

# 第一部分 应试须知

《大学英语教学大纲》将大学英语教学分为基础阶段和应用提高阶段，大学本科一至二年级为基础阶段，三至四年级为应用提高阶段。基础阶段的教学分为六级，称为大学英语一至六级（College English Bands 1~6，简称 CEB1~6）。

根据学生入学水平的不同，基础阶段的教学要求又分为基本要求和较高要求两种：达到四级为基本要求，达到六级为较高要求。学生的英语水平达到四级或六级的客观标准是通过大学英语四级或六级考试。

大学英语四级考试是以《大学英语教学大纲》为依据的教学考试，考试的目的是全面考核已修完大学英语四级水平课程的学生是否达到教学大纲所规定的各项目标。

大学英语四级考试由国家教委高教司组织，每年举行两次，与六级考试同时进行，考试合格者由国家统一颁发证书。全国大学英语四级考试于 1987 年 9 月首次举行，此后参加考试的学校和报考的人数逐年增加，到 1995 年 6 月参加考试的学校已有 1 058 所，报名参加考试的累计人数达 5 074 643 人。这样大规模的标准化考试在国内堪属罕见，在国外也屈指可数。

实践证明，大学英语四级考试是一项信度和效度相当高的考试。经过多年的不断探索和改进，四级考试已形成一套比较完善的制度和体系，其命题的科学性、评分的一致性、组织的严密性和成绩的可比性得到了社会的普遍认可，并成为各级人事部门录用大学毕业生的标准之一。

## 1. 考试题型

### 1) 1995 年之前的考试题型

在 1995 年之前，四级考试的试卷包括 5 个考试题型：听力理解、阅读理解、词汇和语法结构、完形填空及短文写作。在这 5 个题型中，除了短文写作是主观性试题外，其他均为客观性试题，采用多项选择的测试形式，其试卷设计的初衷是保证评分的客观性和统一性，并且便于实现机器阅卷。

以上 5 个考试题型的计分和考试时间如下。

表 1 1987-1995 年四级考试题型

题号	题型	题目数	计分	考试时间
1-20	听力理解	20 题	20 分	20 分钟
21-40	阅读理解	20 题	40 分	35 分钟
41-70	词汇和语法结构	30 题	15 分	20 分钟
71-90	完形填空	20 题	10 分	15 分钟
91	短文写作	1 题	15 分	30 分钟
合计		91 题	100 分	120 分钟

1995年之后, 尽管四级考试的题型有所变化, 但上述5个题型均予保留, 并且在新的试卷设计中占据主导地位。

## 2) 1995年之后的考试题型

1995年之后, 全国大学英语四、六级考试委员会在原试卷设计的基础上先后分两批公布了4种新的考试题型, 即“英译汉”、“听写填空”、“简短回答题”和“复合式听写”。增加4种主观性试题的目的是提高考试的效度, 避免或减少应试教学。考试委员会还决定, 在某次考试中采用什么题型事先不予通告。

采用新题型后, 试卷的总分不变, 考试的时间亦不变, 只是有可能采用某个新题型来替换某个原有题型。比如, 2000年6月的四级考试以“英译汉”取代了“完形填空”; 2003年6月的四级考试以“简短回答题”取代了“完形填空”; 1998年1月的四级考试以“复合式听写”取代了原“听力理解”题型的B节(Section B)。

考试题型的增加意味着考试难度的增加, 考生必须全面地进行复习, 掌握各种考试题型的特点, 才能在考试中立于不败之地。为了帮助考生准确地把握考试, 我们将四级考试的全部题型列表如下。

表 2 1995-2003年四级考试题型

序号	考试题型	说明
1	听力理解(含 Section A 和 Section B)	Section A 为必考题型
2	阅读理解	必考题型
3	词汇和语法结构	必考题型
4	完形填空	可能考
5	短文写作	必考题型
6	听写填空	从未考过, 测试功能与复合式听写同
7	复合式听写	可能考, 用于取代听力理解 Section B
8	简短回答题	可能考, 用于取代完形填空
9	英译汉	可能考, 用于取代完形填空

