



## PART ONE

## A GUIDE TO TEM-4

## 英语专业四级考试题型分析与应试技巧

## Part I 听写测试题型分析与应试技巧

听写,顾名思义,既听又写,它渗透在各种形式的语言活动中,是最常用到的基本功之一。听写测试要求考生把听到的内容准确无误地以笔头的形式表达出来,虽无需考生自己遣词造句,但由于牵涉到语言(听力、单词拼写、篇章结构等)与非语言能力(如记忆力、速记等),要想将听写做好也绝非易事。

从1990年开始第一次TEM4测试起,听写就作为一项测试项目,占有10分,比重为10%,91年,92年,93年上升到15分,比重仍为10%,从94年起(由于难度问题,本次取消了proofreading),听写尽管仍为15分,但比重上升为15%,其间制定的新的考试大纲,正式明确了这一点。从教纲到考纲,听写都是一项不可或缺的部分,且所占比重上升,与写作相同。

在TEM4中,考虑到基础阶段的特点及信度要求,采用的是录音式标准听写,根据考纲,长度为150字(word)左右,为一段或多段,答题纸上印有题目便于联想,所选题材广泛而不生僻,体裁多样,可以为叙述性、描写性、说明性,难度适中。全文共分15个意群(chunk),每个意群可能是词组、分句或句子。共念四遍,第一遍为正常速度朗读(wpm=120词),考生在此时要从整体理解全文内容,抓住中心大意,而不要着急写。第二、三遍为慢读,根据意群停顿,分句或长句之间停10-15秒,考生此时要准确,逐字逐句迅速写下听到的内容。第四遍又是正常语速(wpm=120词),便于考生校对,四遍全部听写结束后,留有2分钟作为复查时间。考生利用此时可检查全文是否有单词遗漏,拼写是否有误,标点符号是否选择正确,直到录音中听到“That is the end of dictation”,便可进行下一项听力内容了。

根据调查,听写中的几个明显错误是:

1. 考生对这种标准听写形式陌生,对听写材料进行改写甚至加工成作文;
2. 第一遍听音时不知如何把握全文的大意(top-down approach),而是着急写,丢了西瓜捡芝麻(bottom-up),只见部分单词而缺少骨架结构;
3. 同样,在第四遍结束后的两分钟复查时间里,不会很好地利用分析逻辑能力对有些明显的或介词搭配或词语进行校正,小错不断,或丢词,或写出的句子前后不通顺;
4. 由于朗读中没有念出标点,而是靠学生自己听,判断选择,于是就出现全文没有标点符号,没有大小写,或所有的停顿处都是一种符号,或中文标点混用在英文短文里的情况。

针对听写的考试现状,考生如何提高听写成绩呢?

1. 考前要充分了解听写的形式,最好多进行一些模拟实践,体会全过程。
2. 根据朗读方式,选用相应的书写技巧。如在听第一遍时,重点听主题思想、重点词,掌握全局概念,不要一听录音提笔就写,也许能写出前边的单词或句子,却有可能不知全文的大意;听第二遍和第三遍是以句子为单位重复的,在第二遍听录音时,要以意群为单位去理解,因时间关系,不可能一字一字地全部写下,所以要分清主次信息,抓句型和关键词(主语、谓语等),在听第三遍时,再把其它如修饰语、定冠词等遗漏内容补上,若有些词还来不及写,可用一些自己认识的缩略形式,甚至符号先代替,等最后一遍或复查两分钟时再恢复原形。因为评分不是以写出的单词多少而得分,而是先以是否清楚表达原文的主要意思,然后以是否有小的错误,如单复数、大小写、有无定冠词等来评定不同扣分。如果在听的过程中有个别词或词组一下反应不出来,就不要苦苦纠缠单个的词,要跟着录音进行下一意群的听写,因为阅卷是以15个意群分割成15分,每个意群最多扣一分,所以个别词或句的错或漏不会影响其它的得分。而对于听不懂的单词,不妨写下音标,等回头检查时可再想。

3. 运用期待语法的作用。听之前,根据题目展开联想,调集大脑中储藏的相关信息,同时仔细理解第一句,因为首句常是主题句,后边的句子围绕它进一步展开,这样,可以适当缩小范围,便于更快地入戏。

4. 听写是一项综合性的语言技能,包含了诸如听、写、单词量、语法结构、篇章理解、记忆力等各方面,因此,提高听写能力,关键就是加强各种相关知识和技能的训练。这也就牵扯到平时对各部门功课的学习。如提高听力水平,熟悉英美国家的不同发音方式即语音语调,这是必要条件,但同时,如何把接收到的信息转化为自己的听写能力,则要求其它能力的配合,如对词汇、词语搭配、语法知识等的掌握及熟练程度。运用所有知识,有时即使没听出来,也可补写出来,如单复数、时态等。还可利用逻辑推理能力,因为所听材料都是有意义的独立短文,所以,检查中如发现不合逻辑思维的句子,可以肯定所写有误,进而更正。至于标点,是听出来的,可以利用二读三读时的停顿来判断。一般来说,二读时,某个意群如有停顿,接下去是另一意群,那么两者之间可能有符号,如逗号,也可能没有,要看两者的关系,若是回读(三读)该意群,那么这之后肯定是表示完整的一句结束了,因此最有可能是句号。此外,要充分利用语法知识进行分析,如单复数是否一致、上下文时态是否相配、大小写是否恰当、介词搭配或词语用法是否合乎规范、前后语意内容是否通顺等。

5. 听写是个相对机械故容易操作的测试手段,但提高听写能力决非一朝一夕仅靠突击就可以完成的。我们要加强相关能力的训练,这能够间接提高听写水平,同时,个人需有计划有目的地反复实践听写,这样,才可以促进巩固各项语言知识,发展运用知识的技能,促使语言能力向交际能力转化。

6. 最后,还要注意书写的整洁、清晰,用圆珠笔或钢笔按要求书写,以便于评阅。



## Part II 听力理解题型分析与应试技巧

根据2004年出版的《高校英语专业四级考试大纲》(2004年新版),听力理解部分共包含三个部分:对话、短文、新闻广播。所选材料可以是描述性、解释性或说明性的反映日常生活的句子、对话及一般性的新闻报道和短评等,题材涉及社会、文化、经济、科学、艺术、人文等等。其中出现的语法难度不超出大纲的相关规定,词汇原则上不超过大纲对四级的词汇要求,但BBC和VOA中有个别新闻报道的用语或生词,要求考生能根据上下文猜测。背景知识应在考生掌握或理解的常识之内,不会出现超出原文专门测试背景知识或智力的题目。

听力理解部分为客观测试题型,共30道题目,要求考生从所提供的四个选项选择一个最佳答案,每题仅限选择一个答案,多选无效,答错不倒扣分。

听力理解材料的录音由来自英美国家的专家录制,有英式也有美式英语,但不带明显的地方口音。录音的语速为120词每分钟,只念一遍,在每个问句后留有约5秒的间隙,供考生回答问题。考试时间长度共15分钟,原始积分为30分,在总分中所占比重为15%。

