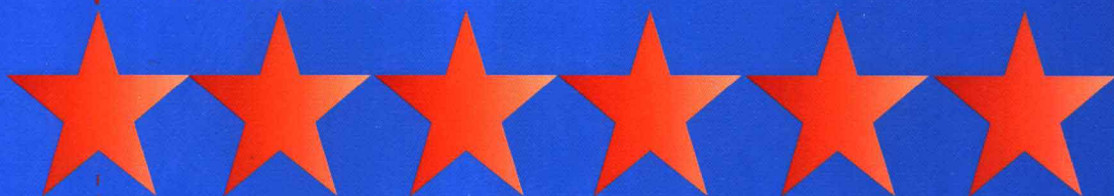


大学英语六级统考备考 指南与模拟试题

COLLEGE ENGLISH
TESTS BAND SIX
PREPARATION GUIDE AND
MODEL TESTS



伍杏英 主编



北京大学出版社
PEKING UNIVERSITY PRESS

COLLEGE ENGLISH TESTS BAND SIX
PREPARATION GUIDE AND MODEL TESTS

大学英语六级统考备考 指南与模拟试题

主编 伍杏英
编著 马海燕 伍杏英 刘滨梅 齐 曦
李向奇 陈 莉 谭立新
审阅 林连书

北京大学出版社

· 北 京 ·

图书在版编目(CIP)数据

大学英语六级统考备考指南与模拟试题/伍杏英主编. —北京:北京大学出版社, 2003. 12

ISBN 7-301-06652-X

I. 大… II. 伍… III. 英语—高等学校—水平考试—自学参考资料
IV. H310.42

中国版本图书馆 CIP 数据核字(2003)第 099261 号

书 名: 大学英语六级统考备考指南与模拟试题

著作责任者: 伍杏英 主编

责任编辑: 万 琛

标准书号: ISBN 7-301-06652-X/H·0920

出版者: 北京大学出版社

地 址: 北京市海淀区中关村北京大学出版印刷大楼 100871

网 址: <http://cbs.pku.edu.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62765014

电子信箱: zpup@pup.pku.edu.cn

排 版 者: 北京国民灰色系统科学研究院计算机室

印 刷 者: 河北涿县鑫华书刊印刷厂

发 行 者: 北京大学出版社

经 销 者: 新华书店

787 毫米×1092 毫米 16 开本 20.875 印张 520 千字

2003 年 12 月第 1 版 2003 年 12 月第 1 次印刷

定 价: 28.00 元

编者的话

在“大学英语”课程的教学和 CET4 和 CET6 备考辅导的教学中,我们深深体会到,要帮助学生较顺利地通过六级考试,并取得理想的成绩,最根本的还是帮助学生巩固语言基础,同时也要在考前的适当时候帮助学生掌握一定的应试技巧。由于教学的需要,我们根据《大学英语教学大纲(文理科)》对听、读、词汇、语法、写作等方面的具体要求和《大学英语六级考试大纲及样题》的题型、分量、难易度编写了此书。我们已在备考辅导时多次使用此书,同时反复修改,并取得了良好的效果。现经整理正式出版。

本书共分八大部分。第一至第七章按 CET6 考题题型,分听力理解、阅读理解、词汇训练、结构复习、改错、写作和简短问答题七个部分,结合在教学中碰到的学生容易出错的各种实际问题,论述分析各大题的试题特点和讲解应试技巧,并精心整理、选编适量的技巧训练和解题练习。如听力部分除了 34 个讲解实例外还选编了 20 个短对话和 12 篇短文听力理解练习(含听写填空和复合听写);阅读部分除技巧讲解、例文分析外还选编了 27 篇短文阅读理解练习;词汇部分编写了三大类型练习共 300 题,覆盖了六级词汇表中的绝大部分单词;结构部分从八个方面重点复习,选编了形式多样的八套练习题共 165 小题;改错部分分析归纳了 16 种类型错误,讲解分析了 24 个实例后提供了 10 篇短文共 138 道改错练习题;简短问答题部分选编了 5 篇短文的解题练习。第八章由八套模拟题和八套附加测试题(Additional Tests)(含听写填空、复合听写、简短问答题和英译汉题)组成。本书素材全部选自近年出版的美、英书刊,内容新颖,贴近生活,语言地道、规范。练习和模拟题难易适中,针对性强。为考生提供了集大量信息和题型练习为一体的实用考前训练。参考答案和录音文字放在附录里。

