

大学英语四级考试

全真 + 预测

邓小拓 主编

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## 内 容 提 要

在大学英语四级考试备考过程中,做历年全真试题和进行强化模拟训练是取得优异成绩的重要途径。本书精选了最近几年的4套大学英语四级考试全真试题和2002年1月大学英语四级考试全真试题,并配以详细的答案解析,使考生迅速熟悉大学英语四级考试。同时,本书还根据历年大学英语四级考试试题的总体趋势,严格按照教育部考试中心颁布的最新大纲,精心编写了5套预测试题,强力预测2002年6月大学英语四级考试。另外,本书还针对考生应考盲目,无任何指导性的状况,提供了一套全面的应试战略指导,并针对2002年6月的大学英语四级考试趋势及考试方向作了客观、权威的预测。

本书适合参加大学英语四级考试的考生及同等水平的英语爱好者使用。

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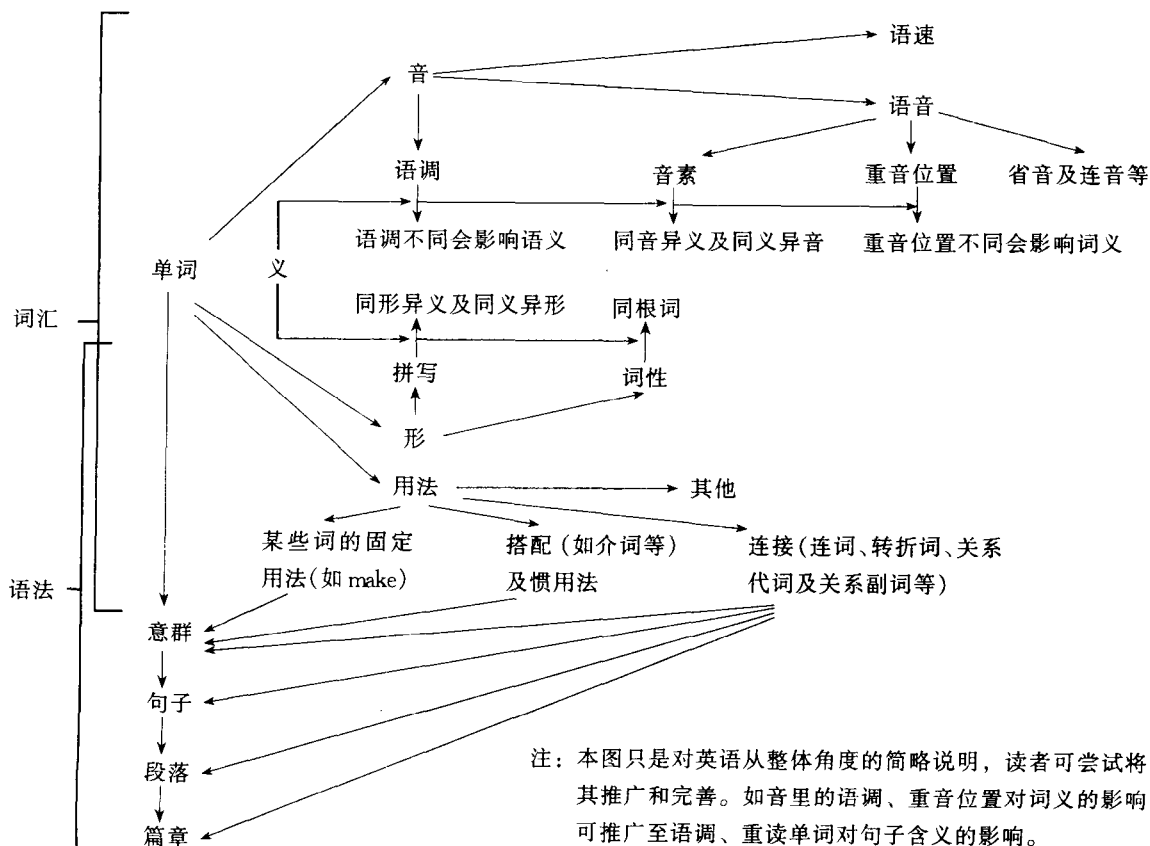
## 大学英语四级考试常考题型及答题技巧

