

DAXUE YINGYU
ZONGHE CESHI JIAOCHENG

大学英语

综合测试教程

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北京邮电大学出版社
www.buptpress.com

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北京邮电大学出版社

• 北 京 •

内 容 简 介

本书包括 10 套试题、答案详解和听力光盘。试题是根据 2013 年 12 月最新大学英语四级改革的题型编写,答案详解对每套题的做题思路都做了详细的分析,供教师指导考生备考或考生自学。

图书在版编目(CIP)数据

大学英语综合测试教程 / 马郁主编 --北京:北京邮电大学出版社,2014.1
ISBN 978-7-5635-3840-9

I. ①大… II. ①马… III. ①英语—高等学校—题解
IV. ①H319.6

中国版本图书馆 CIP 数据核字(2013)第 317575 号

书 名: 大学英语综合测试教程

作 者: 马 郁 蔡 俊 马海燕 等

责任编辑: 满志文

出版发行: 北京邮电大学出版社

社 址: 北京市海淀区西土城路 10 号(100876)

发 行 部: 电话:010-62282185 传真:010-62283578

E-mail: publish@bupt.edu.cn

经 销: 各地新华书店

印 刷: 北京联兴华印刷厂

开 本: 889 mm×1194 mm 1/16

印 张: 11.25

字 数: 465 千字

版 次: 2014 年 1 月第 1 版 2014 年 1 月第 1 次印刷

ISBN 978-7-5635-3840-9

定价: 29.80 元

• 如有印装质量问题,请与北京邮电大学出版社发行部联系 •

前 言

本书是根据 2007 年教育部颁布的《大学英语课程教学要求(试行)》的要求和 2013 年 12 月开始执行的大学英语四六级考试新题型编写的。新题型的推出势必将对我国大学英语教学改革和实践产生重要的影响,也不可避免地给参加考试的考生带来一些困惑。为了帮助考生顺利完成这个转变,成功地通过考试,我们组织了具有丰富教学经验的教师,认真研究新题型出题思想和各项试题数据,从以往的四级真题和国内外经典的出版物中广泛收集资料,精心编写了本教材。

全书包括十套试题、试题答案解析并附赠听力光盘。每一套试题都经过“出题、审读、修改、再审读、再修改”等多道程序,使之尽可能地贴近乃至符合大学英语考试委员会的出题思想和要求。试题的选编内容全面,答案解析详尽,对各种题型的要点进行了分析和总结,并提供了实用的应试技巧和做题思路,便于考生独立研修。

本书主编马郁主要负责体例编制、书稿修订等工作。副主编蔡俊负责材料整理和第一、第二套试题与解析的编写工作;叶清华编写第三、第四套试题与解析;王剑虹编写第五、第六套试题与解析;戴容编写第七、第八套试题与解析;李传芝编写第九、第十套试题与解析;全书由朱甫道教授审定。在此,为本书付出辛勤劳动的同志表示感谢。

本书在编写过程中参阅了大量参考书、词典等相关资料,在此向这些作者表示感谢。

由于编者水平有限,书中恐有缺陷和不妥之处,恳请使用该书的教师、学生和广大读者批评指正,以便使其日臻完善。

编 者

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CET-4 新题型试卷 (一)

Part I Writing(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay. You should start your essay with a brief description of the picture and then express your views on the importance of doing small things before undertaking something big. You should write at least 120 words but no more than 180 words. Write your answer on **Answer Sheet 1**.



Part II Reading Comprehension (Skimming and Scanning)(15 minutes)

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Can Digital Textbooks Truly Replace the Print Kind?