## 2. 命题原则

我们在本节重点阐述听力理解、词汇和语法结构、阅读理解、完形填空和短文写作的命题原则, 有关1995年之后增加的新题型, 请参见本书的附录部分。

### I. 听力理解

#### 1) 教学大纲要求

1999年颁布的《大学英语教学大纲》对四级考试听力的要求为: “能听懂英语讲课, 并能听懂题材熟悉、句子结构比较简单、基本上没有生词、语速为每分钟130—150词的简短会话、谈话、报道和讲座, 掌握其中心大意, 抓住要点和有关细节, 领会讲话者的观点和态度。”

## 2) 命题原则

听力理解包括 Section A (10个对话) 和 Section B (3篇短文) 两部分, 共 20 题。听力理解在命题时将考核听的能力细分为如下 7 项技能。

表 3 听力理解试题考核的技能

代 码	技 能
01	理解中心思想
02	听懂重要的或特定的细节
03	进行推论
04	判断话语的交际功能
05	辨别语音特征
06	理解句间关系
07	判断说话人的观点、态度等

据考试委员会统计, 在四级听力考试中, 考核技能 02, 即听懂重要的或特定的细节, 占听力试题的 49%; 考核技能 03, 即通过听来理解没有直接说明的隐含意义, 占听力试题的 41%。由此可见, 这两项技能是听力理解试题的测试重点。

**例 1**: 细节题 (CET-4, 2003, 6)

[录音文字]

W: Is that optional course as hard as everybody says?

M: Exactly even worse, believe it or not.

Q: What does the man say about the course?

[试题选项]

- A) It's not as hard as expected.
- B) It's too tough for some students.
- C) It's much more difficult than people think.
- D) It's believed to be the hardest optional course.

[答案] C

**例 2**: 推论题 (CET-4, 2003, 6)

[录音文字]

M: Have you finished reading the book you bought last month?

W: Oh, I didn't read it straight through the way you read a novel. I just cover the few chapters that interested me most.

Q: How did the woman read the book?

[试题选项]

- A) She read it selectively.
- B) She went over it chapter by chapter.
- C) She read it slowly.
- D) She finished it at a stretch.

[答案] A

听力理解的基本应试方法是先看选项后听音。先看选项的目的是使自己的思维从无限的空间缩小到有限的范围，从而减少听力应试的被动性，同时也减少听音时的词汇障碍。

## II. 词汇和语法结构

### 1) 教学大纲要求

大学英语教学大纲对词汇的四级要求为：“领会式掌握 4 200 单词（其中复用式掌握的单词为 2 500）以及由这些词构成的常用词组（中学所掌握的单词和词组包括在内），并具有按照基本构词法识别生词的能力。”

教学大纲对语法的四级要求为：“巩固和加深基本语法知识，提高在语篇水平上运用语法知识的能力。”

### 2) 命题原则

词汇和语法结构部分共 30 题，在近年的考试中，词汇试题的数量呈现逐渐增加的趋势。在 2003 年 1 月的四级考试中，测试词汇的试题共 18 题。

#### (1) 词汇

词汇部分的命题包括：根据上下文选择正确的词、词组或习惯用法；判断正确的用法和合适的搭配。

教学大纲所规定的 4 200 个词汇均为领会式词汇，其中包括 2 500 个复用式词汇。对于领会式词汇，测试的重点是词义的认知，以此考核考生掌握词汇的宽度，即词汇量；对于复用式词汇，即教学大纲要求能正确拼写并掌握其基本词义和用法的词汇，测试的重点是词义的细微差别、用法和搭配关系，以此考核考生掌握词汇的深度。

考领会式词汇的试题约占词汇部分的 73.9%；考复用式词汇的试题约占词汇部分的 26.1%。所有的短语试题，从测试的角度上说都属于领会式词汇试题。

**例 1:** 领会式词汇题 (CET-4, 2002, 6)

During the process, great care has to be taken to protect the \_\_\_ silk from damage.

A) sensitive    B) tender    C) delicate    D) sensible

**[答案] C**

**例 2:** 复用式词汇题 (考试大纲样题)

Though the long term \_\_\_\_\_ can not be predicted, the project has been approved by the committee.