听力虽然属于接受性技能,但听力理解部分的考试实际上是对考生进行听、读、理解和记忆能力的综合性测试。它要求考生在听懂语言材料后,运用语言知识,如语音语调、语义、句法,以及调动非语言知识,如文化背景、常识,推测并判断出合乎原文的正确答案。但是由于听力内容只放一遍,听完后便要做出选择,因此还要求考生具有一定的记忆能力。所以,听力考试对非英语国家的学生来说,一直是个颇具挑战性的项目。那么如何提高考生的成绩呢?那就要考生从听力测试所涉及的几个方面有的放矢地提早做些准备。

### 1. 语言知识方面:

(1) 语音语调:只有掌握标准的发音,熟悉连读、重读、弱读、爆破、同化的英语发音特点,考生才能不受答案项中的语音干扰;了解美式与英式发音的异同,才能正确理解所听内容。除了具有一般的语调知识外,还要特别注意口语中语调的表意功能,因为同一句话用不同的语调,表达的是说话者也许完全相反的情绪和态度,如:陈述句通常用降调表示肯定,而有时用升调,表达的就不是肯定语气,而是相反的,即不肯定、疑惑、惊奇等;通常情况下用升调的一般疑问句若用了降调,更多的是表示肯定而非疑问。只有具备扎实的基础,才能更快更准确地理解原文;只有长期坚持不懈地进行大量地泛听,接触各种不同题材、不同语音语调的听音材料,才能为此做好准备。

(2) 词汇:单词是构成一切语言的基础。我们强调的不是脱离大纲的难词、偏词,而是对大纲内的词汇的熟练掌握。在此基础上积累词组、习惯用语、成语、同义词、近义词及谚语等方面的知识。譬如,在问题中经常要求对原文释义(What does the speaker mean?),而答案项通常用与原文不同的词或词组表达与原文相同或相近的意思,不彻底了解单词词组或习惯用语,没有足够的词汇量,即便听懂了,面对四个选项也只能束手无策。同时考生要养成用英语思维的习惯,用英英词典查询,用英语的概念理解原文,潜移默化,才能更快做出反应。

(3) 句法结构:掌握不同的句型结构,有助于正确理解其所表达的功能和意念。如:“No sooner... than...”,如果我们了解这个结构,就知道它所表示的时间前后关系了。

下面列举了一些常用句型:

表示建议:

I suggest / propose ...

What / How about ...

Why not ...

Let's ...

Shall we ...

What do you think of ...

If I were you, I'd ...

表示同意:

I agree ...

I share the opinion ...

I can't agree more.

Why not?

Of course / Certainly.

By all means.

You said it.

表示不同意:

I am afraid I can't ...

I disagree ...

No way.

By no means.

Of course not.

表示条件或假设:

if ...

so long as ...

provided ...

unless ...

表示比较关系:

as ... as ...

would rather ... than ...

prefer ... to ...

Just as ..., so ...

The more ..., the more ...

Second to ...

表示因果关系:

because ...

since ...

now than ...

so ... that ...

give rise to ...

result in ...

be attributed to ...

due to ...

thanks to ...

result from

on account of

owing to

表示让步或转折关系的结构:

though ...

although ...

even if ...

but ...

unless ...

instead ...

despite ...

even ...

(4) 口语与书面语:听力测试考查考生获取口头信息的能力,而英语可分成诸如书面语、正式、非正式、口语等语域,它们在用词、句法等方面都有所不同,因此考生不仅要熟悉英、美不同的语音、语调、单词,而且在学习书面语的同时,注意口头语的表达方式、用词、句型结构、升降调所表示的不同的感情色彩。只有坚持不懈的长期进行泛听,听不同题材、不同内容、不同性别、不同语音语调,甚至同一单词的不同读音,才能稳步提高听力技能。

## 2. 非语言能力方面:

(1) 背景知识:一个人的理解力是同他的知识面分不开的,因此掌握目标语言的文化背景知识对提高大脑的思维与反应速度、增加理解、帮助记忆都起着很大的作用。另外,考生平时要多关心时事,多阅读如“China Daily”、“Times”、《参考消息》之类的报刊杂志,了解一些重大事件的背景知识,适当地做些笔记,如经常出现的人名、地名、国名、组织机构等的英译,考试中就能更快地调动储存信息,帮助解题。同时在平时训练听新闻时,注意新闻中的几个重要因素,如 what, who, where, when, how, and why 等,在考试中再结合问题内容,就能很快做出正确选择。

(2) 语境意识:语言的另一重要作用是其交际功能,能够理解中心思想,演讲者的意图,或细节,能体会语言的交际功能意义,善于把语言与语境联系起来体会字面表层所传递的深层意义,如请求、命令、建议等,而熟悉句子的句型,有助于提高对演讲者意图的判别能力,理解句子的语言外涵义。陈述与对话都选自日常生活对话,所以考生在加强听力的同时,应多用英语交流,“听说不分”,创造运用英语的语境。单句陈述比较难是由于没有上下文或重复,故对于词汇、词语搭配、句型结构的稔熟非常重要。在双人对话中,不仅理解谈话内容,而且善于通过谈话内容判别诸如:两者的身份;谈话的时间、场合、话题、弦外之音等。在对话中还经常要求根据双方的对话,判断其真实的含义,这常超出原文本身的语言意义,因此要求考生善于把语言与语境联系起来,推测出其表达的请求、命令、

否定、犹豫、责备等深层意义。

(3) 记忆能力:听力的瞬间性决定了短时记忆的必要性。记忆能力的强弱,除取决于先天外,还可受到后天的影响,因此考生可以有意识地加强这种训练。另外由于听力的局限性,考生最好能使用自己明白的节略号做些笔记,特别是关键词、地点、时间、年代、数字等以增加准确性。

(4) 预读:听力与语法、阅读不同,后者可以读完再回读,而前者是暂时、一次性的,因此学会抓要点、关键词,以意群为单位理解全文就变得相当重要。在四级考试的听力部分中,问题都已印在考卷上,同时在各部分题目前,试题册上都印有一段题目指令,磁带上也录有相应指令,由于每年考试这部分指令都基本相同,考生只要熟悉这些内容,就可以利用读指令的这段时间,或利用两道题目之间的5秒停顿间隙,快速浏览一下已印在试卷上的问题和四个选择项,从而获取听音前的思考线索和对听音内容的背景提示,这样在听的过程中,就可以有针对性地有选择地听原文,从而抓住相关信息,滤除不相关的内容,减轻听的负担和记忆的负荷,以提高听的有效性,同时,通过阅读干扰项,多些背景提示,再分析四个选择项的异同,以此作为线索,使听的时候,做到有的放矢。