- A) The shortcomings of traditional print edition textbooks are obvious: For starters they're heavy, with the average physics textbook weighing 3.6 pounds. They're also expensive, especially when you factor in the average college student's limited budget, typically costing hundreds of dollars every semester. But the worst part is that print version of textbooks are constantly undergoing revisions. Many professors require that their students use only the latest versions in the classroom, essentially rendering older texts unusable. For students, it means they're basically stuck with a four pound paper-weight that they can't sell back.
- B) Which is why digital textbooks, if they live up to their promise, could help ease many of these shortcomings. But till now, they've been something like a *mirage*(幻影) in the distance, more like a *hazy*(模糊的) dream than an actual reality. Imagine the promise: Carrying all your textbooks in a 1.3 pound iPad? It sounds almost too good to be true. But there are a few pilot schools already making the *transition*(过渡) over to digital books. Universities like Cornell and Brown have jumped onboard. And one medical program at the University of California, Irvine, gave their entire class iPads with which to download textbooks just last year.
- C) But not all were eager to jump aboard. "People were tired of using the iPad textbook besides using it for reading," says Kalpit Shah, who will be going into his second year at Irvine's medical program this fall. "They weren't using it as a source of communication because they couldn't read or write in it. So a third of the people in my program were using the iPad in class to take notes, the other third were using laptops and the last third were using paper and pencil." The reason it

hasn't caught on yet, he tells me, is that the functionality of e-edition textbooks is incredibly limited, and some students just aren't motivated to learn new study behavior.

- D) But a new application called Inkling might change all that. The company just released an updated version last week, and it'll be utilized in over 50 undergraduate and graduate classrooms this coming school year. "Digital textbooks are not going to catch on," says Inkling CEO Matt MacInnis as he's giving me a *demo* (演示) over coffee. "What I mean by that is the current perspective of the digital textbook is it's an exact copy of the print book. There's Course Smart, etc., these guys who take any image of the page and put it on a screen. If that's how we're defining digital textbooks, there's no hope of that becoming a mainstream product."
- E) He calls Inkling a platform for publishers to build rich multimedia content from the ground up, with a heavy emphasis on real-world functionality. The traditional textbook merely serves as a skeleton. At first glance Inkling is an impressive experience. After *swiping* (敲击) into the iPad *app* (应用软件), which you can get for free here, he opens up a few different types of textbooks. Up first is a chemistry book. The boot time is pretty fast, and he *navigates through* (浏览) a few chapters before swiping into a fully rendered 3D molecule that can be spun around to view its various building blocks. "Publishers give us all of the source media, artwork, videos," he says, "We help them think through how to actually build something for this platform." Next he pulls up a music composition textbook, complete with playable demos. It's a learning experience that attacks you from multiple sensory directions. It's clear why this would be something a music major would love.
- F) But the most exciting part about Inkling, to me, is its *notation* (批注) system. Here's how it works! When you purchase a used print book, it comes with its previous owner's highlights and notes in the margins. It uses the experience of someone who already went through the class to help improve your reading (how much you trust each notation is obviously up to you). But with Inkling, you can highlight a piece of content and make notes. Here's where things get interesting, though: If a particularly important passage is highlighted by multiple Inkling users, that information is stored on the cloud and is available for anyone reading the same textbook to come across. That means users have access to notes from not only their classmates and Facebook friends, but anyone who purchased the book across the country. The best comments are then sorted democratically by a voting system, meaning that your social learning experience is shared with the best and brightest thinkers.
- G) As a bonus, professors can even *chime in* (插话) on discussions. They'll be able to answer the questions of students who are in their class directly via the interactive book. Of course, Inkling addresses several of the other shortcomings in traditional print as well. Textbook versions are constantly updated, motivating publishers by minimizing production costs (the big ones like McGraw-Hill are already onboard). Furthermore, students will be able to purchase sections of the text instead of buying the whole thing, with individual chapters costing as little as \$2.99.
- H) There are, however, challenges. "It takes efforts to build each book," MacInnis tells me. And it's clear why. Each interactive textbook is a media-heavy experience built from the ground up, and you can tell that it takes a respectable amount of manpower to put together each one.
- I) For now the app is also iPad-exclusive, and though a few of these educational institutions are giving the hardware away for free, for other students who don't have such a luxury it's an added layer of cost — and an expensive one at that.
- J) But this much is clear. The traditional textbook model is and has been broken for quite some time. Whether digitally interactive ones like Inkling actually take off or not remains to be seen, and we probably won't have a definite answer for the next few years. However the solution to any problem begins with a step in a direction. And at least for now, that hazy mirage in the distance? A little more *tangible* (可触摸的), a little less of a dream.
1. Inkling CEO Matt MacInnis explains that the problem with Course Smart's current digital textbooks is that they are no more than print versions put on a screen.
 2. Matt MacInnis describes the updated version of Inkling as a platform for building multimedia content.