A) affect    B) effort    C) effect    D) afford

**[答案] C**

词汇是学习语言的基础，也是应试的基础，试卷中的所有试题都涉及词汇。考生要想在考试中取得理想的成绩，必须较好掌握四级考试所要求的词汇。从某种意义上讲，不同水平的英语考试就是不同词汇量的测试。那些在以往考试中曾“屡战屡败”的考生，应首先在词汇的掌握上取得明显的质的突破，这是“从绝望中找到希望”的关键一步。

#### (2) 语法结构

语法部分的命题范围包括：

01 动词（时态、语态、用法、省略、一致性等）

02 非谓语动词

- 03 情态动词
- 04 虚拟语气
- 05 主语、宾语的补足语
- 06 名词（数、格；冠词）
- 形容词
- 08
- 07 代词
- 09 介词
- 10 冠词
- 11 名词性从句
- 12 定语从句
- 13 状语从句
- 14 比较级和最高级
- 15 否定
- 16 倒装
- 17 强调
- 18 语序

四级考试的语法试题全面地覆盖了上述内容，测试重点是时态和语态、虚拟语气、非谓动词和各种从句。从句的测试内容也可称之为连接结构，包括连接词、关系代词和关系副词。在近年的考试中，测试虚拟语气的试题明显增加。

语法试题在命题方面的突出特点是典型试题模式化。这主要表现在重点测试的语法项目反复考，并且很多试题中的文字颇为相似，或者与六级、考研曾考过的试题如出一辙。

**例 1:** (CET-4, 2003, 6, 第 42 题)

\_\_\_\_\_ the storm, the ship would have reached its destination on time.

- A) But for                      B) In case of                      C) In spite of                      D) Because of

**[答案] A**

相似题: (CET-6, 1990, 1, 第 58 题)

\_\_\_\_\_ the flood, the ship would have reached its destination.

- A) In case of                      B) In spite of                      C) Because of                      D) But for

**[答案] D**

**例 2:** (CET-4, 1998, 1, 第 42 题)

Living in the central Australian desert has its problems, \_\_\_\_\_ obtaining water is not the least.

- A) for which                      B) to which                      C) of which                      D) in which

**[答案] C**

相似题: (CET-4, 2000, 6, 第 46 题)

Living in the western part of the country has its problems, \_\_\_\_\_ obtaining fresh water is not the least.

- A) with which                      B) of which                      C) which                      D) for which

**[答案] B**

语法试题的这种相似现象并非是个别的，也并非偶尔有之，在近年的所有四级考试中都

关于短文的题材和体裁，我们可以通过参阅已采用过的 60 篇阅读理解短文的统计数据，给予一般性的了解。

表 4 1987—1995 年四级考试阅读理解部分短文分析

题材 \ 体裁	人文管理	科学技术	生物医学	总计
议论文	30	25	4	59
叙述文	1	0	0	1
说明文	0	0	0	0
总计	31	25	4	60

从表中可以看出，阅读理解短文的体裁以议论文为主，题材以人文管理和科学技术为主。阅读理解试题之所以不选小说、诗词等体裁的阅读材料，主要是为了有利于培养学生用英语交流信息的能力，这是由大学英语的教学目的所决定的。

阅读理解短文的语言属于学术英语性质，其特点是语言的结构和难度比较均衡，具有测试上的可取性。这样的短文虽然含有科技成分，但不涉及过深的专业知识，不会由于考生所学专业的不同而影响试题的效度。

考生在应试复习时，不仅应注意单句的理解，还应注意语篇层次的理解，同时还要加强推断能力的训练。在阅读中，考生应体会学术英语的特点，对阅读材料的处理要有粗细快慢之分，要深入到阅读材料中去，切实提高自己的阅读能力，否则，所进行的阅读可能近乎于瞎读乱猜，而所作出的推理判断则可能是无源之水、无本之木。

阅读理解的应试步骤应为：快读全文——问题——细读——答题。答题的基本方法是“对号入座”，即带着问题细读相关的原文，而并非细读原文的全部文字，否则，阅读占用时间会过长，而且劳而无功。