### 第一部分 大学英语和大学英语四级考试

大学英语四级考试是一种具有高权威性而命题又相对稳定的英语水平测试。作为考生,要想以优异成绩通过考试,必须对大学英语四级考试的命题原理、考试内容和题型特征进行准确的把握。

英语作为一种语言,词汇和语法是其两个主要方面。下图力求将这两方面细化。可以看出,笔者很难将作为一个有机整体的英语词汇和语法划清界限,而是将其进行了一定程度的交合。其实,这种表示也是不确切的,因为从单词构成意群,意群构成句子,再到段落和篇章,词汇和语法始终交融为一体。如词汇 make,其用法之一 make possible sth/that 作为用法的同时也是一种语法现象。考虑到语法本身是以词汇为载体来体现的,这种语法与词汇的密切融合就不足为奇了。另外,在词汇的各个方面,如音、义、形及用法,也是相互关联的,下图反映了这种关联,如音义相结合、形义相结合的情况,鉴于这种广泛而深入地存在于英语内部的联系,仅仅掌握词汇或是单单弄清语法是不可取的。本书力求从英语整体的角度阐述英语学习及大学英语四级考试。

大学英语四级考试旨在通过具有一定难度的材料,具体表现为各种形式、测试重点不同、权重分配不均的题目对考生的英语总体水平、综合实力进行考查。这一点将在下几部分进行详细的分析并将重点分析听力理解部分。



## 第二部分 听力理解

听力理解部分的测试内容包括理解和速度两个方面。而听力理解能力的提高首先要以语言知识为基础,具体来讲:①语音知识,正确的发音及一些常见的连音、省音现象。②词汇量。扩大日常生活词汇,并建立自己的听力词汇库,练就听从听觉提取词汇的能力。③必要的语法知识有助于听力理解水平的提高。

### 一、对话部分

仔细分析,不难发现,该部分考题多数是由第一个人先说出某件事,第二个人说出对此事的态度,进一步解释或提出建议。

如:1999年6月四级全真试题第3题

W:Excuse me, Professor Hill. May I ask you a few questions?

M:Yes, of course. But I'm sorry I have a class at ten. Why don't you come in my office hours.

That is 4 to 5 p.m. Monday, Thursday and Friday.

出题者结合英语的特点考查考生对其掌握的状况,因此,了解英语整体性的特点,即抓住了命题的出发点和解题的重要线索。(参照前图)

①通过增加语速、增加连音、省音、变音等现象,出题人增大了题目的难度。针对这一点,考生须加强对听力速度的训练、基本素质的训练和记忆力的训练,同时,考试时也应注意应试技巧。

②通过语调的变化影响语义,并做为考点。类似的情况是句中重音位置的变化。

如:1996年1月四级全真试题第8题

M:Let's see if the basketball game has started yet.

W:Started? It must be clear who is winning by now.

女士的反问“开始?”加上之后对自己观点的进一步说明“现在谁胜谁负都该分晓了”,言外之意是“比赛已经接近尾声”或“比赛已进行很久了”。女士对男士的观点持否定态度。

③对词语或词组惯用法进行考查。

如:1998年6月四级全真试题第8题

W:I'd like to buy a copy of Professor Franklin's book "On Sea Shells".

M:I'm sorry,Ms.,that book has been out of print for some time now.

该题涉及对短语 out of print 的理解,其意思为“已脱销,已绝版”。

④对某些词的固定用法的考查。

如:1998年6月四级全真试题第9题

M:Did Henry paint the whole house himself?

W:He had it painted, because he doesn't like clambering ladders.

女士言:“had it painted”即“让别人漆”,是 have 的用法之一。

⑤对连接的考查,较常见

如:1997年1月四级全真试题第16题

M:Look here,darling. The paper says people tend to feel unwell if they sleep less than six hours a day.