3. One problem for students to replace traditional textbooks with interactive digital ones is the high cost of the hardware.
4. According to the author, whether digital textbooks will catch on still remains to be seen.
5. According to Kalpit Shah, some students still use paper and pencil because they find it troublesome to take notes with an iPad.
6. The biggest problem with traditional print textbooks is that they are not reused once a new edition comes out.
7. One additional advantage of the interactive digital textbook is that professors can join in students' online discussions.
8. The author is most excited about Inkling's notation system because one can share his learning experience with the best and brightest thinkers.
9. About digital textbooks, the author says that they haven't fixed all the shortcomings of print books.
10. One of the challenges to build an interactive digital textbook from the ground up is that it takes a great deal of manpower to put together each one.

Part III Listening Comprehension(35 minutes)

Section A

Directions: *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions 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 Answer Sheet 1 with a single line through the centre.*

11. A) The woman is the manager's secretary.
B) The man found himself in a wrong place.
C) The man is the manager's business associate.
D) The woman was putting up a sign on the wall.
12. A) He needs more time for the report.
B) He needs help to interpret the data.
C) He is sorry not to have helped the woman.
D) He does not have sufficient data to go on.
13. A) A friend from New York.
B) A message from Tony.
C) A postal delivery.
D) A change in the weather.
14. A) She is not available until the end of next week.
B) She is not a reliable source of information.
C) She does not like taking exams.
D) She does not like psychology.
15. A) He will help the woman carry the suitcase.
B) The woman's watch is twenty minutes fast.
C) The woman shouldn't make such a big fuss.
D) There is no need for the woman to be in a hurry.
16. A) Mary is not so easygoing as her.
B) Mary and she have a lot in common.
C) She finds it hard to get along with Mary.
D) She does not believe what her neighbors said.
17. A) At an information service.
B) At a car wash point.
C) At a repair shop.
D) At a dry cleaner's.
18. A) The woman came to the concert at the man's request.
B) The man is already fed up with playing the piano.
C) The piece of music the man played is very popular.
D) The man's unique talents are the envy of many people.

Questions 19 to 22 are based on the conversation you have just heard.

19. A) He has taught Spanish for a couple of years at a local school.
B) He worked at the Brownstone Company for several years.
C) He owned a small retail business in Michigan years ago.
D) He has been working part-time in a school near Detroit.
20. A) He prefers a full-time job with more responsibility.
B) He is eager to find a job with an increased salary.
C) He likes to work in a company close to home.
D) He would rather get a less demanding job.
21. A) Sports. B) Travel.
C) Foreign languages. D) Computer games.
22. A) When he is supposed to start work.
B) What responsibilities he would have.
C) When he will be informed about his application.
D) What career opportunities her company can offer.

Questions 23 to 25 are based on the conversation you have just heard.

23. A) She is pregnant. B) She is over 50.
C) She has just finished her project. D) She is a good saleswoman.
24. A) He takes good care of Lisa. B) He is the CEO of a giant company.
C) He is good at business management. D) He works as a sales manager.
25. A) It is in urgent need of further development.
B) It produces goods popular among local people.
C) It has been losing market share in recent years.
D) It is well positioned to compete with the giants.

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 Answer Sheet 1 with a single line through the centre.*

Passage One

Questions 26 to 29 are based on the passage you have just heard.

