

# 前 言

传统的英语测试往往是以书面笔试为主,大多数考试的重点是语法和阅读,忽略或回避了对听力和口语能力的提高,往往造成中国学生“哑巴英语”的尴尬境界。与此同时,目前的各种考试之间缺乏统一的评定标准,不能全面、客观地考查语言技能。

正是基于以上原因,教育部考试中心推出了 PETS(Public English Test System)。该测试将是目前国内规模最大、参与人数最多、考生群体最复杂的具有权威性的非学历性外语等级考试。该测试是一种从题型到测试形式全新的社会性英语水平测试体系,分 5 部分评定语言学习者的水平。考查的内容包括听力、英语知识运用、阅读理解、写作(一级 B 除外)和口语,力求学生不但能读得懂,而且能听得懂,最终实现自由流利地交谈会话,完整地用英语表达自己的思想。

为了帮助广大考生进一步了解 PETS,有效地备考和实战,我们严格按照教育部考试中心制定的《全国公共英语等级考试大纲》,编写了这套《全国公共英语等级考试备考教程丛书》。该套丛书针对五级考试,分别编写了综合分册、词汇分册和模拟试题分册。包含的内容有:

## 1. 综合分册

综合分册分别介绍了 PETS 第一级到第五级的题型、试卷结构、内容及形式,使考生对各级考试的测试目的和测试要求有全面的了解和认识。

它针对不同的考试题型,深入浅出地分析了出题思路,认真细致地介绍了答题技巧,归纳总结了各类题型的基本规律,使考生尽快熟悉和适应新题型,掌握解题要诀,从而达到事半功倍的效果!

它针对不同的题型设计了专项训练,并给出了详实的答案及分析。其目的有二:一方面使学生通过练习熟悉新题型,巩固已学到的语言知识;另一方面通过大量练习来提高解题速度。

## 2. 词汇分册

词汇分册依照《全国公共英语考试大纲》所给出的各级词汇,遵循记忆规律,介绍了记忆方法,力求使学生在较短的时间内掌握更多的词汇。在词汇分册中,有同义词、反义词、词组、经典题库、辨析、派生词、记忆法、成语、常考语法,并且对每个单词加了国际音标和部分例句。经过如此多的考点练习以及潜移默化的反复背诵和记忆,考生的英语水平和答题能力一定会有所提高。

## 3. 模拟试题分册

模拟试题分册是严格按照考试样题编写的实战全真模拟试题。试题的编写完全遵循学习规律,由浅入深,循序渐进,使考生在巩固和提高自己的同时,又仿佛亲临考场,为考试奠定了良好的心理素质基础。

编 者

二〇〇一年十二月

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# 全国公共英语等级考试四级

## 模拟试题(一)

### 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

*You will hear a passage about a housework survey. Listen and complete the sentences in questions 1~5 with the information you have heard. Write **not more than 3 words** in each box. You will hear the recording twice. You now have 25 seconds to read the sentences in questions.*

1. A European commission tried to find out people's ideas of and reactions to \_\_\_\_\_.
2. The number of Danish men who helped in the house is \_\_\_\_\_.
3. Italian wives complained that their husbands \_\_\_\_\_.
4. The Italian and British husbands didn't \_\_\_\_\_.
5. The commission found that most truthful husbands were \_\_\_\_\_.

**Part B**

*You will hear a passage about Jean. Answer questions 6~10 while you're listening. Use not more than 5 words for each answer. You will hear the recording twice. You now have 25 seconds to read the questions.*

6. What does Jean type for Mr. James?
7. What does Jean usually do on weekends?
8. Whom does Jean live with?
9. What is Jean's profession?
10. Where is Jean's office?

**Part C**

*You will hear two passages and a dialogue. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece once only.*

*Questions 11~13 are based on the following passage about physical exercise. You now have 15 seconds to read questions 11~13.*

11. Why are Americans interested in physical exercise?  
[A] Because of their love for hobbies and pastimes.  
[B] Because of their enthusiasm for sports.  
[C] Because of their fear of heart attacks.  
[D] Because of their strong desire for good health.
12. What about the rate of heart attacks between 1972 and 1974 in the United States?  
[A] It was decreasing.  
[B] It was increasing.  
[C] It remained almost unchanged.  
[D] It was going up slowly.
13. What kind of patients are especially encouraged to take part in physical exercise?  
[A] Those who have heart attacks.  
[B] Those who have the desire to be physically fit.  
[C] Those who have spare time.  
[D] Those who have inactive jobs.