W:That may be true for you,but it certainly isn't true for me.

男士用的 but 转折,表明他的否定态度。

⑥对语法现象的考查。(虚拟语气等)

如:1996年6月四级全真试题第3题

W: If it hadn't been snowing so hard, I might have been home by 9 o'clock.

M: It's too bad you didn't make it. Jane was here and she wanted to see you.

以上对话属于与过去事实相反的虚拟条件句, 辨明这一点, 其含义就很明白了。

⑦有时会直接对语音音素进行考查, 如考核考生从对话中获取相关地点、时间或场景信息的能力。

如:1997年1月四级全真试题第5题

M: What's the time for departure?

W: 5:30. That only leaves us 15 minutes to go through the customs and check our baggage.

男士问女士飞机几点起航, 此题要求考生听准 5:30, 并以此进行判断, 不要受到后面的 15 minutes 的干扰。

⑧其他。诸如对考生基本知识的掌握、计算反应能力、推理能力等。

如:1996年1月四级全真试题第7题

W: How much time did you have for writing the paper?

M: We were given 3 hours, but I finished in less than half the time.

问男士花多长时间完成论文。less than half the time (3 hours) 是 one and a half hour, 即 1 个半小时。

再来看一下出题者是如何设置选项的。

在这种对话题型中, 男士和女士的话均会围绕一个话题, 多半是第一个人提出, 第二个人围绕话题或相关事物展开(有时会给人一种答非所问之感)。正确答案理应与该话题相关, 如果没有联系则必为错误选项——出题者会设置这样的选项。

如:1999年1月四级全真试题第8题

W: Are you coming with me to the history museum, George?

M: I already have my hands full with this book report.

Q: What does the man mean?

A) He must hand in a report about the museum.

B) He has already visited the museum.

C) He has to read history book.

D) He is too busy to go with her.

女士问及男士是否同她去博物馆, 男士虽没直接回答, 但他的回答会是表明一种态度, 即“是”或“否”。显然, 男士表明自己太忙, 即为否定态度。实际上, 四个选项中只有 D) 可用于表明男士的态度, 即 A)、B)、C) 均非态度表示。D) 为否定, 也和分析相吻合, 为正确选项。

①在设置选项时, 出题人也不免利用音形义的相关性迷惑考生, 增加试题难度, 如在选项中设置音似形似而义异的词语, 或将题目中原词拿来充当干扰项。

如:1996年6月四级全真试题第1题

M: I haven't received the furniture I ordered yet. Maybe I should call to check on it.

W: Don't worry. It takes at least a week to arrive.

Q: What does the woman think the man should do?

A) Place another order.

B) Call to check on it.

C)Wait patiently.

D)Go and find the furniture.

C)为正确选项。B)为干扰项,具有上述特点。

②在正确选项的设置上,出题人也考虑到这种相关性。体现在正确选项往往是原题中信息的再现或简单转换,加强对这样的转换的敏感性会对考生有利。

如:2000年1月四级全真试题第6题

M:Good morning. This is John Parker speaking. I'm just ringing to confirm my appointment with Mr. Smith for this afternoon.

W:Yes, Mr. Smith's expecting you at 3 o'clock.

Q:Why is the man making the phone call?

A)He wants to make an appointment with Mr. Smith.

B)He wants make sure that Mr. Smith will see him.

C)He wants to change the time of the appointment.

D)He wants the woman to meet him at three o'clock.

C)为正确选项,显然 make sure 代替了原题 confirm,并表示相同的含义。

③在设置正确选项时,出题人有时也会在句法上做点文章,如虽是在重复原信息,但面目有些不同,如替换了主语,颠倒了句序等。

如:1996年6月四级全真试题第6题

M:Do you know Professor Johnson's brother?

W:I've never met him, but I've heard that he is as well-known as Johnson himself.

Q:What do we learn from the woman's reply?

A)She has not heard of Prof. Johnson.

B)She has not heard of Prof. Johnson's brother.

C)She is a good friend of Prof. Johnson's.

