

全国英语等级考试专用教材



4周秒杀

PETS

三级

一本全

(3周讲练+1周模拟)

全国英语等级考试辅导用书编写组◎编

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Public English Test System(PETS)



- ★剖析最新考题，浓缩高频考点
- ★回放惊心考场，还原考试氛围
- ★解析命题规律，透视评分细则
- ★4周精心规划，秒杀PETS考试



附赠MP3光盘

中国人民大学出版社

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前言

本书专为参加全国英语等级考试三级的考生量身定制！

如今的社会变动太快，人们忙碌不停。如何帮助广大考生尤其是在职考生在有限的时间内科学、合理、有规划地了解、把握考试并最终顺利通过考试，是编写本书的出发点。希望本书能为众考生轻松顺利过关助一臂之力。

本书以考纲为依据，以历年真题为素材，直击考点，由一线辅导名师亲自执笔编写而成。本书具有如下特点：

谋篇布局，科学合理

本书囊括“大纲概述”，“题型一览”，“解题秘籍”，“真题回放”，“实战演练”等，使得考生在复习理论之后能够通过实战有的放矢地巩固知识点。

四周秒杀，目标明确

全书以“周”来谋篇布局，以内容板块为实施单元，通过“四周”的复习规划，以达到“秒杀”考试的功效，目标明确。其中，前三周为 PETS 三级考试中全部重点和考点的精讲，精练而准确；后一周为真题及仿真模拟，通过真题来掌握命题规律，通过仿真模拟来检验自己的复习效果，切实把握考试题型和考试要点，达到如临考场的感觉。

依据真题，剖析规律

PETS 三级考试多年来有个最为显著的特点：出题的重复性和规律性。这一点决定了真题的参考意义和价值。本书以考纲为依据，以历年真题为素材，通过对重点和考点的提炼和精析，来达到对命题规律的切实剖析。

有讲有练，讲练结合

光讲不练等于白搭。这是众多考生总结出来的一个真理。本书尊重并应用了这一真理。前面三周的题型讲解中，每天除了考点精讲外，还专门配置当天的实战演练，以便考生真正吃透当天的内容；后面一周的真题与仿真模拟是让考生全盘把握考试要点。

注重技巧，把握“窍门”

本书打破传统的教学和辅导方法，注重技巧，教授考生解题思路与方法，把握应试“窍门”，以助众考生能轻松驰骋于考场，顺利“秒杀”考试大关。

本书编写过程中难免有疏漏之处，诚望广大读者不吝赐教！

最后，祝愿所有的考生“秒杀”成功！

编者

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秒杀阅读理解



大纲概述

◎试卷内容与结构

本部分由 A、B 两节组成，考查考生理解书面英语的能力。

A 节：三篇短文（每篇约 350 词），考查考生理解总体和特定信息的能力。

B 节：一篇短文（约 350 词），考查考生理解文章的主旨要义的能力。

◎答题时间

本部分所需时间约为 40 分钟。考生直接在答题卡 1 上作答。

◎试卷的题量及分值

A 节根据短文给出 15 个问题，每题 2 分，考生从每题所给的 4 个选择项中选出最佳选项；

B 节根据短文给出 5 个搭配题，每题 1 分，考生须从 7 个选择项中排除 2 个干扰项，将正确的概括与五段文字逐一搭配成对。

◎分数权重

本部分考题分数占笔试 30%。

历年真题核心考点

2006. 9—2012. 9 阅读理解题型分析

试题	Part A				Part B		
	推理题	细节题	主旨题	释义题	主旨题	细节题	推理题
2012. 9	6	9			4	1	
2012. 3	7	7		1	4	1	
2011. 9	7	7	1		5		
2011. 3	7	8			5		
2010. 9	6	7	1	1	5		
2010. 3	7	5	3		5		
2009. 9	7	6	2		4	1	



续前表

试题	Part A				Part B		
	推理题	细节题	主旨题	释义题	主旨题	细节题	推理题
2009. 3	5	9	1		5		
2008. 9	7	6	2		5		
2008. 3	4	9	2		5		
2007. 9	8	4	1	2	5		
2007. 3	6	4	3	2	5		
2006. 9	9	6				3	2
总数	86	87	16	6	57	6	2
比例	44. 1%	44. 6%	8. 2%	3. 1%	87. 7%	9. 2%	3. 1%