*You now have 30 seconds to check your answers to Questions 11~13.*

Questions 14~16 are based on the following passage. You now have 15 seconds to read questions 14~16.

14. What has made the computer smaller and easier to use?

- [A] The silicon chip (硅片).
- [B] The memory chip.
- [C] The electric cell.
- [D] The robot.

15. Why is the computer useful?

- [A] It can store lots of information.
- [B] It can operate very quickly.
- [C] It can be built into other machines.
- [D] All of the above.

16. What is the main idea of this passage?

- [A] Computers have changed a lot.
- [B] The computer will change our lives.
- [C] Computers are getting smaller.
- [D] Modern computers can be built into machines.

You now have 30 seconds to check your answers to Questions 14~16.

Questions 17~20 are based on the following conversation. You now have 20 seconds to read questions 17~20.

17. Where is Jenny going?

- [A] To a math class.
- [B] Bicycling.
- [C] To the laboratory.
- [D] Swimming.

18. Why can't Don go with Jenny?

- [A] He must speak with Professor Lowell.
- [B] He has to finish a paper.
- [C] He's going to a conference.
- [D] He has to take a math test.

19. What does Professor Lowell probably teach?

- [A] History.
- [B] Literature.
- [C] Science.
- [D] Math.

20. What does Jenny offer to do for Don?

- [A] Teach him how to write a poem.
- [B] Help him with course work.
- [C] Review the last exam with him.
- [D] Walk with him to the library.

*You now have 40 seconds to check your answers to questions 17~20.*

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

*This is the end of the listening comprehension.*

## Section II Use of English Knowledge

(15 minutes)

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

When American companies market in foreign countries, differences in cultures, business conditions, and political-legal systems present challenges unlike any 21 in the domestic market. Let's assume that a company wants to get into the international market with the goal of increasing its market 22 in a foreign country. Either of 23 sales organizational structures typically is used in this situation.

One alternative is to 24 a network of manufactures' agents, wholesalers(批发商) and retailers in 25 foreign country. The American firm usually gives exclusive territorial sales rights to the 26. A Chicago manufacturer of electronic products, for example, granted one Japanese firm the 27 sales rights for all of Japan and made similar arrangements 28 an electronics wholesaler in Denmark.

Foreign middlemen are generally less aggressive and perform 29 services than their American counterparts. 30, in many countries business customs or government regulations require the use of local middlemen. In middle Eastern countries, 31, a local distributor's knowledge 32 and connections in the market often are more important 33 product knowledge, even for technical products.



The 34 alternative is to establish a sales force in countries where the volume and profit potential warrant (保证) it and government regulations 35 it. These sales forces may sell directly to the final customers or 36 local distributors and dealers. This organizational model has been adopted by many large American companies 37 Avon, Merck, NCR, Honeywell, IBM, Kimberly-Clark, and Ingersoll-Rand.

38 its own sales force enables a company to promote its products more aggressively, develop its foreign markets more effectively, and control its sales effort more 39. Of course, management now has the time-and money-consuming (费时费钱的) task of managing a sales force. The difficulty here is that the sales people are 40 foreign nations unfamiliar with the company's marketing practices or American sales people unfamiliar with the foreign culture and business customs.

- |                      |                   |                  |                  |
|----------------------|-------------------|------------------|------------------|
| 21. [A] find         | [B] found         | [C] finding      | [D] fund         |
| 22. [A] prices       | [B] target        | [C] efforts      | [D] share        |
| 23. [A] two          | [B] the           | [C] three        | [D] /            |
| 24. [A] set off      | [B] set out       | [C] set up       | [D] set down     |
| 25. [A] all          | [B] many          | [C] those        | [D] each         |
| 26. [A] middlemen    | [B] manufacturers | [C] wholesalers  | [D] retailers    |
| 27. [A] sole         | [B] soul          | [C] sold         | [D] so           |
| 28. [A] at           | [B] with          | [C] of           | [D] to           |
| 29. [A] little       | [B] a few         | [C] fewer        | [D] less         |
| 30. [A] Therefore    | [B] However       | [C] In short     | [D] For instance |
| 31. [A] for instance | [B] of courses    | [C] in fact      | [D] no doubt     |
| 32. [A] to           | [B] of            | [C] with         | [D] concerned    |
| 33. [A] as           | [B] where         | [C] than         | [D] when         |
| 34. [A] other        | [B] another       | [C] others       | [D] some other   |
| 35. [A] allow        | [B] need          | [C] want         | [D] with         |
| 36. [A] to           | [B] by            | [C] through      | [D] with         |
| 37. [A] include      | [B] including     | [C] included     | [D] includes     |
| 38. [A] Teaching     | [B] Using         | [C] Leaving      | [D] Training     |
| 39. [A] commonly     | [B] completely    | [C] commercially | [D] passively    |
| 40. [A] both         | [B] or            | [C] either       | [D] neither      |

