higher proportion of muscle to fat makes it easier for men to lose weight. Muscle burns up five more calories a pound than fat does just to maintain itself. So when a man wants — to lose weight, the

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pounds roll off much faster. For all men's muscularity they do not have the energy reserves women do. They have more start-up energy, but the fat tucked away in women's nooks and crannies provides a rich energy reserve that men lack.

Cardiologists at the University of Alabama who tested healthy women on treadmills discovered that over the years the female capacity for exercise far exceeds the male capacity. A woman of sixty who is in good health can exercise up to 90 percent of what she could do when she was twenty. A man of sixty has only 60 percent left of his capacity as a twenty-year-old.

41. That boys suffer more from air pollution can possibly be justified by the fact that

- [A] the male have larger bones than the female.
- [B] women can manufacture blood more efficiently than men.
- [C] men usually breathe more deeply than women.
- [D] women breathe as often as men.

42. The different ways men and women move their body indicate that

- [A] bone structures in men and women are arranged differently.
- [B] women's bones are more ready to movement.
- [C] men always move their bodies with waste motions.
- [D] women is good at climbing upwards.

43. It can be concluded from the passage that

- [A] men suffer more from sun's radiation than women do.
- [B] men will be more exhausting than women after long trip.
- [C] the higher proportion of fat in women's body makes them easier to lose weight.
- [D] an aged man can still exercise his body as he is young.

44. The best title for above article is

- [A] "why men lack capacity for exercise over the years".
- [B] "how men's bones are arranged differently from women".
- [C] "studies on differences and similarities between men and women".
- [D] "men and women: some differences".

45. Which of the following statements is NOT true according to the passage?

- [A] More oxygen needs to be prepared when a man is having surgery.
- [B] Man's courage has nothing to do with male's body structure.
- [C] A woman usually stays cooler in summer and warmer in winter.
- [D] It is easier for a man to lose his weight.

Text 2

More than 30,000 drivers and passengers who seat in the front of the vehicles are killed or seriously injured each year. At a speed of only 30 miles per hour it is the same as falling from a third-floor building. Wearing a seat belt saves lives; it reduces your chance of death or serious injury by more than half.

Therefore drivers or front seat passengers over 14 in most vehicles must wear a seat belt. If you do not, you will be fined up to £50. It will not be up to the drivers to make sure you wear your belt. But it will be the driver's responsibility to make sure that children under 14 do not ride in the front unless they are wearing a seat belt of some kind.

However, when you're reversing your car, you do not have to wear a seat belt; or you are making a local delivery or collection using a special vehicle; or if you have a valid medical certificate which excuses you from wearing it. Make sure these circumstances apply to you before you decide not to wear your seat belt. Remember that you may be taken to court for not doing so, and you may be fined if you cannot prove that you have been excused from wearing it.

46. How many people in front of the vehicles are killed or seriously injured every year?

- [A] 30,000.
- [B] 60,000.
- [C] Approximately 30,000.
- [D] Above 30,000.

47. Wearing a seat belt in a vehicle

- [A] reduces road accidents to more than half.
- [B] saves lives while driving at a speed up to 30 miles per hour.
- [C] reduces the death rate in traffic accidents.
- [D] saves more than 15,000 lives each year.

48. It is the driver's responsibility to

- [A] make the front seat passenger wear a seat belt.
- [B] make the front seat children under 14 wear a seat belt.
- [C] stop children riding in the front seat.
- [D] wear a seat belt each time he drives.

49. According to the text, which of the following people riding in the front does NOT have to wear a seat belt?

- [A] Someone who is backing into a parking space.
- [B] Someone who is picking up the children from the local school.
- [C] Someone who is delivering invitation letters.
- [D] Someone who is under 14.

50. For some people, it may be better

- [A] to wear a seat belt for health reasons.
- [B] not to wear a seat belt for health reasons.
- [C] to get a valid medical certificate before wearing a seat belt.
- [D] to pay a fine rather than wear a seat belt.

Text 3

The first navigational lights in the New World were probably lanterns hung at harbor entrances.