(5) 熟悉出题形式:听力中的测试题大体可分为直接题和推理题。

直接题型:问题直接针对原句中的内容,要求所选答案和原文意义上一致,选择项的措词与原文基本相同或使用同(近)义词。

推理题型:原文不能为选择提供直接的信息,而是要求考生必须通过理解字里行间的意义之后,或通过计算,或根据语言环境,推测出符合问题的答案。

对话:有若干组对话,每组对话约200个单词,每组对话后有若干道题。由于是对话,所以内容更具有口语的特点,如语音语调的升降变化等。

短文:共十题,有若干篇短文,每篇短文约200个单词。题目通常是要求快速找出与所听内容在意思上相同或最为接近的最佳选择。此外,也有判断说话人的身份、语气、数字计算等。因为没有上下文提示或信息重复,这部分有一定的难度。

新闻广播:若干篇,选自BBC、VOA及其它的一些重要的国际新闻报道,经专家专门录制,每篇有若干题目,一共为10题,题目多为询问事件或其原因、结果、目的、条件、地点、态度、全文的中心议题等。在新闻里,题目都是按叙述的先后顺序提出的,所以考生除事先快速浏览外,还可边看着答案边听,以便答案更确定。平时考生要注意新闻用语的特点,如新闻报道中的第一句通常是全文的总纲,对全文有很大的提示作用。此外,由于是另外录音,稍微不同于平时广播中听到的BBC和VOA,因此考生最好事先选用相似的听力材料进行模拟测试,以熟悉考试形式。

(6) 培养用英语思维的习惯:由于受母语的干扰,中国学生在听的过程中习惯于在脑中先把英语翻译成母语进行理解,然后再翻译成英语回答,而听的内容只放一遍,听过就须立即答题,因此在平时学习中,考生要用英英字典,用英语的概念去解释诠释,从而避免把英语翻译成母语,再翻译成英语。这样,可大大减少听的过程中解码所需的时间,也就不会出现猴子摘玉米的故事了。

(7) 放松与放弃:放松心情。心理因素对人的现场发挥有很大的影响,特别在听力上,内容只放一遍,考生在听之前,生怕听不懂,听觉紧张,越紧张就越不能专心;或有个别词汇一下子听不出,而绞尽脑汁地想,影响对接下来内容的注意力。对此,考生平时要有意识地训练自己的心理素质,参加一些模拟考试,培养对考场的适应能力,增加自信心,训练自己整体理解而非逐字逐句理解的意识,和根据上下文进行推测的能力,从而做到“精神集中而不紧张,注意力专注但不停留”。

学会放弃,就是说不要纠缠于一个没有完全听懂或听清的题目,而影响下一道题的听音,理智的做法是快速猜测一个答案(因为答错不倒扣分),然后开始阅读下一道题的内容。

总之,听力是个实践性很强的技能,听力成绩的提高,决不是一朝一夕就能突击出来的,更不是单纯依靠技巧就能获得的。只有不断练习,增加词汇量,大量摄取丰富的知识,熟悉英美语不同的语音语调和口语的表达方式,才能稳步上升。



### Part III 完形填空题型分析与应试技巧

完形填空着重检查考生对语言的综合运用能力。给出一篇干扰信息较多的短文,通常有250词左右,20个空,每空四个选项,需要考生综合考虑短文的内容安排、结构组织、内在逻辑及语言特色,主要测试词汇辨析、习惯用法、固定搭配、语法结构及逻辑推理和语篇理解等方面的知识和能力。

完形填空的解题过程可以概括为“总、分、总”三个步骤。



第一步：“总”，速读全文，把握大局。考生用2~3分钟，以略读方式快速浏览全文，主要目的是要了解文章的体裁和题材，从整体上把握全文内容和结构框架，找出文章的主题、大意，作者的观点、态度、思路，文章展开的线索，句与句以及段与段之间的逻辑关系及文章的语言风格或特点。考生应当格外注意段首句和段尾句，因为文章第一句话旨在让读者对全文有一个大致的了解，而且段首句往往就是主题句；而段尾句往往是结论句，同样为主题服务。另外，还要注意各种重复出现的词语。重复出现的词语指的是同根词的重复，以同义词、近义词或反义词形式出现的重复，相似的表达方式或句式的重复等等。这些词语相互呼应，从不同角度反复说明文章的主题，影射作者的意图，与段首句段尾句一起勾勒出全文的脉络走向。文章总是按照一定的思路发展的。议论文一般按照逻辑推理关系论述，叙述文常常按照时间顺序来发展，而描写文的发展往往表现为空间关系。不同文体的文章在发展层次上常常要用不同的连接方式，过渡方式。考生通过速读全文可以把握文章思路发展的基本线索，为下一步解题确定语境线索。这一步必不可少，考生千万不要贪图节省时间而拿起文章就做题，这样往往“误入歧途”，把自己的理解强加给文章。

第二步：“分”，往返迂回，各个击破。考生逐句通读全文，但是先不要看四个选择项，做到通读与猜测并行。另外，千万不要拘泥于题目顺序，这一步解题过程可以针对不同情况分三轮解题，通俗地讲，就是好做的先做，不会的留到下一轮。第一轮，对含义明显的词汇，固定搭配或习惯用法，常用句式等纯语言知识问题，可以边读边随时猜测出答案，包括介词的用法、倒装句、虚拟语气等固定的句型或语法。第二轮，针对在通读过程中未能轻易猜测出答案的题目。这类题目的答案，不仅仅取决于对文章局部的理解，而且要在对语篇理解的基础上，利用上下文中字里行间的线索才能猜测出答案。此时，考生首先看清题区的句法关系，辨别句子是简单句、并列句还是主从复合句，并根据语法判断词性，然后根据考生自己的生活常识、背景知识与文章主题猜测该词或短语的语义范围。例如，对于动词、名词、形容词、副词等实义词，应该在语篇基础上判断它们的性质：动态、静态、积极、消极、褒义、贬义等。对形容词和副词还要分辨它们是强还是弱，是修饰数量、质量、长度、面积还是形状。对于连词，更要从上下文中判断它的逻辑意义，表示并列、递进、让步还是转折等。对猜测出答案的题目，应当首先对照选择项，找出选择项中与自己猜测完全相同或十分接近的那个答案，把它填入原文，看一看还原后的句子是否符合语法规律，语义是否符合文章主题，若不符合上述要求，就必须推翻原解，重新猜测。第三轮，集中突破前两轮未能解出的题目。在前两轮的基础上，针对最后难关，直接对照选择项，利用前两轮已填入的选项缩小填空范围，采用排除法，排除不恰当的选项，最后敲定答案。