26. A) It is lined with tall trees. B) It was widened recently.
C) It has high buildings on both sides. D) It used to be dirty and disorderly.
27. A) They repaved it with rocks. B) They built public restrooms on it.
C) They beautified it with plants. D) They set up cooking facilities near it.
28. A) What makes life enjoyable. B) How to work with tools.
C) What a community means. D) How to improve health.
29. A) They were obliged to fulfill the signed contract.
B) They were encouraged by the city officials' praise.
C) They wanted to prove they were as capable as boys.
D) They derived happiness from the constructive work.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) The majority of them think it less important than computers.
B) Many of them consider it boring and old-fashioned.
C) The majority of them find it interesting.
D) Few of them read more than ten books a year.
31. A) Novels and stories. B) Mysteries and detective stories.
C) History and science books. D) Books on culture and tradition.
32. A) Watching TV. B) Listening to music.
C) Reading magazines. D) Playing computer games.

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) Advice on the purchase of cars.
B) Information about the new green-fuel vehicles.
C) Trends for the development of the motor car.
D) Solutions to global fuel shortage.
34. A) Limited driving range. B) The short life of batteries.
C) Huge recharging expenses. D) The unaffordable high price.
35. A) They need to be further improved.
B) They can easily switch to natural gas.
C) They are more cost-effective than vehicles powered by solar energy.
D) They can match conventional motor cars in performance and safety.

Section C

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks you can either use the exact words you have just heard or write down the main points in your own words. Finally when the passage is read for the third time, you should check what you have written.

My favorite TV show? "The Twilight Zone." I(36) _____ like the episode called "The Printer's Devil." It's about a newspaper editor who's being (37) _____ out of business by a big newspaper syndicate - you know, a group of papers (38) _____ by the same people. He is about to (39) _____ suicide when he is interrupted by an old man who says his name is Smith. The editor is not only offered 5,000 dollars to pay off his newspaper's (40) _____, but this Smith character also offers his (41) _____ for free. It turns out that the guy (42) _____ the printing machine with amazing speed, and soon he is turning out newspapers with (43) _____ headlines. The small paper is successful again. The editor is amazed at how quickly Smith gets his stories - only minutes after they happen - but soon he is presented with a contract to sign. Mr. Smith, it seems, is really the devil! (44) _____, so he agrees to sign. But soon Smith is reporting the news even before it happens - and it's all terrible - one disaster after another. (45) _____. I really like these old episodes of the Twilight Zone, because the stories are fascinating. (46) _____.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 47 to 56 are based on the following passage.

Walking, if you do it vigorously enough, is the overall best exercise for regular physical activity. It requires no equipment, everyone knows how to do it and it carries the 47 risk of injury. The human body is designed to walk. You can walk in parks or along a river or in your neighborhood. To get 48 benefit from walking, aim for 45 minutes a day, an average of five days a week.

Strength training is another important 49 of physical activity. Its purpose is to build and 50 bone and muscle mass, both of which shrink with age. In general, you will want to do strength training two or three days a week, 51 recovery days between sessions.

Finally, flexibility and balance training are 52 important as the body ages. Aches and pains are high on the list of complaints in old age. The result of constant muscle tension and stiffness of joints,

many of them are 53, and simple flexibility training can 54 these by making muscles stronger and keeping joints *lubricated* (润滑). Some of this you do whenever you stretch. If you watch dogs and cats, you'll get an idea of how natural it is. The general 55 is simple: whenever the body has been in one position for a while, it is good to 56 stretch it in an opposite position.

A) allowing	F) helping	K) prevent
B) avoidable	G) increasingly	L) principle
C) briefly	H) lowest	M) provoke
D) component	I) maintain	N) seriously
E) determined	J) maximum	O) topic

Section B

Directions: *There are 2 passages in this section. 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 Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 57 to 61 are based on the following passage.

Junk food is everywhere. We're eating way too much of it. Most of us know what we're doing and yet we do it anyway.

So here's a suggestion offered by two researchers at the Rand Corporation: Why not take a lesson from alcohol control policies and apply them to where food is sold and how it's displayed?

"Many policy measures to control *obesity* (肥胖症) assume that people consciously and rationally choose what and how much they eat and therefore focus on providing information and more access to healthier foods," note the two researchers.