The first lighthouse was put up by the Massachusetts Bay Colony in 1716 on Little Brewster Island at the entrance to Boston Harbor. Paid for and maintained by “light dues” levied (征收) on ships, the original beacon was blown up in 1776. Until then there were only a dozen or so true lighthouse in the colonies. Little over a century later, there were 700 lighthouses.

The first eight lanterns erected on the West Coast in the 1850’s featured the same basic New England design: a Cape Cod dwelling with the tower rising from the center or standing close by. In New England and elsewhere, though, lighthouses reflected a variety of architectural styles. Since most stations in the Northeast were set up on rocky eminences (高处), enormous towers were not the rule. Some of them were made of stone and brick, others of wood or metal. Some of them stood on pilings or stilts; others were fastened to rock with iron rods. Farther south, from Maryland through the Florida Keys, the coast was low and sandy. It was often necessary to build tall towers there — massive structure like the majestic Cape Hatteras, North Carolina, lighthouse, which was lit in 1870. At 190 feet, it is the tallest brick lighthouse in the country.

Notwithstanding differences in appeared construction, most lighthouses in America shared several features: a light, living quarters, and sometimes a bell (or, later a foghorn). They also had quarters, and something else in common: a keeper and, usually, the keeper’s family. The keeper’s essential task was trimming the lantern wick (灯芯) in order to maintain a steady, bright flame. The earliest keepers came from every industry — they were seaman, farmers, mechanics, rough mill hands — and appointments were often handed out by local customs commissioners as political plums. After the administration of lighthouse was taken over in 1852 by the United States Lighthouse Board, and agency of the Treasury Department, the keeper corps gradually became highly professional.

51. Which is the best title for the passage?

- [A] The Lighthouse on Little Brewster Island
- [B] The Life of a Lighthouse Keeper
- [C] Early Lighthouses in the United States
- [D] The Modern Profession of Lighthouse — Keeping

52. Why does the author mention the Massachusetts Bay Colony?

- [A] It was the headquarters of the United States Lighthouse Board.
- [B] Many of the tallest lighthouses were built there.
- [C] The first lantern wicks were developed there.
- [D] The first lighthouse in North America was built there.

53. It can be inferred from the passage that lighthouses in the Northeast did NOT need high towers because

- [A] ships there had high masts.
- [B] coastal waters were safe.
- [C] the coast was straight and unobstructed.
- [D] the lighthouses were built on high places.

54. According to the passage, where can the tallest brick lighthouse in the United States be found?

- [A] Little Brewster Island.
- [B] The Florida Keys.
- [C] Cape Hatteras.
- [D] Cape Cod.

55. It can be inferred from the passage that the Treasury Department, after assuming control of the lighthouse, improved which of the following?

- [A] The training of the lighthouse keepers.
- [B] The sturdiness of the lighthouses.
- [C] The visibility of the lights.
- [D] The locations of the lighthouses.

Text 4

In the late years of the nineteenth century, “capital” and “labour” were enlarging and perfecting their rival organisations on modern lines. Many old firms was replaced by a limited liability company with a bureaucracy of salaried managers. The change met the technical requirements of the new age by engaging a large professional element and prevented the decline in efficiency that so commonly spoiled the fortunes of family firms in the second and third generation after the energetic founders. It was moreover a step away from individual initiative, towards collectivism and municipal and state-owned business. The railway companies, though still private business managed for the benefit of shareholders, were very unlike old family business. Meanwhile the great municipalities went into business to supply lighting, trams and other services to the taxpayers.

The growth of the limited liability company and municipal business had important consequences. Such large, impersonal manipulation of capital and industry greatly increased the numbers and importance of shareholders as a class, an element in national life representing irresponsible wealth detached from the land and the duties of the landowners; and almost equally detached from the responsible management of business. During the nineteenth century, America, Africa, India, Australia and parts of Europe were being developed by British capital, and British shareholders were thus enriched by the world’s movement towards industrialisation. Towns like Bournemouth and Eastbourne sprang up to house large “comfortable” classes who had retired on their incomes, and who had no relation to the rest of the community except that of drawing dividends and occasionally attending a shareholders’ meeting to dictate their orders to the management. On the other hand “shareholding” meant leisure and freedom which was used by many of the later Victorians for the highest purpose of a great civilisation.