第三步：“总”，检查核实。此时的文章应当是一个语法结构正确，用词语义准确，上下文逻辑关系严密，主题突出，内容充实，意思连贯，层次清晰的整体。首先，要着眼大局，从语篇整体上，看答案是否符合文章主题，作者态度，意图及文体特征，结合段首句、段尾句和含有连贯意义的词语，把文章看作一篇范文，从写作角度，审视文章的谋篇布局“启、承、转、合”。其次，从以下几方面对所选答案进行核查：1) 所选择的单词或短语是否符合本句内容，使上下文连贯和谐，与全文意义相协调；2) 所选择的单词或短语是否符合某种固定搭配；3) 所选择的单词或短语是否符合某种句型、时态、语态的特殊要求，如虚拟语气从句中的谓语动词用原形（过去式、过去完成式）；4) 所选词本身或附近的词有无特殊要求，如有些动词后面只接动名词而不能接不定式。必要时对个别答案仍需推敲，发现不妥，要重新考虑，但应慎重，无绝对把握，仍应相信第一感觉。

## Part IV 语法和词汇题型分析与应试技巧

近年来专业四级考试 Grammar and Vocabulary 部分中，约50%为词汇、词组和短语的用法，其余为语法结构。该题在总分中虽占分不多，但作为测试考生英语水平之基础，它对于TEM4中所有题项影响之大是众所周知的，因为任何一门外语的学习均始于词汇和语法，且对于词汇数量及其深度的掌握程度在一定意义上反映一个人的英语水平。因此，掌握词汇和语法对于在TEM4中取得好成绩显得尤为重要。

纵观最近几年的考题，可发现：

1. 语法考题的涉及面宽，考题曾经考到：几乎所有词类；三种动词的非谓语形式；各种从句及关系词的用法；动词时态、虚拟语气、情态动词的用法；独立主格，主谓一致，倒装，强调、并列结构等基本语法知识。
2. 语法考试的重点突出，语法考试的重点为内容庞杂较难掌握的项目，这些项目还反复出现，如：虚拟语气，状语从句，定语从句，独立主格，情态动词。
3. 具体考查重点为以上项目中的特殊用法和不常用的情况。

1) 虚拟语气的考点为：would rather + that 从句 + 一般过去时：It is vital/ necessary/ important/ urgent/ imperative/ desirable/ advisable/ natural/ essential + that + 动词原形；It is time/about time/high time + that + 一般过去时：proposal/

suggestion + that + 动词原形; lest + that + should + 动词原形; if only + that + would + 动词原形。

2) 状语从句的考点为: 非 if 引导的条件状语从句, 此类句子多用 at times, provided, so long as, in case, once 等来替代 if; 由 even if/so, now that, for all 等引导的让步状语从句; just/hardly... when 引导的时间状语从句; more than, as... as, not so much as, the same as, as much as 等引导的比较状语从句。

3) 独立主格结构多以逻辑主语 + 分词的形式出现。

4) 情态动词多与完成时形式连用。

5) 定语从句重点考查介词 + 关系代词 (which) 和 as 作为关系代词。

专业四级考试的词汇部分要求考生能灵活正确运用教学大纲语法结构表一至四级的全部内容, 熟练掌握教学大纲词汇表中一至四级规定的 5500—6000 个认知词汇及其最基本的搭配。其考查重点为:

1. 动词、名词与介词的搭配, 如: popular/patient + with; yield/solution/adapt/transfer/access + to; accuse/require + of; charge + for; under + discussion 等等。

2. 习惯用法, 如: confess to/set about/be used to + doing; be supposed to/have/make sb. + do 等。

3. 由同一动词构成的短语, 如: come, go, set, break 等构成的短语。

4. 单个的动词, 抽象名词, 形容词和副词多以近义词、同义词的形式出现。

5. 介词短语在句中作状语, 如: in terms of; with the exception of; in vain 等, 另外还应注意 rather than, other than, such as, none/nothing + but 等词在考题中的出现。

语法和词汇的复习思路:

1. 全面掌握基本语法点, 重点记住各个项目中的“偏, 特, 难”点。

2. 掌握常用习惯用法和词组。

3. 注意在阅读中培养语感, 因为在语篇层次上培养的语感往往可以直接帮助答题。

4. 研究以往考试试题, 适当做些练习记住典型例题。



## Part V 阅读理解题型分析与应试技巧

2004 年新出版的《高校英语专业四级考试大纲》在以前的阅读理解题型方面做了很大的改动。由以前的普通阅读和快速阅读两种题型改为现在的单一普通阅读题型。根据大纲, 这部分有数篇阅读材料, 共长 1800 词左右, 要求读懂英美国家出版的中等难度的文章, 掌握主旨大意及细节, 并能够进行推论, 理解上下文的逻辑关系。

专业英语阅读考试特别强调考生的阅读速度, 要提高阅读速度, 正确的阅读方法是关键。下面我们介绍一下正确的阅读方法和技巧。



### 1.

#### 略读

略读 (skimming) 是常用的阅读方法之一, 其主要特征是选择性地阅读。通常的阅读要求看到每一个词, 每次注目看 1—2 个词。略读不需要看清每一个词, 对目光扫视的频率和幅度的要求都较高, 有时甚至从上一行跳到下一行。略读不可能使你对所读内容全部了解, 但是你能大大地提高阅读速度, 也能获得大量的信息。

略读的主要作用是了解文章的大意。经过略读之后, 你对所读内容已经有了大致的了解, 再仔细阅读, 这时你的印象会更深刻, 理解更透彻。

大部分读者不需要正规的训练和指导就可以进行略读。但是有意识地训练会大大地提高你的略读速度和效率。进行略读训练的最简单的方法是强迫自己在规定的时间内读完某一篇文章, 开始训练时, 可以把略读速度定为平常阅读的 5/4 倍, 以后逐步提高。略读的关键是增加眼跳的幅度, 高度集中注意力, 努力捕捉那些能引起注意或者你认为重要的内容。



### 2.

#### 扫读

扫读 (scanning) 是以最快的速度扫视所读材料, 在找到所需信息时才仔细阅读该项内容。如查找某个人名、地名、时间、地点等, 也即在寻找特定信息、寻找具体事实、寻找答题所需内容时都用得着这种方法。



### 3.

#### 研读

研读 (study reading) 就是仔细阅读, 对文章透彻深刻地理解。根据考题, 运用上下文、逻辑关系、背景知识进行判断和推论。对难句的理解和翻译用得着这种方法。

提高阅读速度的一个重要内容是扩大词汇量。其必要性表现在以下几个方面:

1. 词汇量决定了你的阅读理解能力,词汇量越大,你阅读得越广,视野就越开阔,你阅读理解的得分就会越高。
2. 有限的词汇量必然会影响你阅读理解能力的提高。生词的含义只有在上下文中才能完全展现出来,并易于被识记、理解、掌握。换句话说,是上下文给某个词以特定含义,而这个特定含义往往是字典无法提供的。有的人或许会说,我们从中学到大学英语词汇都是通过背生词表来记单词的。但是这样说的读者忽视了很重要的一点:所学课文后面的词汇表都是为课文服务的,而且,教师课上对某些词或表达方式所举的实例,实质上是为它们设置了上下文。不少教师鼓励学生背句子、段落、或整篇文章,都是出于同一目的,即:要求学生在上下文中理解并掌握词汇和短语。
3. 多读是扩大词汇量的最好方法。不仅要读不同体裁的书和文章,而且要多接触不同题材,才能适应考试的需要。