"In contrast," the researchers continue, "many regulations that don't assume people make rational choices have been successfully applied to control alcohol, a substance — like food — of which immoderate consumption leads to serious health problems."

The research references studies of people's behavior with food and alcohol and results of alcohol restrictions, and then lists five regulations that the researchers think might be promising if applied to junk foods. Among them:

Density restrictions: licenses to sell alcohol aren't handed out unplanned to all comers but are *allotted* (分配) based on the number of places in an area that already sell alcohol. These make alcohol less easy to get and reduce the number of psychological cues to drink.

Similarly, the researchers say, being presented with junk food stimulates our desire to eat it. So why not limit the density of food outlets, particularly ones that sell food rich in empty calories? And why not limit sale of food in places that aren't primarily food stores?

Display and sales restrictions: California has a rule prohibiting alcohol displays near the cash registers in gas stations, and in most places you can't buy alcohol at drive-through facilities. At supermarkets, food companies pay to have their wares in places where they're easily seen. One could remove junk food to the back of the store and ban them from the shelves at checkout lines. The other measures include restricting portion sizes, taxing and prohibiting special price deals for junk foods, and placing warning labels on the products.

57. What does the author say about junk food?

- A) People should be educated not to eat too much.
- B) It is widely consumed despite its ill reputation.
- C) Its temptation is too strong for people to resist.
- D) It causes more harm than is generally realized.

58. What do the Rand researchers think of many of the policy measures to control obesity?

- A) They should be implemented effectively.

- B) They provide misleading information.
 - C) They are based on wrong assumptions.
 - D) They help people make rational choices.
59. Why do policymakers of alcohol control place density restrictions?
- A) Few people are able to resist alcohol's temptations.
 - B) There are already too many stores selling alcohol.
 - C) Drinking strong alcohol can cause social problems.
 - D) Easy access leads to customers' over-consumption.
60. What is the purpose of California's rule about alcohol display in gas stations?
- A) To effectively limit the density of alcohol outlets.
 - B) To help drivers to give up the habit of drinking.
 - C) To prevent possible traffic jams in nearby areas.
 - D) To get alcohol out of drivers' immediate sight.
61. What is the general guideline the Rand researchers suggest about junk food control?
- A) Guiding people to make rational choices about food.
 - B) Enhancing people's awareness of their own health.
 - C) Borrowing ideas from alcohol control measures.
 - D) Resorting to economic, legal and psychological means.

Passage Two

Questions 62 to 66 are based on the following passage.

Kodak's decision to file for *bankruptcy*(破产) protection is a sad, though not unexpected, turning point for a leading American corporation that pioneered consumer photography and dominated the film market for decades, but ultimately failed to adapt to the digital revolution.

Although many attribute Kodak's downfall to "*complacency*(自满)," that explanation doesn't acknowledge the lengths to which the company went to reinvent itself. Decades ago, Kodak anticipated that digital photography would overtake film — and in fact, Kodak invented the first digital camera in 1975 — but in a fateful decision, the company chose to shelf its new discovery to focus on its traditional film business.

It wasn't that Kodak was blind to the future, said Rebecca Henderson, a professor at Harvard Business School, but rather that it failed to execute on a strategy to confront it. By the time the company realized its mistake, it was too late.

Kodak is an example of a firm that was very much aware that they had to adapt, and spent a lot of money trying to do so, but ultimately failed. Large companies have a difficult time switching into new markets because there is a temptation to put existing assets into the new businesses.

Although Kodak anticipated the inevitable rise of digital photography, its *corporate*(企业的) culture was too rooted in the successes of the past for it to make the clean break necessary to fully embrace the future. They were a company stuck in time. Their history was so important to them. Now their history has become a liability.

Kodak's downfall over the last several decades was dramatic. In 1976, the company commanded 90% of the market for photographic film and 85% of the market for cameras. But the 1980s brought new competition from Japanese film company Fuji Photo, which undermined Kodak by offering lower prices for film and photo supplies. Kodak's decision not to pursue the role of official film for the 1984 Los Angeles Olympics was a major miscalculation. The bid went instead to Fuji, which exploited its sponsorship to win a permanent foothold in the marketplace.