本书将有效地提高学生的英语六级考试应试能力。本书同时可作研究生和出国人员的英语考试参考用书,并可供相当水平的人士作英语自测之用。

本书由伍杏英主编并编写书中的改错部分,其他各部分编写人员为:刘滨梅(听力部分),马海燕(阅读部分),谭立新(词汇部分),齐曦(结构部分),李向奇(写作部分),陈莉(简短问答题部分和英译汉翻译题部分)。

本书由林连书教授审阅,在此深表感谢。

本书选材广泛,只列出部分主要参考书目,其他的出处不一一注明,在此谨向有关书的作者、编者表示深深的谢意。

由于编者水平有限,错误在所难免,敬请读者批评指正。

编者

2000 年 12 月

Contents

Chapter 1 Skills for Listening Comprehension	(1)
1.1 Brief Introduction	(1)
1.2 Overall Listening Strategies	(2)
1.3 Strategies for Tackling Section A: Conversations	(2)
1.3.1 Paying Attention to What the Second Speaker Says	(3)
1.3.2 Imagining the Condition of the Conversation (Understanding the Implied Meaning)	(4)
1.3.3 Getting Familiar with Idiomatic Expressions	(5)
1.3.4 Predicting the Question from the Answer Choices	(6)
1.3.5 Listening Comprehension Exercises for Section A: Short Conversations	(16)
1.4 Strategies for Tackling Section B: Passages	(17)
1.4.1 Predicting the Questions from the Answer Choices	(17)
1.4.2 Marking beside the Answer Choices While Listening	(19)
1.4.3 Getting Familiar with Styles	(21)
1.4.4 Listening Comprehension Exercises for Section B: Passages	(27)
1.5 Strategies for Tackling Spot Dictation	(30)
1.5.1 Skills for Taking Spot Dictation	(30)
1.5.2 Practice in Spot Dictation	(31)
1.6 Strategies for Tackling Compound Dictation	(32)
1.6.1 Skills for Taking Compound Dictation	(32)
1.6.2 Practice in Compound Dictation	(33)
Chapter 2 Strategies for Reading Comprehension	(35)
2.1 Brief Introduction	(35)
2.2 Testing Tactics	(35)
2.2.1 General Tactics	(35)
2.2.2 Particular Tactics	(38)
2.3 Long-range Strategies	(43)
2.4 Reading Comprehension Exercises	(44)
Chapter 3 Vocabulary Practice	(63)
3.1 Brief Introduction	(63)
3.2 Definition Matching	(63)

3.3 Using the Right Words	(66)
3.4 Vocabulary Exercises	(79)
Chapter 4 Structure Revision	(88)
4.1 The Verb	(88)
Practice Exercises 1	(89)
4.2 The Non-Finites	(92)
Practice Exercises 2	(93)
4.3 Subjunctive Mood	(95)
Practice Exercises 3	(96)
4.4 The Modal Verb	(97)
Practice Exercises 4	(98)
4.5 Conjunctions	(99)
Practice Exercises 5	(99)
4.6 Parallelism	(101)
Practice Exercises 6	(101)
4.7 Subordinate Clauses	(102)
Practice Exercises 7	(103)
4.8 Inversion	(105)
Practice Exercises 8	(106)
Chapter 5 Error Correction	(107)
5.1 Brief Introduction	(107)
5.2 Classification of Errors	(107)
5.3 Error Correction Exercises	(112)
Chapter 6 Writing	(119)
6.1 Requirements of CET6 Writing	(119)
6.2 Guidelines for CET6 Writing	(119)
6.2.1 Guidelines Given as Topic Sentences	(119)
6.2.2 Guidelines Given in an Outline in Chinese	(121)
6.2.3 Guidelines Given in Key Words	(122)
6.2.4 Guidelines Given in a Chart or Graph	(123)
6.2.5 Guidelines for Summary Writing	(125)
6.3 Basic Elements of an English Paragraph	(127)
6.3.1 Topic Sentence and Main Idea of a Paragraph	(127)
6.3.2 Unity of a Paragraph	(128)
6.3.3 Coherence	(129)