The “shareholders” as such had no knowledge of the lives, thoughts or needs of employees in the company in which he held shares, and his influence on the relations of capital and labour was not good. The paid manager acting for the company was in more direct relation with the workers and their demands, but even he had seldom familiar personal knowledge of the workmen which the employer had often had under the more patriarchal system of the old family business. Indeed the mere size of operations and the numbers of workmen involved rendered such personal relations impossible. Fortunately, however, the increasing power and organisation of the trade unions, at least in all skilled trades, enabled the

workmen to meet on equal terms the managers of the companies who employed them. The cruel discipline of the strike and lookout taught the two parties to respect each other's strength and understand the value of fair negotiation.

56. The author says that old family firms

- [A] were ruined by the younger generations.
- [B] failed for lack of individual initiative.
- [C] lacked efficiency compared with modern companies.
- [D] were able to supply adequate services to taxpayers.

57. The growth of limited liability companies resulted in

- [A] the separation of capital from management.
- [B] the ownership of capital by managers.
- [C] the emergence of capital and labour as two classes.
- [D] the participation of shareholders in land ownership.

58. The text indicates that

- [A] some countries developed quickly because of the emergence of the limited liability company.
- [B] the tide of industrialisation would wide benefited British shareholders greatly.
- [C] shareholders contributed a lot to the fast growth of the British economy.
- [D] the system of shareholding impaired the management of modern companies.

59. We learn from the text that

- [A] shareholders often cast negative influence on the well-being of workers.
- [B] owners of traditional firm enjoyed a good relationship with their employees.
- [C] limited liability companies were too large to run smoothly.
- [D] trade unions had a positive role on workers and the management.

60. The author appears to be very critical of

- [A] family firm owners.
- [B] shareholders.
- [C] managers.
- [D] landowners.

Part B

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2.

61) In a family where the roles of men and women are not sharply separated and where many household tasks are shared to a greater or lesser extent, notions of male superiority are hard to maintain. The pattern of sharing in tasks and in decisions makes for equality, and this in turn leads to further sharing. 62) In such a home, the growing boy and girl learn to accept that equality more easily than did their

parents and to prepare more fully for participation in a world characterized by cooperation rather than by the "battle of the sexes".

If the process goes too far and man's role is not regarded as important as before — and that has happened in some cases — we are as badly off as before, only in reverse.

We should reassess the role of the man in the American family. We are getting a little tired of "Momism", but we don't want to change it into a "Neo-popism". What we need is the recognition that bringing up children involves a partnership of equality. 63) There are signs that psychologists and specialists on the family are becoming more aware of the part men play and that they have decided that women should not receive all the credit, nor all the blame. We have almost given up saying that a woman's place is in the home. 64) We are beginning, however, to study man's place in the home and to insist that he does have a place in it. Nor is that place irrelevant to the healthy development of the child.

65) The family is a cooperative enterprise for which it is difficult to lay down rules, because each family member needs to work out its own ways for solving its own problems.

Excessive authoritarianism has unhappy consequences, whether it wears skirts or trousers, and the ideal of equal rights and equal responsibilities is relevant not only to a healthy democracy, but also to a healthy family.

Section IV Writing

(35 minutes)

66. *The Spring Festival is a traditional festival in China, and Chinese have been accustomed to celebrating it at home. But now more and more people choose to travel during this most important festival.*

Here is a discussion on this topic:

- (1) *Some people think it is more interesting to travel during the Spring Festival.*
- (2) *Other people think it is better to stay at home with their families during the Spring Festival.*
- (3) *My opinion on this topic.*

In your essay, you should use the three pieces of information mentioned above. You should write 160 – 200 words on ANSWER SHEET 2.