D)She does not know Prof. Johnson's brother.

## 二、短文部分、听写填空及复合式听写

短文部分中,以上提及的许多答题技巧同样适用,如连接词的考查,对相关时间、地点信息的获取能力的考查及对细节捕捉和把握能力的考查等等。另外,短文部分的出题点还包括:

①文章主旨大意。即对全文总体概括和理解能力的考查。对于这种题目,考生要能迅速准确地抓听主题句。主题句位置并不固定,可以在段首、段尾或首尾呼应。段落由句子构成,各句间应有适当的连接,如果可以抓听这些连接词,对主题的把握就容易多了。

②关键词。这类关键词往往会重读,这也体现了重音与语义的联系。在听原文时,务必要把握关键词,以准确获取重要细节信息,这些关键词极有可能是考点。

③对语法的考查。语法知识是理解,尤其是对长句理解的基础所在,坚实的语法是短文部分考查考生能力时的一个重点。

④对逻辑分析推理能力的考查。

⑤对记忆力的考查。

听写填空主要考核考生听的能力和一定的书面表达能力,具体来说:

①对语音的掌握,涉及对同音词、近音词的辨音。

②对词形的掌握,涉及其正确的拼写。

③对词义的把握,意思要顺畅、合乎逻辑。



④语法方面。词法、句法结构,固定搭配等,尤其当所填为句子的一部分时。

⑤听力理解能力。对句子的正确理解,尤其当所填为一整句时。

⑥其他。如大小写,标点符号等。

复合式听写考核同听写填空相似。

短文部分:听写填空及复合式听写共同之处在于其篇幅都较之对话部分长。这也决定了它们对英语水平的考核已经超过了句子、小段落的范围,涉及到段落内部和段落之间的关系,从上述也可以看出,很多题目要求考生从整篇文章来把握。

从这些题型的选项设置角度来看,有下列特点:

①正确选项是原文的信息再现,如听写填空和复合式听写、短文部分也有这个特点。

②正确选项是原文内容的概括总结,如短文部分和复合式听写的长句听写。

③正确选项是原文的某些细节,如短文部分考查的细节辨认题,听写填空和复合式听写中较短的空或单词的听写。

④正确选项是由原文内容作出的推理。

### 第三部分 阅读理解

阅读理解的测试包括理解的准确度和速度两方面。这部分要求考生具备相应的语言基础和阅读技能。

语言基础指:①丰富的词汇知识;②扎实的语法知识;③充分的语篇知识。

阅读技能指:①掌握大意的能力;②辨别事实及细节的能力;③对字面意思的理解和判断、推理的能力;④个别句意的把握及对上下文逻辑关系的理解。

该部分所选文章在体裁上人文社科类约占总数的3/4,这种题材学生较为熟悉。科普题材占1/4,这种题材涉及一些科学常识,学生相对也陌生一些。近年来科普类文章有所增加。

就体裁方面,以议论文为主,占了52.5%,说明文为辅,占37.5%,描写文占10%。议论文的论证方式为:①演绎。一般性陈述→具体实例1,具体实例2,……→特殊结论。②归纳。具体事实1,具体事实2,……→结论及一般规律。说明文告诉人们某事并加以解释,它更客观、真实,重于细节描述,轻抽象评论。其结构特征与说明方法类似于议论文,也常用归纳法和演绎法,只不过与议论文相比,归纳法被较多地使用。

该部分对考生英语能力的考查分析如下:

(1)对词语、词组的义、搭配关系及用法的考查,包括直接和间接两种方式。

如:1999年6月四级全真试题第33题

对于这道题目,原文第3段中“puts it down to”陈述的是因果关系,应为“把它归功于……”或“认为这是……的结果”,应选C)项(attributes it to)。A)项 compares it to (把它比做……)。B)项 finds it a preason for(发现它是……的原因)。D)项 sums it up as(把它总结为……),这三项都不符合。

(2)对推断能力的考查。

例如1999年6月四级全真试题第32、34题:

32题,本题做题的依据为文章第2段最后一句话,这正好是D)项内容,即许多的第三世界国家尚未找到控制人口的有效措施。

34题,根据文章第3、4段的内容可知肥皂剧有助于巴西降低人口增长,讲述了中产阶级的价

值观,这种观念改变了巴西人的行为方式及价值观,这正好说明 A)项为正确答案。

这部分对于选项的设置呈现出以下特点:

①正确选项是对原文信息的归纳和概括。

②正确选项是在原文信息基础上做出的合理推断或推理。

③四个选项中除了正确选项外的其他三个选项或与原文意思不相符合或在原文中找不出依据无法推出。

(3)对考生查找细节能力的考查。

例如 1999 年 6 月四级全真试题第 31 题

该题的依据为文章第 1 段第 1 句,A)项是本题的正确答案。

(4)对考生归纳能力的考查。

例如 1999 的 6 月四级全真试题

该题的依据为文章最后一段第 2 句,B)项与这句话的内容是一致的。

考生应当注意到,四级阅读的试题都会紧扣原文的某些语句,考生要抓住这些或隐或现的线索来解题,切不可主观臆测。而要快速获取这些线索需要考生在语篇层面分析上下功夫,理清原文的信息、逻辑关系等。同时,准确地获得有用的信息又要求考生具有词汇分析和难句长句的分析能力,如果不能做好这一点,阅读质量便会受到影响。

1999 年 6 月大学英语四级全真试题第 31~35 题:

Brazil has become one of the developing world's great successes at reducing population growth—but more by accident than design. While countries such as India have made joint efforts to reduce birth rates, Brazil has had better result without really trying, says George Martine at Harvard.

Brazil's population growth rate has dropped from 2.99% a year between 1951 and 1960 to 1.93% a year between 1981 and 1990, and Brazilian women now have only 2.7 children on average. Martine says this figure may have fallen still further since 1990, an achievement that makes it the envy of many other Third World countries. Martine puts it down to, among other things, *soap operas* (通俗电视连续剧) and *instalment* (分期付款) plans introduced in the 1970s. Both played an important, although indirect, role in lowering the birth rate. Brazil is one of the world's biggest producers of soap operas. Global, Brazil's most popular television network, shows three hours of soaps six nights a week, while three others show at least one hour a night. Most soaps are based on wealthy characters living the high life in big cities.

“Although they have never really tried to work in a message towards the problems of reproduction, they describe middle and upper class values—not many children, different attitudes towards sex, women working,” says Martine. “They sent this image to all parts of Brazil and made people conscious of other patterns of behaviour and other values, which were put into a very attractive package.”

Meanwhile, the instalment plans tried to encourage the poor to become consumers. “This led to an enormous change in consumption patterns and consumption was *incompatible* (不相容的) with unlimited reproduction.” says Martine.

31. According to the passage, Brazil has cut back its population growth \_\_\_\_\_.

[A] by educating its citizens

[B] by careful family planning

[C] by developing TV programmes

- [D] by chance
32. According to the passage, many Third World countries \_\_\_\_\_.  
 [A] haven't attached much importance to birth control  
 [B] would soon join Brazil in controlling their birth rate  
 [C] haven't yet found an effective measure to control their population  
 [D] neglected the role of TV plays in family planning
33. The phrase "puts it down to" (Line 1, Para. 3) is closest in meaning to \_\_\_\_\_.  
 [A] attributes it to  
 [B] sums it up as  
 [C] finds it a reason for  
 [D] compares it to
34. Soap operas have helped in lowering Brazil's birth rate because \_\_\_\_\_.  
 [A] they keep people sitting long hours watching TV  
 [B] they have gradually changed people's way of life  
 [C] people are drawn to their attractive package  
 [D] they popularize birth control measures
35. What is Martine's conclusion about Brazil's population growth?  
 [A] The increase in birth rate will promote consumption.  
 [B] The desire for consumption helps to reduce birth rate.  
 [C] Consumption patterns and reproduction patterns are contradictory.  
 [D] A country's production is limited by its population growth.