#### IV. 完形填空

Cloze 一词来源于 Closure（完形），它是欧洲格式塔心理学 Gestalt Psychology 的一个术语，其含义是人类具有一种把不完美的东西变完美的倾向。完形填空试题的设计者借这一含义，要求考生通过对上下文的分析 and 判断，把短文中空去的词填上，恢复短文的原来面貌。

完形填空是从语篇的水平上测试考生综合运用语言知识，特别是词汇知识的能力。迄今为止，四级考试中的完形填空一直采用多项选择的测试形式，今后有可能取消多项选择，把完形填空变成主观性试题。

完形填空的命题原则为：

- 1) 短文选材原则与阅读理解试题相同；
- 3) 要求填入的实词和虚词各占一定的比例，并且要含有若干个必须在正确理解全文后才可能答对的试题；
- 4) 完形填空试题应与词汇或语法试题有所区别，避免那种只需要根据词形或语法的正误便可以找到答案的题目。

在做完形填空试题时，考生应从语篇的水平上进行理解和判断，根据语言的逻辑搭配、

可以找到这样的试题。在 2003 年 1 月四级考试中有 1/3 的语法试题与以往考过的试题相似。

语言学家 H. E. Palmer 有一句名言，“学习一种语言，从本质上讲是一系列的记忆活动。不管我们所涉及的是单词、词组、词义还是语法现象，事实总是这样：记忆是一切成功的基础。”对于词汇和重要的语法规则，考生在应试复习时应力求准确记忆。

### III. 阅读理解

#### 1) 教学大纲要求

培养学生的阅读能力在教学大纲中被列为第一层次的要求，是英语教学的首要目标。教学大纲对阅读的四级要求为：“能顺利阅读语言难度中等的一般性题材的文章，掌握中心大意以及说明中心大意的事实和细节，并能进行一定的分析、推理和判断，领会作者的观点和态度，阅读速度达到每分钟 70 词。在阅读篇幅较长、难度略低、生词不超过总词数 3% 的材料时，能掌握中心大意，抓住主要事实和有关细节，阅读速度达到每分钟 100 词。”

#### 2) 命题原则

在四级考试中，阅读理解的得分权量最大，共 20 题，满分 40 分。阅读理解旨在考核考生的如下能力：

1. 掌握所读材料的主旨和大意；
2. 了解说明主旨和大意的事实和细节；
3. 既理解字面的意思，也能根据所读材料进行一定的判断和推论；
4. 既理解个别句子的意义，也理解上下文的逻辑关系，理解文章的深层含义。

在阅读理解试题的命题过程中，这些能力又进一步细分为 9 项微技能：

- 01 理解明确表达的概念或细节；
- 02 理解隐含表达的概念或细节；通过判断句子的交际功能来理解文章；
- 03 辨别文章的中心思想；
- 04 理解作者的观点和态度；
- 05 猜测词和短语的意思；
- 06 句子层次的理解；
- 07 篇章层次的理解；
- 08 通过略读了解文章大意；
- 09 通过查阅寻找某一信息。

历次的阅读理解试题全面覆盖了上述的各项技能，其中，技能 01 的测试题占阅读理解总题量的 30.3%，技能 05 和 06 的测试题占阅读理解总题量的 11.7%。据统计，15 次考试中有 11 次采用涉及对文章总体性理解的试题。

阅读理解的考核包括三个层次：句子层次、语篇层次和推理判断层次，并且遵循下列选材原则：

- 1) 题材广泛，可以包括人物传记、社会、文化、日常知识、科普常识等，但是所涉及的背景知识应能为学生所理解；
- 2) 体裁多样，可以包括叙述文、说明文、议论文等，应体现学术英语 (English for Academic Purposes) 的特点；
- 3) 语言难度及词汇量符合教学大纲规定的范围。

结构搭配、惯用搭配和语义搭配加以考虑，进而选择出最佳答案。从考试成绩上看，考生完形填空试题的得分与其阅读理解、词汇和语法结构试题的得分是密切相关的。

## V. 短文写作

### 1) 教学大纲要求

教学大纲对四级写作的要求为：“能在阅读难度与课文相仿的书面材料时做笔记、回答问题、写提纲 能就一定的话题或提纲在半小时内写出 120~150 词的短文，能写短信和便条，表达意思清楚，无重大语言错误。”