62. What do we learn about Kodak?
- A) It went bankrupt all of a sudden.
 - B) It is approaching its downfall.
 - C) It initiated the digital revolution in the film industry.
 - D) It is playing a dominant role in the film market.
63. Why does the author mention Kodak's invention of the first digital camera?
- A) To show its early attempt to reinvent itself.
 - B) To show its effort to overcome complacency.

- C) To show its quick adaptation to the digital revolution.
D) To show its will to compete with Japan's Fuji photo.
64. Why do large companies have difficulty switching to new markets?
A) They find it costly to give up their existing assets.
B) They tend to be slow in confronting new challenges.
C) They are unwilling to invest in new technology.
D) They are deeply stuck in their glorious past.
65. What does the author say Kodak's history has become?
A) A burden. B) A mirror.
C) A joke. D) A challenge.
66. What was Kodak's fatal mistake?
A) Its blind faith in traditional photography.
B) Its failure to see Fuji photo's emergence.
C) Its refusal to sponsor the 1984 Olympics.
D) Its overconfidence in its corporate culture.

Part V Translation (30 minutes)

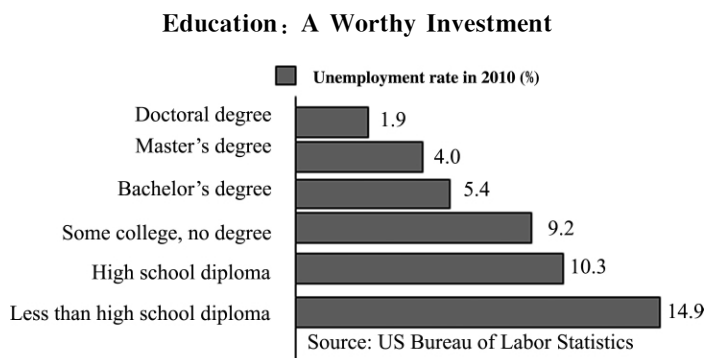
Directions: *For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on Answer Sheet 2.*

没有人能避免受广告的影响。尽管我们可以自夸自己的鉴赏力如何敏锐,但我们已经无法独立自主地选购自己所需的东西了。这是因为广告在我们身上施加着一种潜移默化的影响。做广告的人在力图劝说我们买下这种产品或那种产品之前,已经仔细地研究了人的本性,并把人的弱点进行了分类。做广告的人们多年前就发现我们大家都喜欢免费得到东西。

CET-4 新题型试卷 (二)

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay entitled *Education Pays* based on the statistics provided in the chart below (unemployment rate in 2010). Please give a brief description of the chart first and then make comments on it. You should write at least 120 words but no more than 180 words. Write your answer on **Answer Sheet 1**.



Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

The Magician

The revolution that Steve Jobs led is only just beginning

- A) When it came to putting on a show, nobody else in the computer industry, or any other industry for that matter, could match Steve Jobs. His product launches, at which he would stand alone on a black stage and produce as if by magic an “incredible” new electronic gadget (小器具) in front of an amazed crowd, were the performances of a master showman. All computers do is fetch and work with numbers, he once explained, but do it fast enough and “the results appear to be magic”. Mr Jobs, who died recently aged 56, spent his life packaging that magic into elegantly designed, easy-to-use products.
- B) The reaction to his death, with people leaving candles and flowers outside Apple stores and politicians singing praises on the internet, is proof that Mr Jobs had become something much more significant than just a clever money-maker. He stood out in three ways—as a technologist, as a corporate (公司的) leader and as somebody who was able to make people love what had previously been impersonal, functional gadgets. Strangely, it is this last quality that may have the deepest effect on the way people live. The era of personal technology is in many ways just beginning.
- C) As a technologist, Mr Jobs was different because he was not an engineer—and that was his great strength. Instead he was keenly interested in product design and aesthetics (美学), and in mak-

ing advanced technology simple to use. He repeatedly took an existing but half-formed idea—the mouse-driven computer, the digital music player, the smartphone, the tablet computer (平板电脑)—and showed the rest of the industry how to do it properly. Rival firms competed with each other to follow where he led. In the process he brought about great changes in computing, music, telecoms and the news business that were painful for existing firms but welcomed by millions of consumers.