## 第四部分 词汇与结构

该部分重点考查考生的词汇和语法。事实上,对词汇与语法结构的考查是贯穿在整个试题之中的,从前面听力理解和阅读理解的分析亦可看出这一点。具体来说:

词汇部分:

①对于词汇中音形的密切关系,考查考生对于形(音)近,因此亦混的词的辨别、分析能力和掌握。

如:2000年1月四级全真试题第48题

Some diseases are \_\_\_\_\_ by certain water animals.

- |                |               |
|----------------|---------------|
| A)transplanted | B)transformed |
| C)transported  | D)transmitted |

可以看出,四个选项较为相似。

②对于词义相似而形音差别较大的词加以考查。

如:2001年1月四级全真试题第53题

I didn't \_\_\_\_\_ to take a taxi but I had to as I was late.

- |          |           |
|----------|-----------|
| A)assume | B)suppose |
| C)mean   | D)hope    |

③对于词语中固定搭配及惯用法的考查。

如:1997年6月四级全真试题第41题

The soldier was \_\_\_\_\_ of running away when the enemy attacked.

A)scolded                      B)charged                      C)accused                      D)punished

本题意在测试 accuse sb. of doing sth. 指控某人(犯)某罪的固定搭配。

④考察单词的辨义。

如:2000年12月四级全真试题第42题

I suggested he should \_\_\_\_\_ himself to his new condition.

A)adapt                      B)adopt                      C)regulate                      D)suit

做好这一部分必须要注重词汇的积累。

⑤对于一些短语的考查。

如:1998年1月四级全真试题第46题

The car \_\_\_\_\_ halfway for no reason.

A)broke off                      B)broke down                      C)broke up                      D)broke out

⑥对句中连接及逻辑关系的考查。

如:1999年1月四级全真试题第65题

I was advised to arrange for insurance \_\_\_\_\_ I needed medical treatment.

A)nevertheless                      B)although                      C)in case                      D)so that

语法结构部分

主要考查考生对语法知识的掌握分析及运用能力。包括:

- ①虚拟语气;
- ②非谓语动词;
- ③从句;
- ④情态动词;
- ⑤时态;
- ⑥惯用法。

把握词汇与语法结构部分选项设置的特点时,考生可考虑到:

- ①词的同现;
- ②搭配关系;
- ③固定用法;
- ④语言环境信息;
- ⑤逻辑关系;
- ⑥连接词;
- ⑦各种语法现象;
- ⑧利用词的音、义、形的相互关系设置错误选项;
- ⑨词汇考查与语法相兼顾共同体现于选项设置中。

## 第五部分 完形填空、简答题和英译汉

完形填空以短文形式来考查考生的实际英语水平。这部分融合了阅读理解、词汇与结构部分的特点。

①通过对短文“挖空”,使之失去部分语言信息,加大理解难度,挖空密度的变化可以调整该部分的难度。

②通过“填空”考查考生对词汇与语法的掌握。考查方式包括考查难词辨析、近形近音词的识别、固定搭配关系、词组、近义词及各种语法知识。

这部分选项设置上选项中单词以实义词(名词、动词、形容词、副词、数词)为主,还包括它们的同义词、近义词、搭配习语、惯用语等,通过这些也增加了考查难度。另外,考生须注意此部分的指令是:“最佳答案”,因此,选项设置中会有给出不止一个可选项的情况。一般会有一两个在意思或用法上与句子要求明显不符,可较容易地排除,其余的选项则在意义、用法、甚至拼写方面十分相像,干扰性和迷惑性很强。

如:1998年6月四级全真试题第85题

... the young people get to know the \_\_\_\_\_ for registration and student advising, ...