## 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

Just how does a person arrive at an idea of the kind of person that he is? He develops this concept of self through a gradual and complicated process which continues throughout life. The concept is an image that one builds only with the help of others. Even the elementary knowledge that one is short or tall is a comparative judgment that we cannot make until we have had the opportunity to compare ourselves with others. One's idea of qualities which are harder to define is opportunity to compare ourselves with others. One's idea of qualities which are harder to define is even more dependent upon other people's ideas. Whether one is intelligent, or stupid; attractive, or ugly; these and many other ideas of the self are learned from the reactions of people with whom we associate. This process of discovering the nature of the self from the reactions of others has been labeled the "Looking-glass self" by Cooley, who carefully analyzed this psychological aspect of self-discovery.

There are three steps in the process of building the looking-glass: (1) our perception of how we look at others; (2) our perception of their judgment of how we look; and (3) our feelings about these judgments. Suppose that whenever you enter a room and approach a small group of people talking together, the members immediately disappear one by one. Would this experience, repeated many times, affect your feelings about yourself? Or if whenever you appear, a group quickly forms around you, how does this attention affect your self-feelings?

Just as the picture in the mirror gives an image of the physical self, so the perception of the reactions of others gives an image of the social self. We know, for example, that we are good at certain things and not at others. This knowledge comes to us from the reactions of other persons, first our parents and then other individuals later in life. It should be remembered that, as other people's perceptions could be perceived and understood in more than one way, the looking-glass self with which the individual perceives may easily differ from the image others have actually formed of his personality. Clearly, it is our perception of the responses of others and not their actual responses that shapes our self-image, and these perceptions are often not accurate.

41. Which statement is true?

[A] A self concept depends on our perception of how we look in new clothes.

- [B] A self concept is a perception based on our childhood experiences.
- [C] A self concept is a perception based on conscious experiences.
- [D] A self concept depends on our perception of how we look at others.

42. Which statement is NOT true?

- [A] The self concept is a personality image that one builds on his or her own.
- [B] Being pleasing and charming is a self concept.
- [C] Our self-image is our perception of the responses of others.
- [D] Our self-image is not always accurate.

43. The appropriate answer, according to the passage, to the question in the second paragraph "Or if whenever you appear, a group quickly forms around you, how does this attention affect your self-feelings?" would be that you will build a self concept of being \_\_\_\_\_.

- [A] intelligent
- [B] stupid
- [C] attractive
- [D] ugly

44. The word "associate" near the end of the first paragraph means \_\_\_\_\_.

- [A] are related
- [B] are acquainted
- [C] are familiar
- [D] keep company

45. The most suitable title of the passage would be \_\_\_\_\_.

- [A] How the self-image is shaped
- [B] Three steps in shaping the self-concept
- [C] The Self-image cannot be built without a complicated process
- [D] The Looking-glass self is often deceiving

## Text 2

Standard English is the variety of English which is usually used in print, and which is normally taught in schools and to non-native speakers learning the language. It is also the variety which is normally spoken by educated people and used in news broadcasts and other similar situations. The difference between standard and non-standard, it should be noted, has nothing in principle to do with differences between formal and colloquial language; standard English has colloquial as well as formal variants.

Historically the standard variety of English is based on the London dialect of English that

developed after the Norman Conquest resulted in the removal of the Court from Winchester to London. This dialect became the one preferred by the educated, and it was developed and promoted as a model, or norm, for wider and wider segments of society. It was also the norm that was carried overseas, but not one unaffected by such export. Today, Standard English is codified to the extent that the grammar and vocabulary of English are much the same everywhere in the world where English is used: variation among local standards is really quite minor, so that the Singapore, South Africa, and Irish varieties are really very little different from one another so far as grammar and! vocabulary are concerned. Indeed, Standard English is so powerful that it exerts a tremendous pressure on all local varieties, to the extent that many of the long-established dialects of England have lost much of their vigor and there is considerable pressure on them to converge toward the standard. This latter situation is not unique to English; it is also in other countries where processes of standardization are under way. But it sometimes creates problems for speakers who try to strike some kind of compromise between local norms and national, even supranational ones.