本周内容提要

本周内容将根据历年阅读理解中不同题型出现的比例依次对其进行详略得当的解析。其中周一至周六分别囊括了阅读理解 A 节中的推理题 (Day 1)、细节题 (Day 2)、主旨题 (Day 3) 和释义题 (Day 4), 以及 B 节中的主旨题 (Day 5)、细节题和推理题 (Day 6)。每天内容将涵盖题型一览、解题秘籍、小贴士和真题回放四个板块, 并提供 3 篇场景模拟试题作为对每天内容的总览回顾。而周日 (Day 7) 部分作为对本周内容的总结概括, 将提供 3 套实战演练试题供大家选做。

D 周一 智取 A 中顶级难度推理题



题型一览

根据全国英语等级考试三级考试大纲 (全新版) 之语言技能表的要求, 在阅读理解中, 考生应能:

- (1) 进行有关的判断、推理和引申;
- (2) 理解文章的结构及单句之间、段落之间的关系;
- (3) 理解作者的意图、观点或态度;
- (4) 区分观点、论点和依据。

这四种技能均可以推理题的方式出现, 主要测试考生理清上下文逻辑关系的能力, 领悟所读材料中句子之间的逻辑关系, 并且在理解原文所直接陈述的观点或事实的基础上, 进行合乎逻辑的推理, 领悟作者的言外之意、观点、写作意图和态度。

推理题是 PETS 三级考试中出现最多的一类题, 大约占 44% 左右。总体来讲, 出现在三级考试中的推理题可以分为以下三类:

1. 细节推理题

该题侧重于考查对原文细节信息的推理引申。题干中经常出现 imply、infer、indicate、suggest、deduce、assume、learn 等词。其典型的题干命题模式一般如下:

It can be *inferred* from the text/the last paragraph/the first sentence that _____.



It is *implied* (*indicated, suggested*) in the passage/the first paragraph/the second sentence/the example that _____.

The passage *implies* that _____.

The author/writer *suggests* (*indicates*) in the passage that _____.

From the passage, it can be *inferred* that _____.

An *inference* which may (not) be made from the passage is _____.

We can *infer* (*assume, deduce*) that _____.

Which of the following can (not) be *inferred* from the passage?

By... the author *implies* (*suggests, indicates*) that _____.

From the text, we *learn/know* that _____.

2. 态度语气推理题

该题侧重于考查对作者语气和态度的推理，其经典的题干命题模式一般如下：

The author's *attitude* towards... might be summarized as one of _____.

Which of the following can best describe the *attitude* of the author?

The *tone* of the passage can best be described as _____.

The author's *tone* in this passage is _____.

What is the *tone /mood* of the passage?

How does the author *feel about* ... ?

3. 写作意图推理

该题需要考生在把握文章某段落或全文内容的基础上对作者写作意图进行推理判断。其典型的题干命题模式一般如下：

The *purpose* of the text/the first paragraph is to _____.

The passage is *intended to* _____.

The author in this passage *intends to* _____.

The *purpose* of writing this text is to _____.

Why dose the author write this text?



解题秘籍

1. 细节推理题

根据所需定位细节的位置，该类型题又可以分为段落细节推理题和全文细节推理题。其解题思路为：

(1) 若为段落细节推理题，可根据题干线索词定位原文；若为全文细节推理题，则需要根据选项中的线索词定位原文。

(2) 在浏览全文时，一要注意那些似乎话中有话的间接表达句，它们往往采用说半句、打比喻、反过来讲的方式（留有让考生自己作结论或推理的余地）；二要注意含义深刻或结构复杂的句子（考生对作者表达的意思不能一下子看透，它们往往是命题点所在）。