### 2) 命题原则

四级写作要求考生在 30 分钟内写出不少于 120 词的短文，其命题原则为：试题要求明确，使考生能展开思想，有内容可写；不含背景知识方面的困难，避免设置构思方面的障碍。近年的四、六级考试对短文写作成绩实行最低分制，即考生的写作成绩如果达不到 6 分，则采用倒扣分的办法。

短文写作的测试形式是：给出题目；规定情景；看图作文；给出段首句要求续写；给出关键词或提纲要求写成短文。

短文写作的文体可分为记叙文、描写文、抒情文、说明文、议论文和应用文六种。迄今为止，四级写作考过的文体有记叙文、说明文、议论文和应用文，这四种文体的测试情况如下表。

表 5 1987~2003 CET-4 短文写作测试过的文体

文 体	测 试 次 数	考 试 时 间
记 叙 文	1	1988 年 6 月
应 用 文	3	2001 年 6 月、2002 年 1 月、2003 年 6 月
说 明 文	2	1995 年 6 月、2001 年 1 月
议 论 文	24	其余的全部考试

以下统计表包括了 1991 至 2003 年四级考试的短文写作内容及其归类分析。表中的“试题内容”指作文的题目或者文章的主题，“/”符号表示具体写作内容的归类。

1991 - 2003 年 CET-4 写作试题一览表

考 试 时 间	作 文 题 目	写 作 内 容 归 类							
		事实	利弊	重要	变化	比较	原因	结论	措施
1991. 1	自行车是重要的交通工具			/		/	/	/	
1991. 6	饮食变化 ( 图表作文 )	/			/		/	/	
1992. 1	失败是坏事吗	/	/				/	/	
1992. 6	如何克服英语学习中的困难	/					/		/
1993. 1	体育运动的好处和副作用		/	/			/	/	/
1993. 6	我最喜欢的电视节目	/	/				/		
1994. 1	世界正在变小	/			/	/	/	/	

续表

考试时间	题目	写作内容归类							
		事实	利弊	重要	变化	比较	原因	结论	措施
1994. 6	我的理想职业						/	/	/
1995. 1	金钱能够买到幸福吗		/	/			/	/	
1995. 6	求职面试的好处		/				/	/	/
1996. 1	双休日对大学生的利弊		/				/		/
1996. 6	全球性的淡水紧缺	/					/	/	/
1997. 1	熟能生巧			/			/		/
1997. 6	大学生了解社会的必要性			/			/	/	/
1998. 1	假冒伪劣商品的害处	/	/				/	/	
1998. 6	数字能否带来好运						/	/	
1999. 1	不要犹疑说“不”		/				/	/	
1999. 6	有选择地读书还是博览群书						/	/	
2000. 1	怎样解决上大学的费用	/					/		/
2000. 6	举行英语口语试是否必要			/			/	/	/
2001. 1	取得面试成功的因素			/			/		/
2001. 6	假日安排(应用文)								/
2002. 1	学校食堂状况(应用文)	/					/	/	/
2002. 6	学生使用计算机(应用文)	/			/	/	/	/	
2003. 1	诚实的好处		/				/	/	
2003. 6	交通事故见证书(应用文)	/					/		
合计	26	11	9	7	3	3	25	18	13

表中以内容归类的方式反映了应试写作的共性,为考生确定写作的基本句式提供了重要的参考依据。考生在应试训练中不仅应熟练掌握“因果论”和“两点论”的论述方法,而且应将可以广泛套用的相关句式作为应试准备的重点。

### 3. 试题难度

#### 1) 难度公式

根据 J. B. Heaton 所著“Writing English Language Tests”一书提出的测算方法,试题难度的计算公式为:

$$F.V = R / N$$

公式中, F.V 表示难度系数, R 表示试题答对的人数, N 表示参加考试的人数。一般地说,难度系数低于 0.4, 说明试题偏难; 高于 0.6, 说明试题偏易。

#### 2) 四级试题的难度

根据大学英语四级考试的命题难度要求, 试题的难度系数应控制在 0.3~0.7 之间, 整个试卷的难度系数应控制在 0.6 左右。但从考后的统计情况上看, 有些试题的难度系数超过 0.8,

