

全国公共英语等级考试系列

# 题型分析与仿真题精解

(第二级)

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本册主编 张 鹏 宋雪梅

山东科学技术出版社

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# 前 言

“从某种意义上可以说,普及外语和培养外语人才,改进外语教学方法和提高外语教学水平,已经不是一般的教学问题,而是影响到我国对外开放方针的更好实施和推动我国经济社会发展的重大问题”(李岚清,1996)。在这种背景下,全国公共英语等级考试体系(PETS)应运而生。

PETS 将升学、就业或出国等不同考试评价功能统一起来,实现考试成绩使用的多样化,可彻底改变先行英语教育考试过于封闭,与社会需求严重脱节的局面。国家教育部考试中心已明确指出要将“现有的各项英语考试逐步向这一较为理想的等级标准看齐”,用 PETS 考试替代原有的自学考试中的公共英语考试、高考中的英语考试、研究生入学考试中的非英语专业的英语考试和公派出国的英语考试等。1999 年 9 月,PETS 第五级已正式开始替代了用于评价公派出国留学人员的英语水平考试(EPT);其他四级也将逐渐替代现有的全国性的入学及毕业考试。PETS 顺应了改革开放的需要,顺应了发展的需要,也顺应了当今社会终身学习、终身教育的时代潮流,必将成为全国最具影响力的外语考试。

PETS 在开发过程中得到了剑桥大学地方考试委员会的技术支持。它对所达到的语言能力的定义是以交际性语

言活动模式为基础的。其体现的语言能力表现在产出、接受、互动中介等语言活动中。其考试题型也是以这一模式设计的。因而较之以前的各种英语考试,包括大学英语四、六级考试,都有许多重大改变。PETS 测试的重点是英语交际能力。它根据国际语言教学界通行的交际语言活动模式,对语言运用能力进行分类和定义。在试卷结构上,根据不同层次的需要,设置了考查听、说、读、写技能的题型,确保各级别都能考查学生的交际能力。所以,PETS 的题型设计更趋科学,测试的效度更高。同时,对当今社会注重能力培养的英语教学,具有更客观、更实际的指导性。

我们根据多年来的教学经验,编写了本系列 PETS 考试辅导教材一至四册。每册包括八套完整的模拟 PETS 试题,并对各考试题型、考项的特点做了详尽的分析,旨在帮助考生在英语技能、考试技巧和心理调适诸方面做好充分准备,以适应 PETS 考试的特点,取得优异成绩。

PETS-2 是全国公共英语等级考试的中下级,其标准相当于我国普通高中优秀毕业生的英语水平。通过该级考试的考生,其英语水平基本满足进入高等院校继续学习的要求,同时也基本符合诸如宾馆前台服务员、一般银行职员、涉外企业普通员工,以及从事同层次其他工作的人员在对外交往中的需要。

编 者

*Analysis  
and  
Guidance*

**题型分析与应试指导**





## 第一部分 听力理解

### (一) 大纲要求

PETS-2 考生应能听懂熟悉的日常生活中发音清楚、语速较慢的简短独白和对话等。考生应能:

- (1) 理解主旨要义;
- (2) 获取事实性的具体信息;
- (3) 对说话的背景、说话者之间的关系等能做出简单的判断;
- (4) 理解说话者的意图、观点或态度。

听力部分由 A、B 两节组成,共 20 题,考查考生理解英语口语的能力。

**A 节(5 题)** 考查考生理解简单的事实性信息和进行简单推断的能力。要求考生根据所听到的 5 段简短对话,从每题所给的 3 个选择项中选出最佳选项。每段录音材料播放一遍。

**B 节(15 题)** 考查考生理解简单的事实性信息的能力。要求考生根据所听到的 5 段对话或独白,从每题所给的 3 个选择项中选出最佳选项。每段录音材料播放两遍。

考试进行时,考生将答案标在试卷上;听力部分结束前,考生有 2 分钟的时间将试卷上的答案转涂到客观题答题卡上。该部分所需时间约为 20 分钟(含转涂时间)。

## (二) 题型分析

下面以大纲样题为例对听力部分试题逐节进行分析。考生可对照附在后面的录音材料来了解二级听力题目的情况。

**第一节** 听下面 5 段对话。每段对话后有一个小题,从题中所给的 A、B、C 三个选项中选出最佳选项,并标在试卷的相应位置。听完每段对话后,你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

M: Well, I wonder why the office is still not open.

W: But it's not yet eight. In fact, it's only a quarter to eight.

1. At what time does the office open?

[A] 7:45      [B] 8:15      [C] 8:00

W: Did you go to the theatre last Saturday?

M: Yes, I saw "Tea House". The acting was excellent.

2. What did the man do last Saturday?

[A] He saw a play.      [B] He acted in a play.      [C] He went to the tea house.