(3) 比对原文与选项；

(4) 利用词汇、语法、语境线索，理清上下文逻辑关系进行正确推理，同时可采用排除法，选出正确选项。

小贴士

(1) 正确选项的特点

正确选项不是文章直接或明确说明的内容，是间接表达出来的，除符合文章主旨外，还符合逻辑，让考生有推敲的余地，另外，正确选项大多含义深刻，不会是常识选项。

(2) 干扰选项的特点

① 夸大事实：对原文中的细节或论断的某方面进行了夸大处理。

② 无中生有：捏造原文不存在的信息，并以此为依据进行推理。

③ 掺入常识：据考生已有的常识推断是正确的，但却不是基于文章。

④ 推理过头：引申过度，使结论过于绝对化。

⑤ 浮于表面：仅浮于原文表面，对原文照抄照搬，未进行推理。

⑥ 歪曲事实：虽与原文有重复或同义词汇，但违背原文意思，如因果倒置，目的与手段倒置。

2. 态度语气推理题

该类题要求考生把握作者对所阐述事物或问题的态度或语气。其解题思路为：

(1) 在阅读过程中善于发现表明或暗示作者态度的词汇与句子（如虚拟语气）；

(2) 在把握全文主题思想的基础上，体会作者态度。

需要注意的是，有时作者在文章中会先介绍某一种观点，却在其后提出完全相反的观点。这就需要考生联系上下文对作者态度进行推断，毕竟文中陈述的内容并非都是作者的观点。

小贴士

三级考试中常用来表达作者态度语气的词汇主要如下表所示：

赞同		反对	
approval	adj. 同意的	disapproval	adj. 不赞成的
favorable	adj. 赞成的	critical	adj. 批判的
supportive	adj. 支持的	disgusting	adj. 令人反感的
defensive	adj. 为……而辩护的	objection/opposition	n. 反对
consent	n. 同意，赞成	contempt/irony	n. 轻蔑，讽刺
主观		客观	
subjective	adj. 主观的	objective	adj. 客观的
biased	adj. 有偏见的	impartial	adj. 公平的
sensitive	adj. 敏感的	unbiased	adj. 无偏见的
tolerant	adj. 宽容的	detached	adj. 无个人偏见的



主观		客观	
radical	adj. 激进的	disinterested	adj. 无私的
积极		消极	
positive	adj. 积极的, 正面的	negative	adj. 消极的, 负面的
optimistic	adj. 乐观的	pessimistic	adj. 悲观的
interested	adj. 感兴趣的	indifferent	adj. 漠不关心的
confident	adj. 自信的	unconcerned	adj. 不关心的
sympathetic	adj. 同情的	hostile	adj. 敌对的
怀疑		中立	
suspicious/doubtful	adj. 怀疑的	neutral	adj. 中立的
puzzling	adj. 迷惑的	impersonal	adj. 非个人的
sarcastic	adj. 讽刺的	factual	adj. 事实上的
		compromising	adj. 妥协的, 折中的

3. 写作意图推理题

该类题型需要考生在把握全文（或特定段落）主题思想和具体文章体裁的基础上作出判断，其解题思路可以是：

（1）若为特定段落写作意图推理，需要在联系上下文语境以及把握段落大意的基础上进行判断；

（2）若为全文写作意图推理，则需整体理解全文主题思想和行文思路（每一自然段的用意），同时注意把握文章体裁；

（3）筛选符合题意的答案，切忌“以偏概全”、“断章取义”和“主题扩大”。

小贴士

不同体裁的文章写作意图也不尽相同，故选项中所选用的词汇也有很大差别，具体见下表：

describe/introduce/report/inform...	描述某种事实结果/介绍某种客观事物	多用于记叙文或说明文，叙述态度较为客观，叙述重点在于介绍该事物。行文思路常为“是什么—为什么—怎么样”
draw attention to/discuss problems about/compare... with.../argue/demonstrate...	提出或讨论某问题/对比不同观点或现象/争论或证实某事	多用于议论文。其行文思路常为“呈现现象—阐发影响—展开讨论”
suggest ways to/show how to/give advice on how to...	提供建议	多用于记叙文，文章通常分点、分段，按时间顺序来记叙做事的过程或按照不同情况提出不同解决措施



attract/persuade/encourage people to...	吸引、说服或鼓励人们做某事	多用于广告类文章或提倡新观念、新习惯的文章。该类文章会从不同角度强调所提倡事物的优越性，具有煽动性
complain/oppose...	抱怨/反对	多用于投诉书信类文章