下边我们谈谈怎样解决 TEM4 中的阅读问题。

#### 1. 找出段落的中心思想

任何阅读材料都有主要意思,即大意(main idea)。文字材料的大意有不同的层次。一个比较长的句子可以说很多事情,但一般只有一个大意,可以用几个词概括;一个段落包括很多句子,但也只有一个大意,通常是段落的主题句(topic sentence)包含段落的大意。通常人们说“大意”指的是整篇材料的中心思想。

非小说体的阅读材料通常有比较明显的大意,其结构也比较清楚。文章的开头部分(introduction)会比较明确地指出文章的中心思想。文章主体部分的每一段也往往有主题句,通常在段首或段尾。有些文章的结尾还会对全文作一个总的概括。

#### 2. 如何对待阅读中的词汇问题

阅读过程中不可避免地要遇到生词。大纲中规定允许有 3% 的生词,也就是说 2000 个词中允许有 60 左右的生词,但一般不会有这么多的生词。有的人一遇到生词就停下来查字典,有的则读完一两页后查字典,有的人则完全不管生词。其实阅读中遇到生词只要不影响你对篇章主要意思的理解,一般应该继续往下读。如果生词的确影响你对内容的理解,查字典当然是一种办法,但很不方便,而且频繁地查字典不仅影响阅读速度,而且影响对文章内容的整体理解。所以在平时阅读时,遇到生词最好的方法是通过上下文猜测。以下几条建议可帮助你猜测词义:

- (1) 看看上下文有没有生词的另一种说法,即找同义词。有时上下文会对一个生词作解释,或者提供一些暗示。
- (2) 看看生词在文章中的词性,即看这个词是名词、动词、形容词、副词或其他词类。另外再看看这个词在文中与哪些词搭配使用,再根据自己的其它知识,就可以进行猜测。
- (3) 分析生词的构成,尤其是词的前缀和后缀。英语中很多词都是加前缀或后缀而变来的。比如你认识这两个词 write 和 similar,根据前缀 re- 和后缀 -ity 的含义,你就可以准确地猜出 rewrite 和 similarity 这两个词的意思。
- (4) 看看同一生词是否在上下文的其它地方出现,若出现了,把两处的语境相比较,也许能更加准确地猜出词义。
- (5) 充分利用你关于所阅读的内容已有的知识。

为了巩固阅读过程中的生词,在读完一篇文章后,你可以把本篇中最重要的生词查一下字典,准确地了解这些生词在文中的意思。因为我们训练的篇章都是大纲规定的题材,在真题中也可能会遇到这方面的文章,甚至单词。

#### 3. 推测出段落的隐含意思

有时,为了某种目的,作者往往不直接说出某一意思,而是含蓄地表达。这种隐含的意思有时是篇章的主要意思。所以阅读中经常需要推论(making inference)。有时一句话的含义需要推论,有时整个篇章的含义需要推论。以下几条建议可以帮助你进行推论:

- (1) 结合作者的思想观点、写作背景进行推论。
- (2) 寻找作者直接陈述的诸多事件之间的联系。
- (3) 仔细体会某些重要词的含蓄意义及其感情色彩。比如 politician 和 statesman 的意思都是“政治家”,但前者有贬义的色彩,即“政客”,后者则没有。
- (4) 从作者的语气、语调、措辞等文体特征,读出作者的“言外之意”(reading between the lines)。
- (5) 得出某一推断后,尽量从上下文中寻找证据。
- (6) 充分利用自己已有的各方面的知识,把文章中所述的事情和自己的阅历或熟悉的事情联系起来考虑。

#### 4. 预测下文内容



预测下文内容也是提高阅读效率的重要手段。预测与猜测不同。猜测是对自己没有把握的文字意思的假设,预测则是根据已掌握的信息假想下文将会发生什么事情。预测之所以能够提高阅读效率,是因为它使你产生某种“期待”(expectations)。带着这种期待去读下文,你会努力为你的假想寻找证据,你的注意力将更加集中在文中的主要内容上。

当然,预测也不是随意的,必须根据已经发生的事情或已了解的内容加上你自己的一般常识进行符合逻辑的预测。当你继续阅读下文时,你的预测要么被肯定,要么被否定。无论是肯定还是否定,都会加深你对原文的理解。以下是几条建议:

(1)如果你对段落的主题思想已有初步的了解,想一想关于这一主题通常要描写哪些方面的事情,这些事情在本文中会发生吗?

(2)应用你的英语语言知识及语言在具体语境中的习惯用法,预测篇章将要写什么。

## Part VI 写作测试题型分析与应试技巧

英语专业四级考试的写作包括两部分,一是要求在35分钟内写一篇200字左右的短文,二是要求在10分钟内写一个50至60字的便条。这两部分均为命题作文,作文内容与大学生的日常生活、学习都密切相关,另外也有社会热点问题,比如环保、旅游、健身等,题目理解起来都比较容易。

短文写作部分文体为议论文,一般采用三段式的结构,第一段为论点,第二段为论据,第三段为结论。最高要求为:文章内容切题,思想表达清楚,论据充分,论证严密,基本无语言错误。要想写好一篇文章,应该注意一下写作步骤:

1. 审题:作文评分的第一个要求就是内容切题,因此审题特别关键。专业四级作文都是命题作文,而且多有中文提示或提纲,所以你首先应了解命题的基本要求,理解题目的真正意图,然后确定提纲中的关键词及各要点间的逻辑,整理自己的思路,对自己所想到的内容进行组织和全面安排。尤其对要讨论的问题,该涉及的内容,所需的事实、例证、阐述、说明和总结等,在头脑中形成一个整体的构思。

2. 组织段落:构思好之后,根据构思的提纲,运用选好的材料,恰当地运用连词,合理安排段落,使文章条理清楚、内容连贯。段落的组织主要是通过扩展句对主题句的支持或说明来进行的。各段的主题句在审题构思时就应基本形成,主题句确定下来,接着就是通过一系列的扩展句,来说明、论证或阐述主题句的思想。常见的段落展开方法有列举、举例、比较和对比、因果、叙述、归类、下定义等,考试时应灵活运用。

3. 修改:也就是说要删除与主题不相干的内容,检查句子时态、语态等。特别应注意单词的正确拼写;字母大小写和标点符号;数的一致性(包括主语与谓语以及名词与其限定语的单复数一致性);指代关系(包括指代的一致性和代词的选用);动词形式(时态、语态、语气)等方面。