M: Excuse me, Madam.

W: Yes?

M: Does this bus go to Zhongshan Road?

W: Yes. I think so.

M: Thank you.

W: You're welcome.

3. What is the relationship between the speakers?

[A] They are friends.      [B] They are strangers.

[C] They are brother and sister.

M: I hope it'll be fine tomorrow. I'm going boating with Tom.

W: Oh, I think it will be fine.

M: Are you sure?

W: Yes. I heard it on the radio.

4. What are the two speakers talking about?

[A] A fine boat.      [B] Their friend, Tom.      [C] The weather.

M: Shall we go to the cinema this evening?



W: Oh, sorry. I'm afraid I can't. I'm seeing my Mum off at the airport at 7:30.

5. What will the woman do this evening?

[A] Meet her Mum at the airport.

[B] Say good-bye to her Mum at the airport.

[C] Fly to another city together with her Mum.

**分析:**第1题、第2题是简单的事实性题目,所提出的问题与对话联系直接,答案就在对话里,听懂对话就能找出答案。第3题是简单的推理性题目,这类题目考查考生以对话事实为基础对特定信息做出推理判断的能力,这种问题与对话的联系不直接,从对话里不能直接找出答案,要求根据听到的内容推断正确答案。第4题是细节型题。这类题目的特点是涉及多种具体信息,包括人、物、地点、时间等。它考查考生依靠听觉捕捉个别细节的能力。第5题是考查对会话整体内容的把握,属于主旨大意题。它要求听懂会话的大意,而不是只注意个别单词和细节。

**第二节** 听下面5段对话或独白。每段对话或独白后有几个小题,从题中所给的A、B、C三个选项中选出最佳选项,并标在试卷的相应位置。听每段对话或独白前,你有5秒钟的时间阅读各个小题;听完后,各小题将给出5秒钟的作答时间。每段对话或独白读两遍。

听第6段材料,回答第6、7题。

W: Can I help you?

M: Yes. I bought this radio two days ago, but I'm afraid it doesn't work. I'd like to change it for another one.

W: Oh, dear. Yes, of course. Have you got your receipt?

M: Yes, here it is.

W: Thank you. Just a moment, please.

6. Where does this conversation take place?

[A] In a store. [B] In a factory. [C] In a museum.

7. What is the most probable result of the conversation?

[A] The man got his radio repaired.

[B] The man got a new receipt.

[C] The man got a new radio.

**分析:**这段会话给出的是两个简单的推理性题目。第6题要求根据谈

话内容判断出谈话发生的地点;第7题要求对事情发展的结果做出推断,较之第6题的难度要大,它首先要求听懂会话中的关键词,如:bought, radio, receipt等,其次还要求抓住会话大意,在此基础上才能做出判断。

听第7段材料,回答第8、9题。

M: It's Alice's birthday tomorrow.

W: Are you sure? I think it should be the day after tomorrow.

M: Well, let me see. Oh, I'm sorry. You're right. It is the day after tomorrow. Shall we buy her a present?

W: Yes, of course. Shall we give her some flowers?

M: Flowers are lovely. But I think it's better to buy her a nice box of chocolates.

W: Alice doesn't like sweet things. Didn't you know that?

M: You're right. Er...I know. We can give her a record. She loves music.

W: That's a good idea. Let's go to the music shop and choose one for her.

8. When is Alice's birthday?

[A] The next day. [B] The day after next. [C] The day they had the talk.

9. What will the man and the woman buy for Alice?

[A] A record. [B] Some flowers. [C] A box of chocolates.

分析:这段会话给出了两个事实性的题目。考查考生捕捉特定信息的能力。第8题的答案没有直接说出,而是略一拐弯,给考生一个思考的余地。第9题的答案虽然不拐弯,但在内容上设了两个干扰项(flowers and a box of chocolates),考生要有排除干扰的能力。

听第8段材料,回答第10至12题。

M: Morning, Sue. Did you enjoy your holiday in the country?

W: Yes, thanks. We had a great time. And some friends went with us.

M: Where did you stay? In a hotel?

W: No. We camped in the mountains, near Snowdon. We cooked all our meals over an open fire.

M: Sounds wonderful. Was the weather good?

W: The sun shone nearly every day and it didn't rain at all.

M: Did you like the people there?

W: Yes, they were great. We met some farmers and had tea in their houses.

M: When did you get back? Last night?

W: No. This morning. You'll think we were mad. We got up at 4:30, left at 5:00 and arrived here at 9:00. I'm so tired. What about you? Did you have a good weekend?

M: Yes, but I didn't do much. I just stayed at home. The weather was terrible.

10. Where did Sue spend the nights in the country?

[A] In a farm house.

[B] In the open.