真题回放

<p>2009 年 9 月</p>	<p>[1] Today, in many high schools, teaching is now a technical miracle of computer labs, digital cameras, DVD players and laptops. Teachers e-mail parents, post messages for students on online bulletin boards, and take attendance with a quick movement of a mouse.</p> <p>[2] Even though we are now living in the digital age, the basic and most important element of education — the human connection — has not changed. Most students still need that one-on-one, teacher-student relationship to learn and to succeed. Teenagers need instruction in English, math or history, but they also want personal advice and encouragement. Kids talk with me about their families, their weekend plans, their favorite TV shows and their relationship problems. In my English and journalism class, we talk about Shakespeare and persuasive essays, but we also discuss college basketball and career choices. Students show me pictures of their rebuilt cars, their family vacations, and their newborn baby brothers. This personal connection is the vital link between teacher and student that no amount of technology can improve upon or replace.</p> <p>[3] A few years ago I had a student in sophomore English who was struggling with my class and with school in general. Although he was a humorous young man who liked to joke around, I knew his family life was far from ideal. Whenever I approached him about missing homework or low test grades, he always had the same reply: "It doesn't matter because I'm quitting school anyway." Even though he always said this in a half-teasing way, I knew he needed to hear my protests and my "value of a high school education" lecture. He needed to hear this speech from me because I understood his family problems and he</p>	<p>49. In the third paragraph the writer indicates how human connection _____. [A] encourages students having difficulty (鼓励有困难的学生) [B] provides evidence of good teaching (提供良好教学的证据) [C] affects the use of modern technology (影响现代科技的应用) [D] prevents students from quitting school (防止学生辍学)</p> <p>【定位】 根据题干线索词 the third paragraph 定位原文至第三段。 【解析】 A。段落细节推理题。题干意为“在第三段中作者指出人际关系是_____的”。从第三段标注部分的句子可知，这名学生家庭遇到困难，曾经一度想辍学，但最终在作者的不断鼓励下顺利毕业。由此推知，良好的师生关系可以鼓励学生克服困难。A 选项与其意思表达一致，故 A 为正确答案。</p> <p>50. The writer's attitude toward the direct teacher-student relationship is _____. [A] conservative (保守的) [B] doubtful (怀疑的) [C] positive (积极的) [D] subjective (主观的)</p> <p>【解析】 C。态度推理题。题干意为“作者对直接的师生关系的态度是_____”。整篇文章都是围绕师生关系展开的。而从文中第二段最后一句“This personal connection is the vital link between teacher and student that no amount of technology can improve upon or replace”（这种人际关系是师生之间的重要的纽带，是多少科技含量所不能及，也是不可取代的）和第四段“Students rely on compassionate teachers to guide, to tutor, to listen, to laugh and</p>
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2009 年 9 月	<p>knew that I believed in him. After he left my class, he struggled through the next two years of school. But, he did finally graduate because we kept telling him to hang in there. We'd cared about him finishing school.</p> <p>[4] Students rely on compassionate teachers to guide, to tutor, to listen, to laugh and to cry with them. Teachers provide the most important link in the educational process — the human one.</p>	<p>to cry with them. Teachers provide the most important link in the educational process — the human one” (学生依赖于和蔼可亲的老师去引导, 去教育, 去倾听, 去和他们一起哭、一起笑。老师始终是教学过程中最重要的环节—最人性的环节) 可以明确推断出作者对良好的师生关系是持积极肯定的态度。故 C 为正确答案。</p>
高频 语言点	<p>miracle ['mirəkl] n. 奇迹</p> <p>online bulletin board 在线公告栏</p> <p>attendance [ə'tendəns] n. 出席</p> <p>the digital age 数字化时代</p> <p>relationship [ri'leiʃənʃɪp] n. 关系</p> <p>instruction [ɪn'strʌkʃən] n. 指导, 教导</p> <p>career [kə'riə] n. 职业</p> <p>vital ['vaitəl] adj. 要害的, 关键的</p> <p>sophomore ['sɒfəmə:] n. 大二学生</p> <p>joke around 开玩笑</p> <p>hang in (面对逆境) 坚持不懈</p> <p>rely on 依赖, 依靠</p> <p>compassionate [kəm'pæʃənɪt] adj. 和蔼可亲的, 慈悲的</p>	
重点句 式点拨	<p>1. This personal connection is the vital link between teacher and student <u>that no amount of technology can improve upon or replace.</u></p> <p>(1) 该句的主干为 “This personal connection is the vital link...”。</p> <p>(2) 画线部分的 that 定语从句修饰前边的 link。</p> <p>(3) 句子大意: 这种人际关系是师生之间的重要纽带, 是多少科技含量所不能及, 也是不可取代的。</p> <p>2. Although he was a humorous young man <u>who liked to joke around</u>, I knew <u>his family life was far from ideal.</u></p> <p>(1) 该句的主干为 “Although..., I knew...”。</p> <p>(2) 其中第一画线部分为 who 引导的定语从句修饰其前的 man, 第二画线部分前省略 that, 作为 that 从句充当 knew 的宾语。</p> <p>(3) 句子大意: 尽管他是个非常幽默的年轻人, 喜欢开玩笑但我知道他的家庭生活远没有那么理想。</p>	
2010 年 3 月	<p>[1] Identical twins are a perfect test case for theories of personality development. If a theory can't explain the differences between identical twins, then it cannot explain environmental effects on personality. Even identical twins brought up in the same home have different personalities.</p> <p>[2] Take Ladan and Laleh Bijani from Iran. They were identical twins who had spent their entire 29 years joined at the head. And yet, Ladan, the more outspoken of the pair, told journalists, “We are two completely separate individuals. We have different world views, we have</p>	<p>51. According to the writer we learn that identical twins ____.</p> <p>[A] differ in personality (性格不同)</p> <p>[B] differ in appearance (长相不同)</p> <p>[C] have the same lifestyle (生活方式相同)</p> <p>[D] have the same outlook (外表相同)</p> <p>【解析】A. 全文细节推理题。该题需要根据选项中的线索词来定位原文进行相应的推断。题干意为 “根据作者的意思, 我们得知同卵双胞胎_____”。</p> <p>根据 A 项中线索词 personality 定位至第一段最后一句 Even identical twins brought</p>