46. According to the passage, all the following statements are false EXCEPT \_\_\_\_\_.  
[A] Standard English is better than non-standard English  
[B] Standard English does not differ from non-standard English in principle  
[C] Standard English can be both formal and colloquial  
[D] Non-standard English is the same as colloquial English
47. All the following factors contribute to the London dialect becoming Standard English EXCEPT \_\_\_\_\_.  
[A] The court moved from Winchester to London  
[B] The dialect was used by educated people  
[C] The dialect was gradually spoken by more and more people  
[D] The dialect remained unaffected by foreign trade
48. In terms of grammar and vocabulary, Standard English \_\_\_\_\_.  
[A] differs greatly from dialects in the United Kingdom  
[B] differs greatly from varieties outside U. K  
[C] differs little from any variety in the world  
[D] differs a little from any variety of English
49. The strong influence of Standard English is assuming \_\_\_\_\_.  
[A] many new varieties to appear  
[B] many dialects to lose their uniqueness  
[C] variation among dialects to grow  
[D] different local standards to diverge

50. The main topic of the passage is \_\_\_\_\_.

- [A] the origin and development of Standard English
- [B] the difference between Standard English and Non-standard English
- [C] the influence of Standard English on the London dialect
- [D] the difference between Standard English and the London dialect

### Text 3

The fridge is considered a necessity. It has been so since the 1960s when packaged food list appeared with the label: "store in the refrigerator."

In my fridgeless fifties childhood, I was fed well and healthily. The milkman came daily, the grocer, the butcher(肉商), the baker, and the ice-cream man delivered two or three times a week. The Sunday meat would last until Wednesday and surplus(剩余) bread and milk became all kinds of cakes. Nothing was wasted, and we were never troubled by rotten food. Thirty years on food deliveries have ceased, fresh vegetables are almost unobtainable in the country.

The invention of the fridge contributed comparatively little to the art of food preservation. A vast way of well-tried techniques already existed—natural cooling, drying, smoking, salting, sugaring, bottling...

What refrigeration did promote was marketing—marketing hardware and electricity, marketing soft drinks, marketing dead bodies of animals around the globe in search of a good price.

Consequently, most of the world's fridges are to be found, not in the tropics where they might prove useful, but in the wealthy countries with mild temperatures where they are climatically almost unnecessary. Every winter, millions of fridges hum away continuously, and at vast expense, busily maintaining an artificially-cooled space inside an artificially-heated house—while outside, nature provides the desired temperature free of charge.

The fridge's effect upon the environment has been evident, while its contribution to human happiness has been insignificant. If you don't believe me, try it yourself, invest in a food cabinet and turn off your fridge next winter. You may miss the hamburgers(汉堡包), but at least you'll get rid of that terrible hum.

51. The statement "In my fridgeless fifties childhood, I was fed well and healthily." (Para. 2, Line 1) suggests that \_\_\_\_\_.

- [A] the author was well-fed and healthy even without a fridge in his fifties
- [B] the author was not accustomed to fridges even in his fifties
- [C] there was no fridge in the author's home in the 1950s
- [D] the fridge was in its early stage of development in the 1950s

52. Why does the author say that nothing was wasted before the invention of fridges?

- [A] People would not buy more food than was necessary.  
 [B] Food was delivered to people two or three times a week.  
 [C] Food was sold fresh and did not get rotten easily.  
 [D] People had effective ways to preserve their food.
53. Who benefited the least from fridges according to the author?  
 [A] Inventors.  
 [B] Consumers.  
 [C] Manufacturers.  
 [D] Travelling salesmen.
54. Which of the following phrases in the fifth paragraph indicates the fridge's negative effect on the environment?  
 [A] "Hum away continuously".  
 [B] "Climatically almost unnecessary".  
 [C] "Artificially-cooled space".  
 [D] "With mild temperatures".
55. What is the author's overall attitude toward fridges?  
 [A] Neutral.  
 [B] Critical.  
 [C] Objective.  
 [D] Compromising.

#### Text 4

The modern age is an age of electricity. People are so used to electric lights, radios, televisions, and telephones, that it is hard to imagine what life would be like without them. When there is a power failure, people grope about in flickering candlelight, cars hesitate in the streets because there are no traffic lights to guide them, and food spoils in silent refrigerators.