[C] At a hotel.

11. What was the weather like in the country?

[A] It snowed a lot

[B] It rained nearly every day.

[C] There was a lot of sunshine.

12. What did Sue think of the people in the country?

[A] They were tall.

[B] They were strange.

[C] They were friendly.

分析:这段会话给出了三个事实性的题目。从会话中能找到答案,但选项的设计与会话中的表达有所不同,解答类似的考题要求考生能听懂原文并熟悉相应的表达方式。

听第9段材料,回答第13至16题。

W: Come in, please.

M: Hello, Kate. Where's Jane? I want her to type this letter for me.

W: I'm afraid she can't, Tom. She isn't working today.

M: Oh, why? Is she ill?

W: No. She's studying for an exam.

M: An exam. Is she going to school?

W: Yes, she is. She's learning Japanese in night school.

M: I see. Are you going to night school, too?

W: No, I'm not, not this year. But I'm thinking about taking a course next

year.

M: That's a good idea. Is it expensive?

W: No, not very. Anyway, it's worth the money.

13. Where are Kate and Tom?

[A] In Kate's office.

[B] In Tom's house.

[C] In a classroom.

14. Why did Tom come into the room?

[A] He worked there

[B] He wanted to talk to Kate.

[C] He wanted to have a letter typed.

15. What was Jane doing at that time?

[A] She was taking a rest.

[B] She was preparing for an exam.

[C] She was taking an exam.

16. What will Kate do next year?

[A] Go to Japan.

[B] Change her job.

[C] Go to night school.

**分析:**这段会话给出的四个问题从类型上看与上一小节是相同的,但选项设计得难度更大,与原话相比也更富有变化。因此,答案更加隐曲。

听第10段材料,回答第17至20题。

Now, you want to know about life in the past. Right? I can tell you. When I was a boy, things were different. I had to get up at six every morning. That was not very bad in summer, but in winter it was cold. And we didn't have any hot water in the house. We had to wash in cold water. We didn't have a bathroom. My dad had some chickens. I had to feed them every morning and then I had to walk to school with my little sister. It was two miles to school and two miles back in the evening. But it always seemed longer in the morning when we were going to school. There was a bus, but we didn't have the money. And we had to go to bed at seven o'clock every night. We couldn't watch TV

because there wasn't any. On Sundays we had to go to church three times—morning, afternoon and evening. And we couldn't play outside on Sundays. But it wasn't all bad. We had some good times. We could go out and our parents didn't have to worry about us. There weren't so many cars on the roads then, so the streets were safe to play in. And there were not many robbers and thieves in those days. We had to work hard and we weren't able to buy all those things in the shops today. Life was hard, but it was simple and people were happier. I don't think I'd like to be young today.

17. What did the man have to do in the morning?

- [A] He fed the chickens.
- [B] He cleaned the bathroom.
- [C] He carried water for the family.

18. Why did the man go to school on foot?

- [A] No bus ran in that direction.
- [B] The school was near.
- [C] His family was poor.

19. What did the man do every Sunday?

- [A] He was taken to church three times.
- [B] He stayed at home all day.
- [C] He played in the street.

20. What can we learn from what the speaker said?

- [A] He is a retired teacher of history.
- [B] He thinks children were happier in the past.
- [C] He lives on a farm far away from cities.

分析:这篇独白共 257 个字,对二级考生来说,篇幅较长,综合性强,难度大。因为它不仅要求考生具有较好的整体语篇把握能力,而且还要有很好的听力、记忆力。

通过以上分析看出,听力测试的题型大致可分为以下 8 种:

1. 地点。常用提问方式: Where does (did) this conversation take place?

Where does the conversation probably occur?

Where are the two speakers?

2. 关系。常用提问方式: Who are the two speakers?  
What's the probable relationship between the two speakers?
3. 职业。常用提问方式: Who is the man/ woman?  
What does sb. do for a job?  
What is the man/ woman?  
What is the man's/ woman's job?
4. 数字。常用提问方式: What's the price of ...?  
How much is the dress/ coat?  
What time is it now?  
When will the plane arrive?  
How long does the man have to walk every day?
5. 评论。常用提问方式: How do the two speakers feel about...?  
What does the man/ woman think of ...?  
What is the speaker's attitude towards...?
6. 原因。常用提问方式: Why is she/ he late?  
For what purpose did he/ she...?
7. 主题。常用提问方式: What are they talking about?  
What are the two speakers discussing?  
What is main topic/ subject of the story?
8. 概论。常用提问方式: What does the man/ woman imply?  
What can be inferred from the conversation?  
What does the man/ woman mean?  
What can we learn from the conversation/ story?