2010 年 3 月	<p>different lifestyles, we think very differently about issues.” Why did Ladan and Laleh have different personalities?</p> <p>[3] Self-organized systems in insects can provide us with some ideas. A colony of ants, for example, can be seen as a self-organized system. No supervisor tells the ants what to do, and yet all the jobs get done. The system works in such a way that if one ant carries out a particular job, it becomes less likely that another ant will attempt that job because it no longer needs doing. The result is what economists call “division of labor”.</p> <p>[4] Self-organization also produces division of labor in human groups. Each individual looks for something to specialize in, his or her own suitable position in the group. If one position is occupied, the individual will seek another. This process increases the differences even between identical twins, because once they’ve chosen different specialities, a circular mechanism causes small initial differences between them to widen.</p> <p>[5] Although identical twins look very much alike, people who know them well will distinguish between them. They might, for example, address more questions and comments to one twin than the other — perhaps by chance first. But the consequence is that the twin who is addressed more often will do more talking than the other twin, which will cause people who know them to address still more of their questions and comments to that twin. The result, over time, will be one outspoken twin and one quieter one — like Ladan and Laleh Bijiani.</p>	<p>up in the same home have different personalities (即使在同一家庭长大的同卵双胞胎也有着不同的个性), A 与其意思一致, 故 A 为正确答案。</p> <p>B 项的线索词 appearance 和 D 项的 outlook 属于同义词, 由此定位原文至第五段首句前半句 “... identical twins look very much alike” (同卵双胞胎在相貌上十分相似), 由此推断, B 属于 “夸大事实”, D 属于 “歪曲事实”; 根据 C 项线索词 lifestyle 定位原文至第二段第三句 “we have different lifestyles” (我们有着不同的生活方式), 由此推断, C 属于 “歪曲事实”。</p> <p>55. The purpose of the text is to _____. [A] entertain (娱乐) [B] persuade (说服) [C] inform (告知) [D] argue (辩论)</p> <p>【解析】C。写作意图推理题。整篇文章的主题思想在于向人们解释为什么个体之间会存在差异, 这种差异甚至会存在于同卵双胞胎之间。由此推断, 全文的写作目的并不在于娱乐大众 (entertain), 说服他人 (persuade) 或是与他人辩论 (argue), 而在于描述或告知 (inform)。此外, 该文章体裁为说明文, 其写作目的一般为描述或介绍某事物, 而议论文的写作目的通常才是说服或辩论。综上所述, C 选项为正确答案。</p>																										
高频语言点	<table><tr><td>identical [ai'dentɪkl]</td><td>adj. 相同的</td></tr><tr><td>personality [ˌɪpəːsə'næləti]</td><td>n. 人格, 个性</td></tr><tr><td>outspoken [aʊt'spəʊkən]</td><td>adj. 直言的, 坦率的</td></tr><tr><td>supervisor ['sjʊ:pəvaɪzə]</td><td>n. 监督者, 指导者</td></tr><tr><td>carry out</td><td>执行, 贯彻, 完成</td></tr><tr><td>economist [i'kɒnəmɪst]</td><td>n. 经济学家</td></tr><tr><td>specialize (in) ['speʃəlaɪz]</td><td>vi. 专门研究, 专门从事</td></tr><tr><td>suitable ['sjʊ:təbl]</td><td>adj. 合适的</td></tr><tr><td>occupy ['ɒkjʊpaɪ]</td><td>vt. 居住; 拥有; 占据</td></tr><tr><td>mechanism ['mekənɪzəm]</td><td>n. 机制; 机构</td></tr><tr><td>initial [i'niʃəl]</td><td>adj. 开始的, 初始的</td></tr><tr><td>distinguish [dɪ'stɪŋɡwɪʃ]</td><td>vt. 区别, 区分</td></tr><tr><td>address [ə'dres]</td><td>vt. 向……讲话</td></tr></table>	identical [ai'dentɪkl]	adj. 相同的	personality [ˌɪpəːsə'næləti]	n. 人格, 个性	outspoken [aʊt'spəʊkən]	adj. 直言的, 坦率的	supervisor ['sjʊ:pəvaɪzə]	n. 监督者, 指导者	carry out	执行, 贯彻, 完成	economist [i'kɒnəmɪst]	n. 经济学家	specialize (in) ['speʃəlaɪz]	vi. 专门研究, 专门从事	suitable ['sjʊ:təbl]	adj. 合适的	occupy ['ɒkjʊpaɪ]	vt. 居住; 拥有; 占据	mechanism ['mekənɪzəm]	n. 机制; 机构	initial [i'niʃəl]	adj. 开始的, 初始的	distinguish [dɪ'stɪŋɡwɪʃ]	vt. 区别, 区分	address [ə'dres]	vt. 向……讲话	
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重点句式点拨	<p>1. The system works in such a way that if one ant carries out a particular job, <u>it becomes less likely that another ant will attempt that job</u> because it no longer needs doing.</p> <p>(1) 该句的主干为 “The system works in such a way that...”。</p> <p>(2) 句中画线部分的 it 做形式主语，真正的主语为其后的 that 从句。</p> <p>(3) 句子大意：这个系统的运行方式如下：如果一只蚂蚁已经完成某项工作，那么另外的蚂蚁就不太可能再去做这项工作，因为不再有这个需要了。</p> <p>2. But the consequence is that the twin who is addressed more often will do more talking than the other twin, which will cause people who know them to address still more of their questions and comments to that twin.</p> <p>(1) 该句的主干为 “But the consequence is that the twin... will do more talking than..., which will cause people...”。</p> <p>(2) 句中 that 引导一个表语从句；who 引导的定语从句修饰其前的 the twin；而 which 引导的非限定性定语从句修饰其前的 “the twin... will do more talking than the other twin”。</p> <p>(3) 句子大意：但结果是，经常与人交谈的那个双胞胎相对于另一个双胞胎来讲会更加健谈，这就使得熟悉他们的人更加频繁地与之交谈。</p>
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场景模拟 1