6.4	Ways to Develop a Paragraph	(130)
6.4.1	The Descriptive Paragraph	(130)
6.4.2	The Narrative Paragraph (the Chronological Paragraph)	(131)
6.4.3	The Process Paragraph	(133)
6.4.4	The Definition Paragraph	(134)
6.4.5	The Comparison /Contrast Paragraph	(135)
6.4.6	The Expository Paragraph Developed by Examples and Statistics	(136)
6.4.7	The Expository Paragraph Developed by Cause and Effect	(137)
6.5	Common Mistakes in Writing	(138)
6.5.1	Digression from the Subject	(138)
6.5.2	Incorrect or Nonstandard English	(138)
6.5.3	Comma Splice and Run-on Sentences	(142)
6.5.4	Faulty Parallelism	(143)
6.5.5	Incorrect Pronoun Reference	(143)
6.5.6	Sentence Fragments	(144)
6.5.7	Dangling Elements	(145)
6.5.8	Logical Fallacies	(146)
Chapter 7	Short Answer Questions	(150)
7.1	Brief Introduction	(150)
7.2	Practice Tests	(150)
Chapter 8	CET6 Model Tests & Additional Tests	(157)
	Model Test 1	(157)
	Additional Test 1	(168)
	Model Test 2	(171)
	Additional Test 2	(181)
	Model Test 3	(183)
	Additional Test 3	(193)
	Model Test 4	(196)
	Additional Test 4	(206)
	Model Test 5	(208)
	Additional Test 5	(218)
	Model Test 6	(221)
	Additional Test 6	(232)
	Model Test 7	(234)
	Additional Test 7	(245)

Model Test 8	(247)
Additional Test 8	(258)
Appendixes:	(262)
Appendix 1. Tapescripts	(262)
I. 1.3.5 Comprehension Exercises for Section A: Short Conversations	(262)
II. 1.4.4 Comprehensive Exercises for Section B: Passages	(264)
III. 1.5.2 Practice in Spot Dictation: (Please refer to the tapescript)	(268)
IV. 1.6.2 Practice in Compound Dictation: (Please refer to the tapescript)	(269)
V. Tapescripts for Listening Comprehension in Model Tests	(270)
VI. Tapescripts for Additional Tests	(294)
Appendix 2. Key to the Exercises in Chapters 1 – 7	(298)
Appendix 3. Key to CET6 Model Tests 1 – 8 and Additional Tests 1 – 8	(311)
Appendix 4. Reference Books	(326)

Chapter 1

Skills for Listening Comprehension

1.1 Brief Introduction

The National College English Test Band 6 (CET6) measures your overall English proficiency after you have passed the National College English Test Band 4 (CET4). Its "Listening Comprehension" tests your ability to understand spoken English, particularly, your ability to discriminate among sounds and words as well as the structure of spoken English. There are two sections in this part, and the time limit is approximately 20 minutes. In Section A, you will hear 10 conversations. You must answer a question about a conversation between two people, usually a man and a woman. The question is asked by a third person. There may be words in the answer choices that are similar to the words in the conversation. Therefore, you must pay attention to the meaning of the conversation. Section B consists of 3 passages and 10 questions. You will be asked 3 or 4 questions about each passage which does not appear in the test booklet. The subjects discussed may be in a variety of areas. You will be given about 13 seconds to answer each item. You will hear the whole part only once.

In order to improve your listening ability and pass CET6, you should first of all understand the differences between the listening section of CET4 and that of CET6.