### (三) 应试指导

#### 1. 注重平时学习, 练好基本功

听力理解是一个难点, 令许多人感到头疼。那么如何提高自己的听力理解水平, 又如何改进自己在听力考试当中的表现呢? 听力不是在短时间内就能大幅度提高的一种能力, 它必须经过较长时间的磨练才有可能达到令人较为满意的地步。提高听力水平必须首先要做到多听多练, 足够的苦功夫是进步的前提。

平时学习时,要注重模仿规范的语音语调,培养天天朗读的好习惯,一旦有了正确的语音语调,又作了大量的朗读练习,在听到自己熟悉的材料时,就容易多了。另外,还要多说。外语学习的最终目的是实际运用,大量的口语练习,是提高听力的最好办法。同时,还应加强三种知识的学习:①词汇、语法。词汇、语法是听力理解的基础,词汇、语法知识积累得多少决定听力能力的强弱及反应速度。②语音知识。包括语音、语调及各种朗读技巧,如单词重音、语句重音、音的省略和同化、连续以及不完全爆破等。语音知识是听力入门的基本功。③文化背景知识。了解和熟悉英语国家的文化背景对听力的提高起着潜移默化的作用。PETS-2 考试中就经常有文化背景的题目,这些题目往往不设太多语言障碍,着重考查对英语国家文化背景的认识。因此,大量掌握文化背景知识无论是平时训练还是应试都是必不可少的。

## 2. 讲究应试技巧,注意调整心态

在答题过程中,要注意做到:

(1)利用每大题开始前的指令时间,抢读或边听边看选项,确定听音的重点,使听音具有明确的方向性和选择性。

(2)注意暗示重点的信号词 however, but 等后面的句子。听短文时要抓住第一句,因为第一句对整段话往往有概括或提示作用。

(3)做好笔记,提高记忆。主要是记下对话或短文中的细节如:地址、年月日、年龄、价格、数字等,这些细节都是常考内容。

(4)听力部分考试的最大特点是考生必须跟着录音走,很被动。考生往往会一遇到生词或某一题未听清就停顿,企图回忆某个没听懂的词或句子,一旦回忆无效,就容易产生紧张心理。事实上,听懂大意是听力部分获取高分的基础,一两个单词或句子听不懂,应马上放弃,保持心态平衡,继续听下面的内容。



## 第二部分 英语知识运用

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### (一) 大纲要求

该部分由两节组成,考查考生对英语语法、词汇知识和较为简单表达方式的掌握情况。该部分所需时间约为 25 分钟。考生在客观题答题卡上作答。

**第一节(15 题)** 考查考生对英语语法、词汇知识和较为简单表达方式的掌握情况。每题在一句或两句话中留出空白,要求考生从每题所给的 4 个选择项中选出最佳选项。

**第二节(20 题)** 考查考生的词汇知识。在 1 篇 180~210 词的短文中留出 20 个空白,要求考生从每题所给的 4 个选择项中选出最佳选项,使补足后的短文意思通顺,前后连贯,结构完整。

### (二) 题型分析

#### 第一节 单项填空

单项填空主要考查以下三方面的内容:

##### 1. 语法

(1)词法 主要考查实词,包括名词的数、格;代词的性、数、格及指代关系;动词、动词的非谓语形式、助动词、情态动词、冠词、形容词、副词的使用法等。



(2) 句法 主要考查主谓一致关系;动词的时态;主动语态与被动语态;从句(名词性从句、定语从句、状语从句);特殊句型(强调句、倒装句、省略句)。

## 2. 词汇

(1) 词语辨析 该类题目中的四个选项往往为一组同义词(组)或近义词(组),目的是考查辨别词(组)义的能力。

(2) 固定搭配和习惯表达 包括名词短语搭配、动词短语搭配、形容词短语搭配、介词短语搭配等。

## 3. 简单的语言交际能力。

该类题目通常以对话的形式出现,考查考生的语言交际能力和情景反应能力。

下面以 2000 年 3 月的试题为例进行分析。

21. It was not until she had arrived home \_\_\_\_\_ she remembered her appointment with the doctor.

[A] when [B] that [C] and [D] as

22. Mr. Hall understands that \_\_\_\_\_ math has been easy for him, it is not easy for the students.

[A] although [B] because [C] if [D] when

23. I am writing this letter to let you know that all the goods \_\_\_\_\_ yesterday.

[A] are delivered [B] have delivered  
[C] had delivered [D] were delivered

24. — Why did you go back to the shop?

— I left my friend \_\_\_\_\_ there.

[A] waiting [B] to wait [C] wait [D] waits

25. — Can anybody help me?

— \_\_\_\_\_.

[A] I will [B] I shall [C] I should [D] I may

26. — Where is my blue shirt?

— It's in the washing machine. You have to wear \_\_\_\_\_ different one.

[A] any [B] the [C] a [D] other