<p>It's no secret that many children would be healthier and happier with adoptive parents than with the parents that nature dealt them. That's especially true of children who remain in abusive homes because the law blindly favors biological parents. It's also true of children who suffer for years in foster homes (收养孩子的家庭) because of parents who can't or won't care for them but refuse to give up custody (监护) rights. Fourteen-year-old Kimberly Mays fits neither description, but her recent court victory could eventually help children who do. Kimberly has been the object of an angry custody battle between the man who raised her and her biological parents, with whom she has never lived. A Florida judge ruled that the teenager can remain with the only father she's ever known and that her biological parents have “no legal claim” on her.</p> <p>The ruling, though it may yet be reversed, sets aside the principle that biology is the primary determinant of parentage. That's an important development, one that's long overdue.</p> <p>Shortly after birth in December 1978, Kimberly Mays and another infant were mistakenly switched and sent home with the wrong parents. Kimberly's biological parents, Ernest and Regina Twigg, received a child who died of a heart disease in 1988. Medical tests showed that the child wasn't the Twigg's own daughter, but Kimberly was, thus sparking a custody battle with Robert Mays. In 1989, the two families agreed that Mr. Mays would maintain custody with the Twigg's getting visiting rights.</p>	<p>1. We can learn from the Kimberly case that _____.</p> <p>[A] the biological link between parent and child should be emphasized</p> <p>[B] children are more than just personal possessions of their parents</p> <p>[C] foster homes bring children more pain and suffering than care</p> <p>[D] biological parents can't claim custody rights after their child is adopted</p> <p>2. The author's attitude towards the judge's ruling could be described as _____.</p> <p>[A] doubtful</p> <p>[B] critical</p> <p>[C] cautious</p> <p>[D] supportive</p> <p>【参考答案及解析】</p> <p>1. B. 【解析】全文细节推理题。题干意为“我们从 Kimberly 案件中可以推知”。根据 A 选项中线索词 the biological link 定位原文至第二段第一句，可推知，A 选项属于“歪曲事实”；根据 B 选项线索词 personal possessions 定位原文至倒数第二段第三句，其中的 property 与 possession 属于同义词，B 选项与该句意思一致；根据 C 选项线索词 foster homes 定位原文至第一段第一句，其中 adoptive parents 与 foster homes 意思相同，由此可推知 C 选项属于“歪曲事实”；</p>
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Those rights were ended when Mr. Mays decided that Kimberly was being harmed.