而有些试题的难度系数低于 0.3，也就是说，试卷中含有一定数量的明显偏易或偏难的试题。下面，我们以语法试题为例，说明试题的难度。

- (1) We had a party last month, and it was a lot of fun, so let's have \_\_\_\_\_ one this month.  
A) another                      B) more                      C) the other                      D) other  
[答案] A  
[难度系数] 0.81
- (2) Don't get your schedule \_\_\_\_\_; stay with us in this class.  
A) to change                      B) changing  
C) changed                      D) change  
[答案] C  
[难度系数] 0.72
- (3) I like watching TV \_\_\_\_\_ to the cinema.  
A) more than to go                      B) than going  
C) more than going                      D) rather than to go  
[答案] C  
[难度系数] 0.68
- (4) No matter how frequently \_\_\_\_\_, the works of Beethoven always attract large audiences.  
A) performing                      B) performed                      C) to be performed                      D) being performed  
[答案] B  
[难度系数] 0.51
- (5) If only the committee \_\_\_\_\_ the regulations and put them into effect as soon as possible.  
A) approve                      B) will approve  
C) can approve                      D) would approve  
[答案] D  
[难度系数] 0.42
- (6) I felt somewhat disappointed and was about to leave, \_\_\_\_\_ something occurred which attracted my attention.  
A) unless                      B) until                      C) when                      D) while  
[答案] C  
[难度系数] 0.34
- (7) It is reported that \_\_\_\_\_ adopted children want to know who their natural parents are.  
A) the most                      B) most of                      C) most                      D) the most of  
[答案] C  
[难度系数] 0.22

显而易见，四级试题的难度各不相同。事实上，四级考试中的难题与六级考试曾考过的一般难度试题相差无几，各种水平考试的差异主要体现在试题的总体难度上。因此，考生要想在四级考试中取得优秀成绩，必须具备答对那些较难试题的能力





before he knows the meaning of the words he reads. On the other hand, though, if a child is left alone too much, or without any learning opportunities, he loses his natural enthusiasm for life and his desire to find out new things for himself.

Parents vary greatly in their degree of strictness towards their children. Some may be especially strict in money matters, others are severe over times of coming home at night or punctuality for meals. In general, the controls imposed represent the needs of the parents and the values of the community as much as the child's own happiness.

As regards the development of moral standards in the growing child, consistency is very important in parental teaching. To forbid a thing one day and excuse it the next is no foundation for *morality* (道德). Also, parents should realize that "example is better than precept". If they are not sincere and do not practise what they *preach* (说教), their children may grow confused, and emotionally insecure when they grow old enough to think for themselves, and realize they have been to some extent fooled.

A sudden awareness of a marked difference between their parents' principles and their morals can be a dangerous disappointment.

11. Eagerly watching the child's acquisition of new skills \_\_\_\_\_.
  - A) should be avoided
  - B) is universal among parents
  - C) sets up dangerous states of worry in the child
  - D) will make him lose interest in learning new things
12. In the process of children's learning new skills parents \_\_\_\_\_.
  - A) should encourage them to read before they know the meaning of the words they read
  - B) should not expect too much of them
  - C) should achieve a balance between pushing them too hard and leaving them on their own
  - D) should create as many learning opportunities as possible
13. The second paragraph mainly tells us that \_\_\_\_\_.
  - A) parents should be strict with their children
  - B) parental controls reflect only the needs of the parents and the values of the community
  - C) parental restrictions vary, and are not always enforced for the benefit of the children alone
  - D) parents vary in their strictness towards their children according to the situation
14. The word "precept" (Line 3, Para. 3) probably means \_\_\_\_\_.
  - A) idea
  - B) punishment
  - C) behavior
  - D) instruction
15. In moral matters, parents should \_\_\_\_\_.
  - A) observe the rules themselves

- B) be aware of the marked difference between adults and children
- C) forbid things which have no foundation in morality
- D) consistently ensure the security of their children

## Passage Two

Questions 16 to 20 are based on the following passage:

A good modern newspaper is an extraordinary piece of reading. It is remarkable first for what it contains: the range of news from local crime to international politics, from sports to business to fashion to science, and the range of comment and *special features* (特写) as well, from editorial page to feature articles and interviews to criticism of books, art, theatre and music. A newspaper is even more remarkable for the way one reads it: never completely, never straight through, but always by jumping from here to there, in and out, glancing at one piece, reading another article all variety to attract many different readers, but far more than any one reader is interested in. What the way through, reading just a few paragraphs of the next. A good modern newspaper offers a brings this variety together in one place is its *topicality* (时事性), its immediate relation to what is happening in your world and your locality now. But immediacy and the speed of production that goes with it mean also that much of what appears in a newspaper has no more than *transient* (短暂的) value. For all these reasons, no two people really read the same paper: what each person does is to put together, out of the pages of that day's paper, his own selection and sequence, his own newspaper. For all these reasons, reading newspapers efficiently, which means getting what you want from them without missing things you need but without wasting time, demands skill and self-awareness as you modify and apply the techniques of reading.

16. A modern newspaper is remarkable for all the following except its \_\_\_\_\_.

- A) wide coverage
- B) uniform style
- C) speed in reporting news
- D) popularity

17. According to the passage, the reason why no two people really read the "same" newspaper is

- I A) people scan for the news they are interested in
- I B) different people prefer different newspapers
- I C) people are rarely interested in the same kind of news
- I D) people have different views about what a good newspaper is

I 18. It can be concluded from the passage that newspaper readers \_\_\_\_\_.

- I A) apply reading techniques skillfully
- I B) jump from one newspaper to another
- I C) appreciate the variety of a newspaper
- I D) usually read a newspaper selectively

I 19. A good newspaper offers "a variety" to readers because \_\_\_\_\_.

- A) it tries to serve different readers

- B) it has to cover things that happen in a certain locality
  - C) readers are difficult to please
  - D) readers like to read different newspapers
20. The best title for this passage would be \_\_\_\_\_.
- A) The Importance of Newspaper Topicality
  - B) The Characteristics of a Good Newspaper
  - C) The Variety of a Good Newspaper
  - D) Some Suggestions on How to Read a Newspaper

### Passage Three

Questions 21 to 25 are based on the following passage:

American society is not *nap* (午睡) friendly. "In fact," says David Dinges, a sleep specialist at the University of Pennsylvania School of Medicine, "there's even a prohibition against admitting we need sleep." Nobody wants to be caught napping or found asleep at work. To quote a proverb: "Some sleep five hours, nature requires seven, laziness nine and wickedness eleven."

Wrong. The way not to fall asleep at work is to take naps when you need them. "We have to totally change our attitude toward napping," says Dr. William Dement of Stanford University, the godfather of sleep research.

Last year a national commission led by Dement identified an "American sleep debt" which one member said was as important as the national debt. The commission was concerned about the be why we have a new sleep policy in White House. According to recent reports, president Clinton dangers of sleepiness: people causing industrial accidents or falling asleep while driving. This may is trying to take a half-hour *snooze* (打瞌睡) every afternoon.

About 60 percent of American adults nap when given the opportunity. We seem to have "a midafternoon quiet phase," also called "a secondary sleep gate." Sleeping 15 minutes to two hours in the early afternoon can reduce stress and make us refreshed. Clearly, we were born to nap.

We Superstars of Snooze don't nap to replace lost shut-eye or to prepare for a night shift. Rather, we "snack" on sleep, whenever, wherever and at whatever time we feel like it. I myself have napped in buses, cars, planes and on boats; on floors and beds; and in libraries, offices and museums.

21. It is commonly accepted in American society that too much sleep is \_\_\_\_\_.
- A) unreasonable      B) criminal      C) harmful      D) costly
22. The research done by the Dement commission shows that Americans \_\_\_\_\_.
- A) don't like to take naps
  - B) are terribly worried about their national debt
  - C) sleep less than is good for them
  - D) have caused many industrial and traffic accidents
23. The purpose of this article is to \_\_\_\_\_.