- D) Within the wider business world, a man who liked to see himself as a hippy (嬉皮士), permanently in revolt against big companies, ended up being hailed by many of those corporate giants as one of the greatest chief executives of his time. That was partly due to his talents: showmanship, strategic vision, an astonishing attention to detail and a dictatorial management style which many bosses must have envied. But most of all it was the extraordinary trajectory (轨迹) of his life.
- E) His fall from grace in the 1980s, followed by his return to Apple in 1996 after a period in the wilderness, is an inspiration to any businessperson whose career has taken a turn for the worse. The way in which Mr Jobs revived the failing company he had co-founded and turned it into the world's biggest tech firm (bigger even than Bill Gates's Microsoft, the company that had outsmarted Apple so dramatically in the 1980s), sounds like something from a Hollywood movie.
- F) But what was perhaps most astonishing about Mr Jobs was the absolute loyalty he managed to inspire in customers. Many Apple users feel themselves to be part of a community, with Mr Jobs as its leader. And there was indeed a personal link. Apple's products were designed to accord with the boss's tastes and to meet his extremely high standards. Every iPhone or MacBook has his fingerprints all over it. His great achievement was to combine an emotional spark with computer technology, and make the resulting product feel personal. And that is what put Mr Jobs on the right side of history, as technological innovation (创新) has moved into consumer electronics over the past decade.
- G) As our special report in this issue (printed before Mr Jobs's death) explains, innovation used to spill over from military and corporate laboratories to the consumer market, but lately this process has gone into reverse. Many people's homes now have more powerful, and more flexible, devices than their offices do; consumer gadgets and online services are smarter and easier to use than most companies' systems. Familiar consumer products are being adopted by businesses, government and the armed forces. Companies are employing in-house versions of Facebook and creating their own "app stores" to deliver software to employees. Doctors use tablet computers for their work in hospitals. Meanwhile, the number of consumers hungry for such gadgets continues to swell. Apple's products are now being snapped up in Delhi and Dalian just as in Dublin and Dallas.
- H) Mr Jobs had a reputation as a control freak (怪人), and his critics complained that the products and systems he designed were closed and inflexible, in the name of greater ease of use. Yet he also empowered millions of people by giving them access to cutting-edge technology. His insistence on putting users first, and focusing on elegance and simplicity, has become deep-rooted in his own company, and is spreading to rival firms too. It is no longer just at Apple that designers ask: "What would Steve Jobs do?"
- I) The gap between Apple and other tech firms is now likely to narrow. This week's announcement of a new iPhone by a management team led by Tim Cook, who replaced Mr Jobs as chief executive in August, was generally regarded as competent but uninspiring. Without Mr Jobs to shower his star dust on the event, it felt like just another product launch from just another technology firm. At the recent unveiling of a tablet computer by Jeff Bezos of Amazon, whose company is doing the best job of following Apple's lead in combining hardware, software, content and services in an easy-to-use bundle, there were several attacks at Apple. But by doing his best to imi-

tate Mr Jobs, Mr Bezos also flattered (抬举)him. With Mr Jobs gone, Apple is just one of many technology firms trying to arouse his uncontrollable spirit in new products.

J)Mr Jobs was said by an engineer in the early years of Apple to emit a “reality distortion (扭曲) field”, such were his powers of persuasion. But in the end he created a reality of his own, channeling the magic of computing into products that reshaped entire industries. The man who said in his youth that he wanted to “put a ding in the universe” did just that.