1) Content of the materials:

CET4: The conversations are from everyday life. The passages are chosen from familiar stories, lectures, etc. The structure of the sentences is not complicated, and the vocabulary is limited to the list given on the syllabus of Band 4.

CET6: The conversations are general dialogues from communicative events. The passages are about familiar lectures, narratives, expositions, etc. The vocabulary is limited to the list given on the syllabus of Band 6.

2) Reading speed:

reading speed	the interval between two questions
CET4: 120 wpm	about 15 seconds
CET6: 140 wpm	about 13 seconds

3) Length:

Each dialogue in CET4 usually contains one or two short sentences to express a person's attitude and opinion while each dialogue in CET6 often contains more than two long sentences and therefore you need to analyze and generalize the information you hear.

Each passage of CET4 is 100 – 150 words long while each passage of CET6 is 150 – 200 words long. The answer choices of CET4 are usually short phrases or sentences while those of CET6 are usually complete sentences.

4) Difficulty:

More questions in CET6 are implied or indirectly raised than those in CET4 in conversations. Passages of CET6 deal with a wider range of knowledge, including society, economy, education, science, history, etc. while passages of CET4 are often chosen from short simple stories or familiar narratives.

12 Overall Listening Strategies

1) Approach the test confidently. Take it calmly.

2) Use the time for the instructions and your fast reading skills to skim the answer choices. When you finish a question, you should leave 5 seconds to look over the choices for the next question and predict the question.

3) Choose the answer which is similar in meaning to what you heard. The wrong answers (distractors) may be similar in sound, vocabulary or grammar. If there are two choices which are similar in meaning among the four, the two choices could be both distractors.

4) Don't panic if a question gives you trouble. Put a mark beside the question in the test booklet and leave it until later. Don't spend too much time on a difficult question.

5) Never leave any blanks on your answer sheet. If you have no idea which choice is correct, make a guess. When guessing, use the same letter choice throughout the exam (always A) or B) or C) or D)). You have at least a 25 percent chance of getting the answer. Or you may choose the letter which is the least frequent answer as those to previous questions.

1.3 Strategies for Tackling Section A: Conversations

Generally speaking, factors leading to failure in Section A are:

- 1) failure to follow the speakers' speed;
- 2) failure to understand some words or phrases in the dialogue;
- 3) failure to remember the content;
- 4) failure to comprehend and choose the correct answer;
- 5) failure to read through the answer choices before listening to the recording.

To deal with these factors, this chapter will provide strategies to help you successfully pass this section.

1.3.1 Paying Attention to What the Second Speaker Says

Usually, speaker 1 gives a statement or raises a question which is easy to understand, but speaker 2 usually gives the clue to the answer to the question asked by the 3rd speaker.

[Example 1]

M: To teach those students English, do you have to speak their language quite well?

W: Quite the contrary. They benefit most when the class is conducted entirely in the foreign language.

Q: Which language is used in the woman's classes?

[Example 2]

M: Have you decided where you are going to live when you get married?

W: I would like to live in the city near my work, but my fiancé wants a house in the suburbs to save on expenses.

Q: Why does the woman want to live in the city?

[Example 3]

M: There's something different about Paula, but I can't put my finger on it.

W: I heard that she had had cosmetic surgery. Want to bet she had a nose job?

Q: What probably happened to Paula?

[Example 4]

W: Professor Dalton caught some students cheating on the final exam and failed them right then and there.

M: Serves them right. I don't sympathize with anyone trying to pass that way.

Q: What is the man's attitude toward the professor's action?

Speaker 1 in examples 1 and 2 asks a question, and speaker 2 answers the question. In examples 3 and 4, what speaker 1 says is a statement to introduce a topic, while speaker 2 explains or expresses his (her) opinion. Therefore what speaker 2 says is the key to the answer. But it doesn't mean that what speaker 1 says is not important at all, because he (she) draws our attention to the topic and may raise some questions. For this reason, you must not ignore it.