The decision to leave Kimberly with Mr. Mays rendered her suit debated. But the judge made clear that Kimberly did have standing to sue (起诉) on her own behalf. Thus he made clear that she was more than just property to be handled as adults saw fit.

Certainly, the biological link between parent and child is fundamental. But biological parents aren't always preferable to adoptive ones, and biological parentage does not convey an absolute ownership that cancels all the rights of children.

根据 Kimberly 案件可知孩子被领养后, 亲生父母可以索取抚养权, D 属于“歪曲事实”。故 B 为正确答案。

2. D. 【解析】作者态度推理题。题干意为“作者对于法官判决结果的态度是”。由文章第二段以及最后一段作者对案件结局的描述可以推知, 他对佛罗里达法官的判决是持积极的支持 (supportive) 态度, 而非怀疑 (doubtful)、批判 (critical) 或警惕 (cautious) 的态度。故 D 为正确答案。



场景模拟 2

We find that bright children are rarely held back by mixed ability teaching. On the contrary, both their knowledge and experience are enriched. We feel that there are many disadvantages in streaming (把……按能力分班) pupils. It does not take into account the fact that children develop at different rates. It can have a bad effect on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their intellectual ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability. We also value personal qualities and social skills, and we find that mixed-ability teaching contributes to all these aspects of learning.

In our classrooms, we work in various ways. The pupils often work in groups, which give them the opportunity to learn to cooperate, to share, and to develop leadership skills. They also learn how to cope with personal problems as well as learning how to think, to make decisions, to analyze and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teacher.

1. In the passage the author's attitude towards "mixed-ability teaching" is ____.

- [A] critical
- [B] questioning
- [C] approving
- [D] objective

2. The author argues that a teacher's chief concern should be the development of the student's ____.

- [A] personal qualities and social skills
- [B] total personality
- [C] learning ability and communicative skills
- [D] intellectual ability

3. The author's purpose of writing this passage is to ____.

- [A] argue for teaching bright and not-so-bright pupils in the same class
- [B] recommend pair work and group work for classroom activities
- [C] offer advice on the proper use of the library
- [D] emphasize the importance of appropriate formal classroom teaching

【参考答案及解析】

1. C. 【解析】态度推理题。题干意为“文章中作者对混合能力教学的态度是”。全文从不同角度阐述了混合能力教学对培养学生各方面能力所起到的积极作用, 如第二段提到的混合能力教学不仅可以促进学生智力发展, 而且会有助于其个人性格和社交能力的发展。由此推断, 作者对混合能力教学持积极的支持 (approving) 态度, 而非批判的 (critical)、质疑的 (questioning) 或是客观的 (objective) 态度。故 C 为正确答案。



<p>Sometimes the pupils work in pairs; sometimes they work on individual tasks and assignments, and they can do this at their own speed. They also have some formal class teaching when this is appropriate. We encourage our pupils to use the library, and we teach them the skills they need in order to do this efficiently. An advanced pupil can do advanced work; it does not matter how old the child is. We expect our pupils to do their best, not their least, and we give them every encouragement to attain this goal.</p>	<p>2. B. 【解析】段落细节推理题。题干意为“作者认为教师应主要关注学生的_____发展”。根据题干线索词 a teacher's chief concern 和 the development of the student 定位至第二段。由该段推知,教师应该关注的不是学生智力的发展,还应该关注其性格和社交能力的发展,即促进学生全面发展 (total personality)。故 B 为正确答案。</p> <p>3. A. 【解析】写作意图推理题。题干意为“作者的写作目的在于”。本文作为一篇议论文从不同角度论证了混合能力教学对培养学生各方面能力所起到的积极作用,所谓混合能力教学即对不同能力的学生在相同的班级进行教学。显然, A 选项符合题意,故 A 为正确答案。</p>
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场景模拟 3