- A) warn us of the wickedness of napping
  - B) explain the danger of sleepiness
  - C) discuss the side effects of napping
  - D) convince the reader of the necessity of napping
24. The “American sleep debt” (Line 1, Para.3) is the result of \_\_\_\_\_.
- A) the traditional misconception the Americans have about sleep
  - B) the new sleep policy of the Clinton Administration
  - C) the rapid development of American industry
  - D) the Americans’ worry about the danger of sleepiness
25. The second sentence of the last paragraph tells us that it is \_\_\_\_\_.
- A) preferable to have a sound sleep before a night shift
  - B) good practice to eat something light before we go to bed
  - C) essential to make up for lost sleep
  - D) natural to take a nap whenever we feel the need for it

### Passage Four

Questions 26 to 30 are based on the following passage:

Violin *prodigies* (神童), I learned, have come in distinct waves from distinct regions. Most of the great performers of the late 19th and early 20th centuries were born and brought up in Russia and Eastern Europe. I asked Isaac Stern, one of the world’s greatest violinists, the reason for this phenomenon. “It is very clear,” he told me. “They were all *Jews* (犹太人), and Jews at the time were professional fields, but they were allowed to achieve excellence on a concert stage.” As a result, severely oppressed and ill-treated in that part of the world. They were not allowed into the every Jewish parent’s dream was to have a child in the music school because it was a passport to the West.

Another element in the emergence of prodigies, I found, is a society that values excellence in a certain field and is able to *nurture* (培育) talent. Nowadays, the most nurturing societies seem to be in the Far East. “In Japan, a most competitive society with stronger discipline than ours,” says Isaac Stern, “children are ready to test their limits every day in many fields, including music. When Western music came to Japan after World War II, that music not only became part of their daily lives, but it became a discipline as well.” The Koreans and Chinese, as we know, are just as highly motivated as the Japanese.

That’s a good thing, because even prodigies must work hard. Next to hard work, biological inheritance plays an important role in the making of a prodigy. J. S. Bach, for example, was the top of several generations of musicians, and four of his sons had significant careers in music.

26. Jewish parents in Eastern Europe longed for their children to attend music school because \_\_\_\_\_.
- A) it would allow them access to a better life in the West

- B) Jewish children are born with excellent musical talent  
 C) they wanted their children to enter into the professional field  
 D) it would enable the family to get better treatment in their own country
27. Nurturing societies as mentioned in the passage refer to societies that \_\_\_\_\_.  
 A) enforce strong discipline on students who want to achieve excellence  
 B) treasure talent and provide opportunities for its full development  
 C) encourage people to compete with each other  
 D) promise talented children high positions
28. Japan is described in the passage as a country that attaches importance to \_\_\_\_\_.  
 A) all-round development                      B) the learning of Western music  
 C) strict training of children                D) variety in academic studies
29. Which of the following contributes to the emergence of musical prodigies according to the passage?  
 A) A natural gift.                                B) Extensive knowledge of music.  
 C) Very early training.                        D) A prejudice-free society.
30. Which of the following titles best summarizes the main idea of the passage?  
 A) Jewish Contribution to Music.            B) Training of Musicians in the World.  
 C) Music and Society.                         D) The Making of Prodigies.

### Part III Vocabulary and Structure (20 minutes)

**Directions:** *There are 30 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the center.*

31. Although punctual himself, the professor was quite used \_\_\_\_\_ late for his lecture.  
 A) to have students                              B) for students' being  
 C) for students to be                            D) to students' being
32. You should have been more patient \_\_\_\_\_ that customer; I'm sure that selling him the watch was a possibility.  
 A) of    B) with    C) for    D) at
33. Neither of the young men who had applied for a position in the university \_\_\_\_\_.  
 A) has been accepted    B) have been accepted    C) was accepted    D) were accepted
34. This box is too heavy, \_\_\_\_\_ give me a hand?  
 A) would you mind    B) would you please    C) will you like to    D) will you please to
35. \_\_\_\_\_ he works hard, I don't mind when he finishes the experiment.  
 A) As soon as            B) As well as            C) So far as            D) So long as
36. As early as 1647 Ohio made a decision that free, tax-supported schools must be established in every town \_\_\_\_\_ 50 households or more.  
 A) having                B) to have                C) to have had                D) having had