[Example 5] (06/1993)

M: You'll need 36 credit hours to get an M. A. degree. Fifteen must be from the English Department and fifteen from the Education Department. For the remaining six credit hours, you can either write a thesis or take two more selected courses.

W: Right now, this is very confusing to me, but I'm sure I'll know what to do as I learn more about it.

Q: What are they talking about?

- A) Getting extra credits.
- B) The requirements of an M. A. thesis.
- C) The credit hours required for an M. A. degree.
- D) Taking more selected courses.

[Example 6] (06/1991)

M: Last night, Jack left his car parked in front of his girlfriend's house and when he came out to go home, it was gone.

W: Wow! That's really tough. He just bought it last month, didn't he?

Q: What do you think happened?

- A) Jack's car was stolen. B) Jack sold his car.
C) Jack bought a new car. D) Jack had a car accident.

In examples 5 and 6, speaker 1's information is more important while speaker 2 provides less information. In addition, the correct answers of both questions lie in what speaker 1 says. The correct answer of example 5 is C) and the answer of example 6 is A).

1.3.2 Imagining the Condition of the Conversation (Understanding the Implied Meaning)

First look at an example:

W: Did Henry tell you whether he would help us prepare this chemistry lab report?

M: I have dialed his number repeatedly but keep getting a busy signal.

Q: Will Henry help the man and woman with the report?

- A) No, because he is busy. B) Yes, because he said he would.
C) They have not asked him yet. D) Yes, he told the man by telephone.

From this dialogue, you can imagine the condition of the man and the woman. Speaker 2 says, "I have dialed... but... a busy signal." To be clearer, "I can't get in touch with him." As for the latter part, it is implied and it calls for your imagination. Therefore, you should choose "They have not asked him yet."

This type of test item is the most difficult type and the frequency of its occurrence in Band 6 is often very high. Usually, in the conversation, speaker 2 doesn't respond directly to speaker 1. It requires you to depend on your imagination or use the speakers' intonation and stresses to judge the implied meaning so that you can find out the speakers' real purpose.

More examples:

[Example 7] (06/1993)

- A) They get a bargain right away. B) They have a look at the advertisement.
C) They sell their TV set. D) They go and buy a big TV set.

You'll hear:

M: This TV set is getting worse and worse. Now it doesn't work at all.

W: Here's an advertisement about a big TV sale. There might be some good bargains in it.

Q: What does the woman suggest?

The woman says, "Here's an ad..." The next thing she will do is to look at the ad. So the correct answer is B). A lot of students may choose D). The woman in the dialogue says "a big TV sale" instead of "a big TV set". Thus D) is a distractor.

[Example 8]

- A) He should look for someone to talk to. B) He gives lessons in exercising.
C) He talks too much. D) He should follow his own advice.

You'll hear:

M: You really should get more exercises, Helen.

W: Well, look who is talking!

Q: What does the woman imply about the man?

Speaker 2 doesn't respond directly. The dialogue doesn't seem to have any logical connection. But as long as you use your imagination, you can get such a judgment: whether she should or should not do depends on who is talking. The woman's implied meaning is that the man should get more exercises indeed. She is ironical. The correct answer is D).

1.3.3 Getting Familiar with Idiomatic Expressions

In everyday conversations, speakers often use some idiomatic or colloquial expressions to state their opinions or attitudes. Although sometimes we understand the content, we still can't catch the speakers' intention because we don't know the meaning of the idiomatic expressions.

[Example 9] (01/1990)

- A) No, he missed it. B) No, he didn't.
C) Yes, he did. D) Yes, he probably did.

You'll hear:

W: Did you watch the game last night?

M: I wouldn't have missed it for anything.

Q: Did the man watch the game last night?

The dialogue is very short, but some students may choose the wrong answer. That's because they can't understand the phrase "for anything" (whatever happens). The correct answer is C).

[Example 10]

- A) Martha doesn't know the way. B) Martha will be late.
C) Martha is too far away. D) She'll send Martha away.

You'll hear:

M: Do you think Martha will get there in time?

W: No way.