关于考试过程中短文写作的时间分配问题。我们知道,短文写作的时间为35分钟,要力争写完写好,这就要求考生做到有条不紊,忙而不乱,充分发挥自己应有的水平。建议按照如下的方案分配时间:审题1~2分钟;组织素材、细节和关键词:4~5分钟;起草:20~25分钟;修改定稿:4~5分钟。

最后要说明的是,从某种意义上来说,专业四级考试作文有其固定的写作格式、结构,而对于固定的题型,有固定不变的表达法。因此,大家有理由相信只要训练方法得当,搞好写作是不难的。大家不妨试试多背范文和常用句型,包括各类型作文的开头、结尾句、中间展开、过渡句,以及比较、图表说明等的常用句型和表达法,然后自己多动笔写一写,只要按这样的方法进行练习,相信在一定时间内就可以在写作上取得满意的分数。因为是三段式作文,写作的时候一定注意第一段提出的论点要简洁明了,开门见山;第二段的论据要能充分说明论点,论证条理清楚;第三段的结论要水到渠成,切忌草率,严谨完整的结尾是取得高分的保证。

便条写作最主要的是注意格式正确,交待清楚,比如请柬、贺信、道歉函等,要注意称呼、正文、签名等的格式,一定要把相关的时间、地点、原因及主要事件内容交待清楚。

# PART TWO 试卷部分

TEST FOR ENGLISH MAJORS ( GRADE FOUR )

## 英语专业四级考试全真模拟试卷 ( — )

TIME LIMIT: [ 130MIN. ]

### PART I

DICTATION [ 15 MIN. ]

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be read at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be read at normal speed again and during this time you should check your work. You will then be given 2 minutes to check through your work once more.

Please write the whole passage on ANSWER SHEET ONE.

### PART II

LISTENING COMPREHENSION [ 15 MIN. ]

In Sections A, B and C you will hear everything once only. Listen carefully and then answer the questions that follow. Mark the correct answer for each question on your ANSWER SHEET.



### SECTION A CONVERSATIONS

In this section you will hear several conversations. Listen to the conversations carefully and then answer the questions that follow.

Questions 1 to 4 are based on the following conversation. At the end of the conversation, you will be given 20 seconds to answer the questions.

Now listen to the conversation.

- Where is the town of San Juan Capistrano?
  - North of Los Angeles.
  - Between Los Angeles and San Diego.
  - East of San Diego.
  - Los Angeles
- What can be inferred about the swallows mentioned in the conversation?
  - They are a type of insect.
  - They are a kind of fish.
  - They are a type of bird.
  - They are a type of pig.
- When do the swallows return to San Juan Capistrano?

- A. In March.      B. In early summer.      C. In October.      D. In April.

4. How far do the swallows migrate?

- A. About 200 miles.      B. About 1, 000 miles.  
C. About 7,000 miles.      D. About 5,000 miles.

Questions 5 to 7 are based on the following conversation. At the end of the conversation, you will be given 15 seconds to answer the questions.

Now listen to the conversation.

5. When is the guided tour of the campus given?

- A. Only during the first week of classes.  
B. Whenever students ask for them.  
C. Only in the afternoon.  
D. In the afternoon.

6. What did the man have difficulty locating the week before?

- A. A tour guide.      B. A classroom.  
C. A map.      D. Maps

7. Where does the self-guided tour start?

- A. In the Science Building.  
B. In the Student Center Building.  
C. In the University Recreation Center.  
D. In the University.

Questions 8 to 10 are based on the following conversation. At the end of the conversation, you will be given 15 seconds to answer the questions.

Now listen to the conversation.

8. What did Helen recently pass?

- A. A test in a composition class.  
B. A road test.  
C. The written test for her driver's license.  
D. A road.

9. What problem did the man have when he took his road test several years before?

- A. He drove too fast.      B. He couldn't park well.  
C. He made an improper turn.      D. He could park well.

10. What does the man offer to do for Helen?

- A. Drive her to the test site.  
B. Help her get ready for the road test.  
C. Sell her a car.  
D. Sell her cars.

## SECTION B PASSAGES

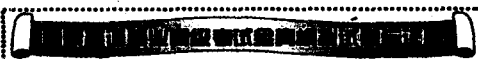
In this section, you will hear several passages. Listen to the passages carefully and then answer the questions that follow.

Questions 11 to 14 are based on the following passage. At the end of the passage, you will be given 20 seconds to answer the questions.

Now listen to the passage.

11. What is mainly talked about in the passage?

- A. How to distinguish people's faces.



- B. How to describe people's personality.
  - C. How to distinguish people both inward and outward.
  - D. How to differ good persons from bad persons.
12. Why is the animal "pigeon" mentioned in the passage?
- A. To give an example that both human beings and animals can recognize faces.
  - B. To tell how a skilled writer could describe all the features of different people.
  - C. To indicate how pigeons and people look different.
  - D. To show how faces are like fingers.
13. What does the author of this passage most probably do?
- A. Physician.
  - B. Psychologist.
  - C. Fictional writer.
  - D. Historian.
14. According to the passage, how do people usually classify a person into certain type?
- A. His physical appearance and his action.
  - B. His way of speaking and behaving.
  - C. His learning and behaviour.
  - D. His way of acting and thinking.

Questions 15 to 17 are based on the following passage. At the end of the passage, you will be given 15 seconds to answer the questions.

Now listen to the passage.

15. Why are divorces so common at present?
- A. Because it is difficult to maintain a marriage.
  - B. Because people like watching TV programs.
  - C. Because people prefer freedom to self-discipline.
  - D. Because our society is permissive towards divorces.
16. Which of the following cannot be sacrificed in a marriage?
- A. The freedom to have other sexual relations.
  - B. The desire to follow every of one's impulse.
  - C. The will to keep his or her own income.
  - D. The wish to be his or her true self.
17. How to maintain a good marriage?
- A. A man and a woman should follow every of their own impulse respectively.
  - B. A good marriage takes some level of compromise between the husband and the wife.
  - C. A man and a woman should both have to endure dreadful self-sacrifice of the soul.
  - D. A man and a woman should stop growing or changing.

Questions 18 to 20 are based on the following passage. At the end of the passage, you will be given 15 seconds to answer the questions.

Now listen to the passage.

18. Which of the following is the best title of the passage?
- A. Types of Loneliness.
  - B. Causes of Loneliness.
  - C. Solutions to Loneliness.
  - D. Loneliness.
19. Which type of loneliness is NOT mentioned in the passage?
- A. Severe loneliness.
  - B. Situational loneliness.
  - C. Chronic loneliness.
  - D. Temporary loneliness.
20. Why is a person's social contacts one important factor in loneliness?
- A. We need our friends to share similar interests and activities.

- B. We need our teachers to guide us.  
C. We need co-workers to help us.  
D. A lonely person's popularity may be increased with more social contacts.



## SECTION C NEWS BROADCAST

Questions 21 to 23 are based on the following news. At the end of the news item, you will be given 15 seconds to answer the two questions. Now listen to the news.