A) processes                  B) procedures                  C) projects                  D) provisions

A)与B)两项就是这种情况,考生要凭扎实的语言基础知识细心进行区别、判断,最后确定一个最佳选择。

简答题也是将阅读与其他题型结合来考查考生能力的一种方式,形式上也会附在一篇阅读理解之后。考查阅读能力的同时,它也考查了考生的表达能力,将之与写作结合起来。题目会涉及文章主旨、细节、推断、词汇理解及作者观点态度等。可参照阅读理解部分的分析。关于对表达能力的考查在写作中详述。

英译汉也常附在一篇阅读理解之后。做题时也应适当考虑对整篇文章的理解和上下文之间的联系。同时,英译汉旨在考查考生的表达能力,英译汉命题有以下特点:

①所选句子一般是文章中难度较大或是最大的。

具体来讲,做好这种题目必须对句子重点词汇具有较准确而深入的理解,同时必须理解句子中某些词汇的语法作用,如果理解不到就会丢分。

②所选句子相对较长且内部关系较为复杂。

如:1996年1月四级全真试题

My point is that the frequent complaint of one generation about the one immediately following it is inevitable.

该句为复合句,含表语从句,其中 immediately following 作定语在后面修饰 the one。

③有些词语理解容易,但表达成汉语较难;有些句子思维方式与汉语差别甚大,须做较大调整才可以使译文达意、自然。考生须注重对翻译技巧的掌握及熟练运用。具体来讲,这部分是对考生下述技巧的考查,即词类间的转换能力,对词汇引用含义的掌握,增译省译,肯定与否定间的转换,译时的分与合的技巧,被动与主动间转换,各种从句的译法等。

## 第六部分 写作

写作重在表达能力的考查,实际上也可以说是要求考生对词汇具有较深理解并能熟练地加以运用。对于语法结构也是如此,考生须准确、明白地表达自己的意思。

出题类型包括提纲式作文、段首句作文、图表式作文等。

从出题人命题的原理可以看出提纲、段首的重要作用。

四级考试中,该部分多要求考生写三段式论说文,即开头、主题和结尾,也即提出观点(主题

句)、论证观点(扩展句)、得出结论(结论句)。

开头没有什么固定的套路,但要做到简洁并切入正题。

主题句是全段的核心句,可帮助读者了解段落的中心内容,并限制话题所谈论的范围,表明段落展开的方面及方向,主题句可出现于段首、段中或段尾。主题句应具有高度概括性,整个段落也应围绕主题句展开。主题句应当完整,不应当太笼统,或是太具体。各段的主题句应相互照应,并通过适当的连接使全篇整体相融。另外,适当的举例论证可加深主题。

结尾作为结论应当紧扣主题,呼应开头。不能作为重复而应是升华和深入。可总结文章内容,提出希望或展望,启发读者进一步思考,或以某种形式加深自己观点。结论不要脱离主题,太空太大或匆匆收尾。

## 大学英语四级考试 1998 年 6 月真题

### Part I

### Listening Comprehension

(20 minutes)

#### Section A

**Directions:** In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked [A], [B], [C] and [D], and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

**Example:** You will hear:

You will read: [A] At the office.

[B] In the waiting room.

[C] At the airport.

[D] In a restaurant.

From the conversation we know that the two were talking about some work they had to finish in the evening. This is most likely to have taken place at the office. Therefore, [A] "At the office" is the best answer. You should choose [A] on the Answer Sheet and mark it with a single line through the center.

**Sample Answer** [~~A~~] [B] [C] [D]

- |  |  |
|--|--|
| 1. [A] They are twins.                                 | [B] They are classmates.                   |
| [C] They are friends.                                  | [D] They are colleagues.                   |
| 2. [A] The man is planning a trip to Austin.           | [B] The man has not been to Austin before. |
| [C] The man doesn't like Austin.                       | [D] The man has been to Austin before.     |
| 3. [A] The size of the room.                           | [B] Long working hours.                    |
| [C] The hot weather.                                   | [D] The fan in the room.                   |
| 4. [A] The man has changed his destination.            |  |
| [B] The man is returning his ticket.                   |  |
| [C] The man is flying to New York tomorrow morning.    |  |
| [D] The man can't manage to go to New York as planned. |  |
| 5. [A] It is difficult to identify.                    | [B] It has been misplaced.                 |
| [C] It is missing.                                     | [D] It has been borrowed by someone.       |
| 6. [A] Looking for a timetable.                        | [B] Buying some furniture.                 |