Q: What does the woman mean?

"No way" means "impossible". The correct answer is B), while A), C) and D) all contain words with the sound [wei], which is similar to "No way". They are all distractors.

[Example 11]

- A) Harry can't play baseball at all.
B) Harry can play baseball a little.
C) The woman is not sure about whether Harry can play baseball or not.
D) Harry can play baseball.

You'll hear:

M: Harry can surely play baseball.

W: Can't he though?

Q: What does the woman mean?

The pattern "can't he though" with a falling tone means "I agree". Therefore the correct answer is D).

Another example:

[**Example 12**]

A) He isn't very thorough.

B) He isn't easy to approach.

C) He creates problems for himself.

D) He's very inventive.

You'll hear:

M: The photographer's approach is very creative.

W: Isn't it though?

Q: What does the woman think about the photographer?

The correct answer is D) because "isn't it though" suggests positive attitude of the speaker.

For your reference, the following are some idiomatic or colloquial expressions that have been tested often in Section A:

out of the question; impossible

out of question; certainly

call it a day; stop

draw the / a line; refuse to do

off the top of one's head; without thinking

you bet; certainly

and how; certainly

not a chance; impossible

I'll say; yes

up the wall; very angry

eat one's words; take... back

all too well; very good

as cool as a cucumber; calm

search me; I don't know

It's my treat; It's on me

going nuts; losing mind

sit for; take part in

be sick of; be tired of

be/feel under the weather; ill

up to one's neck; be very busy

take one's words with a grain of salt; don't believe his words completely

talk somebody out of something; persuade somebody not to do something

talk somebody into doing something; persuade somebody to do something

You can say that again! / You said it!; You are right!

1.3.4 Predicting the Question from the Answer Choices

Conversations in CET6 are longer than those in CET4. As a result, it is much more difficult to catch all information carried by the speakers. If you know the question in advance, you will be able to listen selectively for specific information. When you know the type of question that is going to be asked before you hear the passage, the listening task becomes easier. According to this strategy, you may use the structure of the answer choices to predict the question that will be asked

about the conversation.

As stated in the overall strategies, you should make full use of the time to skim and predict before Section A starts. You needn't read the directions at all because you are very familiar with them. If you can predict more details, you'll get better results. Before the next question starts, you should finish answering a question in about 10 seconds, and use the time left to read the next four choices quickly to predict the next question and get ready to listen.

1.3.4.1 Locations and Occupations Questions

Two extremely common question types are locations and occupations. Both involve listening for key situational clues which indicate the locations or occupations of the speakers (stewardess / airplane, customer / restaurant, etc.). To most of you, they are not difficult because they also occur in CET4 quite often.

There are three types of location questions which occur most frequently in Section A: situations (where one or both of the speakers are at), destinations (where one or both of the speakers are going) and origins (where one was born or came from).

Answer choices:

1. A) In town. B) Next door. C) At home. D) Upstairs.
2. A) To New York. B) From Europe. C) To Boston. D) To Miami.
3. A) From Canada. B) From Chicago. C) From Mexico. D) From California.

Question Types:

1. Where does the conversation most probably take place?
2. Where has the man (woman) been?
3. Where is the man (woman) now?
4. Where are the two speakers?
5. Where is the man (woman) planning to go?
6. Where did he (she) come from?

[Example 13] (06/1993)

- A) In Mexico. B) In California. C) In the city. D) In New Mexico.

After you read the four choices, you'll see that this question must be about location. You should listen selectively for what you have read, because probably you'll hear more than one name of places. You'll hear:

M: I'd like to make an appointment to see Doctor Smith tomorrow.

W: I'm sorry. Dr. Smith went on a one-week vacation in Mexico and on his way back he will be staying in California for 5 days. Let me see. He'll probably be back the day after tomorrow.

Q: Where is Dr. Smith now?

The probable choices are A) or B). According to the woman, "the day after tomorrow" is within "5 days". Therefore, B) is correct.

[Example 14]

- A) In an airport. B) In a store. C) In a police station. D) On a subway.