<p>Lead deposits, which accumulated in soil and snow during the 1960's and 70's, were primarily the result of leaded gasoline emissions originating in the United States. In the twenty years that the Clean Air Act has mandated unleaded gas use in the United States, the lead accumulation worldwide has decreased significantly.</p> <p>A study published recently in the journal <i>Nature</i> shows that air-borne leaded gas emissions from the United States were the leading contributor to the high concentration of lead in the snow in Greenland. The new study is a result of the continued research led by Dr. Charles Boutron, an expert on the impact of heavy metals on the environment at the National Center for Scientific Research in France. A study by Dr. Boutron published in 1991 showed that lead levels in arctic (北极的) snow were declining.</p> <p>In his new study, Dr. Boutron found the ratios of the different forms of lead in the leaded gasoline used in the United States were different from the ratios of European, Asian and Canadian gasolines and thus enabled scientists to differentiate (区分) the lead sources. The dominant lead ratio found in Greenland snow matched that found in gasoline from the United States.</p> <p>In a study published in the journal <i>Ambio</i>, scientists found that lead levels in soil in the Northeastern United States had decreased markedly since the introduction of unleaded gasoline.</p> <p>Many scientists had believed that the lead would stay in soil and snow for a longer period. The authors of the <i>Ambio</i> study examined samples of the upper layers of soil</p>	<p>1. The study published in the journal <i>Nature</i> indicates that ____.</p> <p>[A] the Clean Air Act has not produced the desired results</p> <p>[B] lead deposits in arctic snow are on the increase</p> <p>[C] lead will stay in soil and snow longer than expected</p> <p>[D] the US is the major source of lead pollution in arctic snow</p> <p>2. It can be inferred from the last paragraph that scientists ____.</p> <p>[A] are puzzled by the mystery of forest pollution</p> <p>[B] feel relieved by the use of unleaded gasoline</p> <p>[C] still consider lead pollution a problem</p> <p>[D] lack sufficient means to combat lead pollution</p> <p>【参考答案及解析】</p> <p>1. D. 【解析】细节推理题。题干意为“发表在《自然》杂志上的研究表明”。根据题干线索词 the journal <i>Nature</i> 定位原文至第二段第一句,其中的 the leading contributor 与 D 中的 the major source 意思一致, the snow in Greenland 与 in arctic snow 意思一致。由此推断, D 选项是对该句的同义改写,故 D 为正确答案。</p> <p>2. C. 【解析】段落细节推理题。题干意为“从最后一段可以推知,科学家”。将文章</p>
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taken from the same sites of 30 forest floors in New England, New York and Pennsylvania in 1980 and in 1990. The forest environment processed and redistributed the lead faster than the scientists had expected. Scientists say both studies demonstrate that certain parts of the ecosystem (生态系统) respond rapidly to reductions in atmospheric pollution, but that these findings should not be used as a license to pollute.

定位至最后一段，其中最后一句提到，科学家们称，尽管这两项研究表明生态系统的某些部分能较快地减少大气污染物，但这些发现不应该作为人们继续污染环境的通行证。由此推断，科学家仍然认为铅污染是一个很严重的问题。C 选项与其意思一致，故 C 为正确答案。

D

周二 巧战 A 中次级重点细节题



题型一览

所谓细节题，是指题目针对原文具体叙述本身发问，如文中事件发生的时间、地点、过程、原因等。主要考查考生理解文中具体信息以及概念性含义的能力。其在历年真题中所占比例达到 44.6%。PETS 三级考试中所出现的细节题一般包括两种类型，即直接理解题和是非判断题。

1. 直接理解题

直接理解题一般在原文中可以直接找到答案，如考查具体的时间、人物、地点、事实、原因、结果、目的等。常以画横线提问的形式出现，或直接以“WH-”形式来提问，如 who、what、when、where、why 及 how 等形式。其典型的提问模式一般如下：

Amber Post is thinking about a job in government *because* _____. (考查原因)

Mrs. Beverley Lancaster was awarded \$ 67,000 *for* _____. (考查原因)

An inaccurate eyewitness testimony may *lead to/result in* _____. (考查结果)

The new system will mostly benefit those *who* _____. (考查人物)

The best solution to the female brain drain in universities *is to* _____. (考查目的)

According to the text the most important element in education *is* _____. (考查事实)

One advantage of nano-armed washing machines *is that* _____. (考查事实)

What might do in the future? (考查事实)

Why was the use of coke smelting advantageous according to the text? (考查原因)

Who does the author say tend to identify themselves with the characters in games? (考查人物)

2. 是非判断题

是非判断题注重对全文细节的综合考查，其出题形式可分为三正一误（三项正确，只有一项不符合原文内容）和三误一正（三项错误，只有一项符合原文内容）。其典型的提问模式一般如下：

Which of the following statements is (not) true/correct?