- [C] Reserving a table. [D] Window shopping.
7. [A] Cold and windy. [B] Snow will be replaced by strong winds.  
[C] It will get better. [D] Rainy and cold.
8. [A] It is no longer available.  
[B] It has been reprinted four times.  
[C] The store doesn't have it now, but will have it soon.  
[D] The information in the book is out of date.
9. [A] Henry doesn't like the color. [B] Someone else painted the house.  
[C] There was no ladder in the house. [D] Henry painted the house himself.
10. [A] In a cotton field. [B] At a railway station.  
[C] On a farm. [D] On a train.

### Section B

**Directions:** *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked [A], [B], [C] and [D]. Then mark the corresponding letter on the Answer Sheet with a single line through the center.*

#### Passage One

**Questions 11 to 13 are based on the passage you have just heard.**

11. [A] They invited him to a party.  
[B] They asked him to make a speech.  
[C] They gave a special dinner for him.  
[D] They invited his wife to attend the dinner.
12. [A] He was embarrassed. [B] He felt greatly encouraged.  
[C] He felt sad. [D] He was deeply touched.
13. [A] Sam's wife did not think that the company was fair to Sam.  
[B] Sam's wife was satisfied with the gold watch.  
[C] Sam did not like the gold watch.  
[D] The company had some financial problems.

#### Passage Two

**Questions 14 to 16 are based on the passage you have just heard.**

14. [A] The number of students they take in is limited.  
[B] They receive little or no support from public taxes.  
[C] They are only open to children from rich families.  
[D] They have to pay more taxes.
15. [A] Private schools admit more students.  
[B] Private schools charge less than religious schools.  
[C] Private schools run a variety of programs.  
[D] Private schools allow students to enjoy more freedom.
16. [A] The churches. [B] The program designers.



[C] The local authorities.

[D] The state government.

### Passage Three

Questions 17 to 20 are based on the passage you have just heard.

17. [A] She was found stealing in a bookstore.

[B] She caught someone in the act of stealing.

[C] She admitted having stolen something.

[D] She said she was wrongly accused of stealing.

18. [A] A book.

[B] \$ 3,000.

[C] A handbag.

[D] A Christmas card.

19. [A] She was questioned by the police.

[B] She was shut in a small room for 20 minutes.

[C] She was insulted by the shopper around her.

[D] She was body-searched by the store manager.

20. [A] They refused to apologize for having followed her through the town.

[B] They regretted having wrongly accused her of stealing.

[C] They still suspected that she was a thief.

[D] They agreed to pay her \$ 3,000 damages.

## Part II

## Reading Comprehension

(35 minutes)

**Directions:** *There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the center.*

Questions 21 to 25 are based on the following passage:

Psychologist George Spilich and colleagues at Washington College in Chestertown, Maryland, decided to find out whether, as many smokers say, smoking helps them to “think and concentrate.” Spilich put young non-smokers, active smokers and smokers *deprived* (被剥夺) of cigarettes through a series of tests.

In the first test, each *subject* (试验对象) sat before a computer screen and pressed a key as soon as he or she recognized a target letter among a grouping of 96. In this simple test, smokers, deprived smokers and non-smokers performed equally well.

The next test was more complex, requiring all to scan sequences of 20 identical letters and respond the instant one of the letters transformed into a different one. Non-smokers were faster, but under the stimulation of *nicotine* (尼古丁), active smokers were faster than deprived smokers.

In the third test of short-term memory, non-smokers made the fewest errors, but deprived smokers committed fewer errors than active smokers.

The fourth test required people to read a passage, then answer questions about it. Non-smokers remembered 19 percent more of the most important information than active smokers, and deprived smokers bested those who had smoked a cigarette just before testing. Active smokers tended not only to have poorer memories but also had trouble separating important information from insignificant details.