As for this commonest type of question, you should pay attention to some key words which may indicate the situation and then judge the place where the dialogue takes place. You'll hear:
M: I'm sorry, Miss. You'll have to come with us. Mirrors and hidden cameras have detected what you have done. Leave the merchandise here.

W: I'll come along, but I assure you that I can prove my innocence.

Q: Where does this conversation most probably take place?

The key word in this dialogue is "merchandise". It takes place in a store obviously.

From the above two examples, we can see the choices of "example 13" are names of cities or countries, while those of "example 14" are about the places where the dialogue occurs. You should use different approaches to listen.

There are two primary types of occupation questions: occupations and relations. Occupations deal with people's jobs or professions, while relations treat associations between people (doctor & patient, lawyer & client, salesman & customer, professor & student, husband & wife, parent & child, etc.).

Answer choices:

- | | | | |
|---------------------------|-----------------------------|---------------|------------------|
| 1. A) A chauffeur. | B) An announcer. | C) A steward. | D) A bus driver. |
| 2. A) Father and son. | B) Policeman and cook. | | |
| C) Professor and student. | D) Cab driver and customer. | | |

Question types:

1. What is the man (woman)?
2. What does the man (woman) do?
3. Who are the speakers?
4. How does the man (woman) earn his (her) living?
5. To whom is the man (woman) talking?
6. What is the probable relationship between the two speakers?

[Example 15]

- A) A painter. B) A house painter. C) A carpenter. D) A supervisor.

You'll hear:

M: If you can make up your mind about the color, I can start on the outside of your house by early next week.

W: Well, right now I think I want white for the window frame and yellow for the wall, but I'll let you know tomorrow for sure.

Q: Who is the woman talking to?

This is a typical "occupation" question. Situational clues in this dialogue are "outside of your house", "white", "yellow", "window frame" and "wall". Therefore we can know the man is a house painter.

1.3.4.2 Time and Amount Questions (Number Questions)

This type of question is easy to identify because the answers are numbers or words indicating time periods (clock time, time of day, days of the week, seasons and calendar time) or amounts. The listening task is to identify the times and amounts mentioned and to either match one of them with the correct answer or to deduce the amount by quick mathematical calculation. In some cases, the time or amount may not actually be mentioned, but must be arrived at by calculation. Generally speaking, this type is not difficult for most of you.

Answer choices:

Time:

- | | | | |
|-------------|----------|----------|----------|
| 1. A) 2:00. | B) 1:45. | C) 1:30. | D) 2:30. |
| 2. A) 1975. | B) 1875. | C) 1974. | D) 1970. |

Amount:

- | | | | |
|---------------|------------|------------|------------|
| 1. A) 2.1%. | B) 3.5%. | C) 4.0%. | D) 5.0%. |
| 2. A) \$4.00. | B) \$4.50. | C) \$5.00. | D) \$6.00. |

Question Types:

Time: 1. What time is it now?

2. When did the man probably arrive?
3. At what time of day did this happen?
4. How long does somebody need to do something?
5. How long does the bus take to get to somewhere?
6. How often can the man use something?

Amount: 1. How much does it cost to somebody?

2. How many dollars does the man have to pay?
3. How often will they go?
4. How far will he have to go?
5. How much does the man owe?
6. How old is the man's car?

Taking notes is a very important strategy because you'll hear more than one numerical expression. If you don't note down every number and its meaning, you may easily get confused when you choose the answer later. So after predicting from the answer choices and deciding the Type, Time or Amount, you should get ready to take notes.

[Example 16] (01/1990)

- | | | | |
|-------------|-------------|-------------|-------------|
| A) At 7:30. | B) At 8:30. | C) At 9:00. | D) At 9:30. |
|-------------|-------------|-------------|-------------|

You'll hear:

M: Could you tell me the timetable of the school bus?

W: Well, the bus leaves here for the campus every two hours from seven a. m. . But on Saturdays it starts half an hour later.

Q: When does the second bus leave on Saturdays?