1. For those who have suffered failures in business, Steve Jobs’s life experience serves as an inspiration.
2. The innovation nowadays originates in the consumer market is mentioned in this issue’s special report.
3. Many corporate giants saw Steve Jobs as one of the greatest chief executives of his time.
4. The most astonishing part of Mr Jobs’s success was that he commanded absolute loyalty from Apple users.
5. We learn from the passage that nobody could match Steve Jobs in showmanship.
6. In spite of the user-friendliness of Apple products, critics complained that they were closed and inflexible.
7. By channelling the magic of computing into products, Steve Jobs had succeeded in reshaping entire industries.
8. Mr Jobs’s great strength laid on his keen interest in designing elegant and user-friendly gadgets?
9. Amazon, by having hardware, software, content and services combined in an easy-to-use bundle, did the best job in following Apple’s lead.
10. The job that Steve Jobs did most deeply affected people’s way of life is that he invented lots of functional gadgets.

Part III Listening Comprehension (35 minutes)

Section A

Directions: *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions 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 Answer Sheet 2 with a single line through the centre.*

- | | |
|---|---|
| 11. A) He needs another week for the painting. | B) The painting was completed just in time. |
| C) The building won’t open until next week. | D) His artistic work has been well received. |
| 12. A) Go camping. | B) Decorate his house. |
| C) Rent a tent. | D) Organize a party. |
| 13. A) She talked with Mr. Wright on the phone. | B) She is about to call Mr. Wright’s secretary. |
| C) She will see Mr. Wright at lunch time. | D) She failed to reach Mr. Wright. |
| 14. A) He is actually very hardworking. | B) He has difficulty finishing his project. |
| C) He needs to spend more time in the lab. | D) He seldom tells the truth about himself. |
| 15. A) Rules restricting smoking. | B) Ways to quit smoking. |
| C) Smokers’ health problems. | D) Hazards of passive smoking. |
| 16. A) He is out of town all morning. | B) He is tied up in family matters. |
| C) He has been writing a report. | D) He has got meetings to attend. |
| 17. A) He is not easy-going. | B) He is the speakers’ boss. |
| C) He is not at home this weekend. | D) He seldom invites people to his home. |
| 18. A) Take a break. | B) Refuel his car. |
| C) Ask the way. | D) Have a cup of coffee. |

Questions 19 to 21 are based on the conversation you have just heard.

19. A) They are as good as historical films. B) They give youngsters a thrill.
C) They have greatly improved. D) They are better than comics on film.
20. A) The effects were very good. B) The acting was just so-so.
C) The plot was too complicated. D) The characters were lifelike.
21. A) They triumphed ultimately over evil in the battle.
B) They played the same role in War of the Worlds.
C) They are popular figures among young people.
D) They are two leading characters in the film.

Questions 22 to 25 are based on the conversation you have just heard.

22. A) It is scheduled on Thursday night. B) It is supposed to last nine weeks.
C) It takes place once a week. D) It usually starts at six.
23. A) To make good use of her spare time in the evening.
B) To meet the requirements of her in-service training.
C) To improve her driving skills as quickly as possible.
D) To get some basic knowledge about car maintenance.
24. A) Participate in group discussions. B) Take turns to make presentations.
C) Listen to the teacher's explanation. D) Answer the teacher's questions.
25. A) Most of them are female. B) Some have a part-time job.
C) They plan to buy a new car. D) A few of them are old chaps.

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 Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 26 to 29 are based on the passage you have just heard.

26. A) She is not good at making friends. B) She is not well off.
C) She enjoys company. D) She likes to go to concerts alone.
27. A) Their similar social status. B) Their interdependence.
C) Their common interest. D) Their identical character.
28. A) Invite Pat to a live concert. B) Buy some gifts for Pat's kids.
C) Help take care of Pat's kids. D) Pay for Pat's season tickets.
29. A) It can develop between people with a big difference in income.
B) It can be maintained among people of different age groups.
C) It cannot last long without similar family background.
D) It cannot be sustained when friends move far apart.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) Priority of students' academic achievements.
B) Equal education opportunities to all children.
C) Social equality between teachers and students.
D) Respect for students' individuality.
31. A) Efficient. B) Complicated.
C) Lengthy. D) Democratic.
32. A) To help them acquire hands-on experience.
B) To try to cut down its operational expenses.
C) To provide part-time jobs for needy students.