21. Who has visited Sudan last week?  
A. Sadeqal - Mahdi. B. Colin Powell.  
C. Omar Hassan AL - Bashir. D. President Bush.
22. How many people were killed in the Sudanese War?  
A. About 2 million. B. About 3 million.  
C. About 7 thousand. D. About 9 thousand.
23. Where will Sunday's meeting be held?  
A. Sudan. B. U. S. A. C. Kenya. D. Uganda.

Questions 24 to 26 are based on the following news. At the end of the news item, you will be given 15 seconds to answer the three questions. Now listen to the news.

24. According to the U. N. Food and Agricultural Organization, how much will Zimbabwe's cereal production drop from last year?  
A. 25%. B. 15%. C. 50%. D. 20%.
25. How many tons of cereal is the Zimbabwe government able to buy?  
A. 500,000. B. 100,000. C. 250,000. D. 50,000.
26. Which of the following is NOT true?  
A. The Zimbabwe government lacks hard currency.  
B. White owners occupy about 1/3 of the country's productive land.  
C. The urban poor and low - income residents of southern and eastern Zimbabwe suffered most from the food shortage.  
D. The government wants to exchange the white - owned land with money.

Questions 27 and 28 are based on the following news. At the end of the news item, you will be given 10 seconds to answer the two questions. Now listen to the news.

27. How many unions of the airline accept the financial rescue package offered by Spain?  
A. 1. B. 7. C. 6. D. 5.
28. How much will the airline lose yearly?  
A. \$350 million. B. \$900 million. C. \$20 - \$30 million. D. \$240 - \$360 million.

Questions 29 and 30 are based on the following news. At the end of the news item, you will be given 10 seconds to answer the two questions. Now listen to the news.

29. To whom did Ms. Tonaka tell about her idea?  
A. Chinese Foreign Minister. B. U. S. State Secretary.  
C. Italy Foreign Minister. D. Japanese Foreign Minister.
30. Japan's official position shows that it \_\_\_\_\_ Washington's plan to develop the NMD project.  
A. rejects B. is cautious to  
C. concerns D. understands



# PART III

## CLOZE [15 MIN.]

Decide which of the choices given below would best complete the passage if inserted in the corresponding blanks. Mark the best choice for each blank on your ANSWER SHEET.

We all know that a magician does not really depend on "magic" to perform his tricks, 31 on his ability to act at great speed. 32, this does not prevent us from enjoying watching a magician 33 rabbits from a hat. 34 the greatest magician of all time was Harry Houdini who died in 1926. Houdini mastered the art of 35. He could free himself from the tightest knots or the most complicated locks in seconds. 36 no one really knows 37 he did this, there is no doubt 38 he had made a close study of every type of lock ever 39. He liked to carry a small steel needle-like tool strapped to his leg and he used this in 40 of a key. Houdini once asked the Chicago police to lock him in prison. They 41 him in chains and locked him up, but he freed himself 42 an instant. The police 43 him of having used a tool and locked him up again. This time he wore no clothes and there were chains round his neck, waist, wrists, and legs; but he again escaped in a few minutes. Houdini had probably hidden his "needle" in a waxlike 44 and dropped it on the floor in the passage. 45 he went past, he stepped on it so that it stuck to the bottom of his foot. His most famous escape, however, was 46 astonishing. He was heavily chained 47 and enclosed in an empty wooden chest, the lid of 48 was nailed down. The 49 was dropped into the sea in New York harbor. In one minute Houdini had swum to the surface. When the chest was 50, it was opened and the chains were found inside.

- |                            |                 |                   |                   |
|----------------------------|-----------------|-------------------|-------------------|
| 31. A. but                 | B. then         | C. and            | D. however        |
| 32. A. Generally           | B. However      | C. Possibly       | D. Likewise       |
| 33. A. to produce          | B. who produces | C. produce        | D. how to produce |
| 34. A. Out of the question | B. Though       | C. Probably       | D. Undoubtedly    |
| 35. A. escaping            | B. locking      | C. opening        | D. dropping       |
| 36. A. Surprisingly        | B. Obviously    | C. Perhaps        | D. Although       |
| 37. A. when                | B. where        | C. how            | D. what           |
| 38. A. if                  | B. whether      | C. as to          | D. that           |
| 39. A. invented            | B. invent       | C. being invented | D. inventing      |
| 40. A. use                 | B. place        | C. view           | D. absence        |
| 41. A. involved            | B. closed       | C. connected      | D. bound          |
| 42. A. at                  | B. by           | C. in             | D. for            |
| 43. A. rid                 | B. charged      | C. accused        | D. deprived       |
| 44. A. candle              | B. mud          | C. something      | D. substance      |
| 45. A. As                  | B. Usually      | C. Maybe          | D. Then           |
| 46. A. overall             | B. all but      | C. no longer      | D. altogether     |
| 47. A. up                  | B. down         | C. around         | D. in             |
| 48. A. it                  | B. which        | C. that           | D. him            |
| 49. A. chest               | B. body         | C. lid            | D. chain          |
| 50. A. brought up          | B. sunk         | C. broken apart   | D. snapped        |

**PART IV****GRAMMAR AND VOCABULARY [15 MIN.]**

*There are thirty sentences in this section. Beneath each sentence there are four words or phrases marked A, B, C and D. Choose one word or phrase that best completes the sentence. Mark your answers on your ANSWER SHEET.*

51. The reporters exposed the corruption of several senior officers in the government; consequently, these officers \_\_\_\_\_ to resign from office.  
A. have asked      B. were asked      C. had asked      D. had been asked
52. The train \_\_\_\_\_ at the present speed until it reaches the next city at about seven o'clock this evening.  
A. will be going      B. went      C. would go      D. went
53. Such \_\_\_\_\_ the case, there are no grounds to justify your complaints.  
A. was      B. is      C. is being      D. being
54. I beg \_\_\_\_\_ your nephew's wedding.  
A. to be excused      B. to be excused from      C. to excuse from      D. to be excused to
55. The only candidate \_\_\_\_\_ can hope to defeat him is quit now.  
A. who      B. which      C. that      D. when
56. Humble \_\_\_\_\_ it may be, there's no place like home, \_\_\_\_\_ he may go.  
A. like, when      B. as, wherever      C. although, where      D. which, wherever
57. He ought to attend the meeting, \_\_\_\_\_?  
A. should he      B. ought he      C. shouldn't he      D. oughtn't he
58. Mary is 18 years old this year; she \_\_\_\_\_ 19 next year.  
A. will be      B. is to be      C. is going to be      D. should be
59. Though it was late in the night, \_\_\_\_\_ he continued to work vigorously.  
A. but      B. yet      C. and      D. that
60. The doctor advised him to stay in bed, saying he was much \_\_\_\_\_.  
A. ill enough      B. too ill      C. so ill      D. very ill
61. I was \_\_\_\_\_ study French yesterday, but I changed my mind.  
A. to be starting      B. to start      C. to have started      D. to have been starting
62. You'd rather go to theater with him this evening, \_\_\_\_\_?  
A. are you      B. hadn't you      C. isn't it      D. wouldn't you
63. \_\_\_\_\_ that the formation of the sun, the planets, and other stars began with the condensation of an interstellar gas cloud.  
A. It is believed      B. Believing      C. Being believed      D. To believe
64. One of the most spectacular qualities of man is notably his \_\_\_\_\_ to any kind of natural environment.  
A. tendency      B. adoptability      C. adaptability      D. availability
65. I'm in no \_\_\_\_\_ now to go to concert with you.  
A. mood      B. intention      C. emotion      D. sense
66. The judge doesn't know whether the witness is telling the truth, but he will \_\_\_\_\_ it.  
A. identify      B. enforce      C. distinguish      D. verify
67. Before the plane \_\_\_\_\_, the pilot bailed out.  
A. clashed      B. crashed      C. smashed      D. struck
68. Doctors often make higher \_\_\_\_\_ for their works than they should.  
A. charges      B. bills      C. costs      D. payments
69. Most of the earliest \_\_\_\_\_ into America came from Europe.  
A. migrants      B. emigrants      C. immigrants      D. inhabitants