Yet, people began to understand how electricity works only a little more than two centuries ago. Nature has apparently been experimenting in this field for millions of years. Scientists are discovering more and more that the living world may hold many interesting secrets of electricity that could benefit humanity.

All living cells send out tiny pulse of electricity. As the heart beats, it sends out they of recorded, then pulses form an electrocardiogram, which a doctor can study to determine how well the heart is working. The brain, too, sends out brain waves of electricity, which can be recorded in an electroencephalogram. The electric currents generated by most living cells are extremely small—often so small that sensitive instruments are needed to record them. But in some

animals, certain muscle cells have become so specialized as electrical generators that they do not work as muscle cells at all. When large numbers of these cells are linked together, the effects can be astonishing.

The electric eel is an amazing storage battery. It can send a lot of as much as eight hundred volts of electricity through the water in which it lives (An electric house current is only one hundred twenty volts). As many as four-fifths of all the cells in the electric eel's body are specialized for generating electricity, and the strength of the shock it can deliver corresponds roughly to the length of its body.

56. What is the main idea of the passage?
- [A] Electric eels are potentially dangerous.
  - [B] Biology and electricity appear to be closely related.
  - [C] People would be at a loss without electricity.
  - [D] Scientists still have much to discover about electricity.
57. The author mentions all of the following as results of a black out EXCEPT \_\_\_\_\_.
- [A] refrigerated food items may go bad
  - [B] traffic lights do not work
  - [C] people must rely on candlelight
  - [D] elevators and escalators do not function
58. Why does the author mention electric eels?
- [A] To warn the reader to stay away from them.
  - [B] To compare their voltage to that used in houses.
  - [C] To give an example of a living electrical generator.
  - [D] To describe a new source of electrical power.
59. How many volts of electricity can an electric eel emit?
- [A] 1,000.
  - [B] 800.
  - [C] 200.
  - [D] 120.
60. It can be inferred from the passage that the longer an eel is the \_\_\_\_\_.
- [A] more beneficial it will be to science
  - [B] more powerful its electrical charge will be
  - [C] easier it will be to find
  - [D] tougher it will be to eat

**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.*

Over the years economic, social and technological factors have influenced the design of kitchens. (61) Since it is often used simultaneously by both family members as well as guests, the kitchen requires not only a glamorous look but a practical one. Also, the design elements must meet the needs of modern family.

Environmental concerns have had an enormous impact on kitchen design. (62) This concern includes recycling of household materials, as well as energy efficient appliances and the purity of both water and air. Research shows that up to 85 percent of the population is concerned about what comes out of their tap. This is why it's important to consider adding a water filter system.

(63) The character of today's kitchen is very different from the way it was thirty years ago. There's more sophistication in food preparation, and more technological help with cooking and cleaning up.

When choosing cabinets, first consider the style. Use the architectural style of your house as guide. Because cabinets are a big investment, it is best to choose quality. Popular styles in kitchen cabinets are framed panel doors with raised or recessed panels of wood, cabinet fronts with glass panes, or simple slab doors in a rich painted or laminated finish. Cabinet pulls, handles and knobs are offered in a myriad of designs and finishes. Treat hardware as jewelry and don't be afraid to mix and match styles.

(64) Because many of today's kitchens consist of two or more cooks sharing in the meal preparation, there is a need for more counter space, cooktops and sinks. Although life styles are changing, the primary function of the kitchen as an area for preparing food has remained unchanged. The sink remains one of the most used areas in the kitchen as well as an important decorative statement.

Appliance technology is moving at a very fast pace. Choosing what type of appliances as well as how many will depend on several factors such as how often and how much you cook and the size of your kitchen.

Don't limit yourself to one of each kind of appliance. (65) You can have a refrigerator in one place and a freezer in a separate area or two sets of cooktops: one on the counter next to the wall oven and one on an island. You can even have two dishwashers if size and budget require and permit—think of it as saving time in the long run.



**Section IV      Writing**

(35 minutes)

*Directions: Large numbers of able and promising youth have taken up important leading posts in recent years. (近几年,大批能干的有为青年走上了重要的领导岗位) In this part, you are to write within 30 minutes a composition of 100 words or so about "On the promotion of Able and Promising Cadres." (论提拔年轻有为的干部) You should base your composition on the following outline: 1. Superiorities of young leaders; 2. How should young leaders and seniors cope with the relationship between them.*