70. His name was on the \_\_\_\_\_ of my tongue, but I just couldn't remember.  
A. edge B. rim C. border D. tip
71. I caught a \_\_\_\_\_ of the name of the book before she put it into the drawer.  
A. glimpse B. glance C. sight D. stare
72. Once you become a soldier, you will be given a monthly \_\_\_\_\_ by the army.  
A. income B. allowance C. wage D. salary
73. I called at his house but was refused \_\_\_\_\_.  
A. admission B. access C. reception D. admittance
74. All too \_\_\_\_\_ it was time to go back to school after the Spring Festival.  
A. quick B. soon C. fast D. speedy
75. He handled the company in \_\_\_\_\_ with his brother.  
A. combination B. mixture C. collaboration D. association
76. \_\_\_\_\_ is announced in the papers, our country has launched a large-scale movement against smuggling and fraudulent activities in foreign currency exchange deals.  
A. What B. As C. Which D. That
77. All the flights \_\_\_\_\_ because of the snowstorm, we had to take the train instead.  
A. were canceled B. had been canceled  
C. having canceled D. having been canceled
78. Once \_\_\_\_\_, this power station will supply all the neighboring towns and villages with electricity.  
A. it being completed B. it completed  
C. completed D. it completes
79. He might have been killed \_\_\_\_\_ the timely arrival of the ambulance.  
A. but for B. except for  
C. besides D. except
80. If you have never planted anything, you won't be able to know the pleasure of watching the thing you have planted \_\_\_\_\_.  
A. grow B. to grow  
C. growing D. to be growing

## PART V READING COMPREHENSION [25 MIN.]

In this section there are several reading passages followed by twenty questions or unfinished statements, each with four suggested answers marked A, B, C and D. Choose the one that you think is the best answer. Mark your answers on your ANSWER SHEET.

### TEXT A

#### Nobody's Watching Me

I am a foot taller than Napoleon and twice the weight of Twiggy; on my only visit to a beautician, the woman said she found my face a challenge. Yet despite these social disadvantages I feel cheerful, happy, confident and secure.

I work for a daily newspaper and so get to a lot of places I would otherwise never see. This year I went to Ascot to write about the people there. I saw something there that made me realize the stupidity of trying to conform, of trying to be better than anyone else. There was a small, plump woman, all dressed up— huge hat, dress with pink butterflies, long white gloves. She also had a shooting stick. But because she was so plump, when she sat on the stick it went deep into the

ground and she couldn't pull it out. She tugged and tugged, tears of rage in her eyes. When the final tug brought it out, she crashed with it to the ground."

I saw her walk away. Her day had been ruined. She had made a fool of herself in public— she had impressed nobody. In her own sad, red eyes she was a failure.

I remember well when I was like that, in the days before I learned that nobody really cared what you do . . .

I remember the pain of my first dance, something that is always meant to be a wonderful occasion for a girl . . . There was a fashion then for diamante (人造钻石) ear-rings, and I wore them so often practicing for the big night that I got two great sores on my ears and had to put sticking-plaster on them. Perhaps it was this that made nobody want to dance with me. Whatever it was, there I sat for four hours and 43 minutes. When I came home, I told my parents that I had a marvelous time and that my feet were sore from dancing. They were pleased at my success and they went to bed happily, but I went to my room and tore the bits of sticking-plaster off my ears and felt forlorn and disconsolate.

81. 'The beautician found the writer's face a challenge', which means \_\_\_\_\_.

- A. she thought it was a challenge to have such a face repaired
- B. she thought it was a challenge to deal with such a face
- C. the writer's face challenged the beautician's
- D. it was a challenge to find the writer's face

82. In the second paragraph, the word 'plump' can be replaced by which word?

- A. Heavy.
- B. Slim.
- C. Ugly.
- D. Stout.

83. According to the writer, what was the main reason for the failure of her first dance?

- A. She was too shy and kept quiet.
- B. She was not attractive.
- C. She wore diamante earring.
- D. She was not in fashion.

## TEXT B

### The Virus Hunters

The mouth of the Amazon River has long been a starting place for hunters going to the jungles of Brazil. In recent years it has been, too, the headquarters for a middle-aged American couple who hunt the smallest living things and perhaps the most deadly—viruses. Dr Causey and his wife have discovered more new types and more old ones in new places than all of the other search teams.

Dr. Causey insists that the couple's success is due more to the number of viruses in the forests of the Amazon than to the skill he and his wife have developed during their eighteen years of work in Brazil.

"We have found the loveliest diseases right in our backyard," he told me one day as we walked through a light rain along a jungle trail.

"Oh, these viruses are here all right. There is in the jungle a great pool of disease which is carried in the blood of animals and birds. Some of the diseases can be caught by people. It may be that we shall find that the jungle is a great center of virus disease and that it overflows from here to other parts of the world. It may be that birds carry the viruses to far countries. It may be that some viruses which presently reproduce in man without making him ill, may change and become deadly to him. 'Viruses waiting for a disease,' they are sometimes called. This is just an idea, you understand. We do not know, but it is important that we find out, and the first step in finding out is to learn what viruses there are in the jungles."

There is a Brazilian story about the beginning of the world which goes: "When God was making the world he tried to keep everything in balance. When he made a desert, he provided it with some green places. When he made a land that was beautiful, he gave it storms and other terrible things caused by the weather. Where the earth was rich below the surface, it was also made hard to live on, where the land could be farmed, the weather was made too hot or too cold or too dry. Where there was enough water, God made it so that there should sometimes be too much water.

"But in one place God made a land that was rich, where everything grew easily. Where it was not too hot and certainly not too cold, where animals were plentiful and fruit hung from the trees all the year round."