

## 2019 年英语专业模拟冲刺卷（二十二）参考答案：

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**Part V Writing****Can Cell Phone Be Used as Educational Tools?**

The advent of the electronic era has altered our way of learning on an astonishing scale. Experiments have been conducted to involve cell phones as educational tools in science class to calculate and search for resources. In response to the recent efforts to make positive use of cell phones in the classroom, supporters and objectors have been arguing heatedly over the advantages as well as the disadvantages it will bring about.

Many students embrace cell phones as legitimate tools for learning. With mobile apps and the Internet at their fingertips, students can use phones to look for answers to questions, make marks for home assignments and make notes by taking photos of the teacher's board writing. In some teachers' view, cell phones can be a solution to the massive usage of paper and books in the classroom.

However, more teachers resent the idea of bringing cell phones into classrooms. As for them, under no circumstances should cell phones be allowed as educational tools in school, because not only do the cell phones distract students from learning, but they also impair students' literacy and communication skills. I'm inclined to agree with the opinion. To begin with, it can go beyond the walls of school or the confines of a class time. What's more, in answer to the fear of students' not being able to handle the problem of using electronics, teachers can resolve the problem by paying closer attention to them while cell phones are in use.

In a word, cell phones lead students to a wider world of knowledge if they can be made good use of in class. What we should do now is to make effort to optimize the use of them in class.

**听力原文****Part I Listening Comprehension****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 correct responding letter on Answer Sheet with a single line through the centre.

### Short Conversation

1. M: If you ask me, I suggest you go there by plane. It's quick and convenient.  
W: Yeah, it's true, but I'm terribly airsick.  
Q: What can we infer about the woman?
2. M: Why do so many boys wear long hair in your class?  
W: Oh, you see. Bill does so and the other boys just follow suit.  
Q: What can we infer from the conversation?
3. W: Did you attend the new English teacher's oral class?  
M: How she could make her students so active is really beyond me.  
Q: How does the man find the new English teacher's class?
4. M: Don't you think the scholarship is a great thing you've got? Why do you decline this offer?  
W: I do realise the value of the scholarship. But if I could explain. My mother doesn't want me to go overseas.  
Q: What can be inferred about the woman from the conversation?
5. W: Would a round-trip, business-class ticket be OK for you?  
M: Yes. And I'd prefer a direct flight. Also, I'd like to depart in the morning both days, if at all possible.  
Q: What are the speakers talking about?
6. W: Don't you know a large glass of wine could negatively affect your recovery, Mr Smith?  
M: Well, that's what they all say. I never take it seriously.  
Q: What does the woman imply?
7. M: I love watching basketball games at home. It's so relaxing to watch them to battle.  
W: I guess I'd feel the same way if only I could understand the rules.  
Q: What can we infer from the conversation?
8. M: I've been meaning to get my eyes checked. I just haven't gotten around to it yet.  
W: Why don't you call for an appointment right away? Once it is on your calendar, you will get it done.  
Q: What does the woman suggest the man do?

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### Long Conversation One

- M: Can you tell me about the university shuttle bus system? This is such a large campus, and I have classes all over the campus. I need to take the shuttle bus from one class to another, or I'll never make it on time.
- W: What do you need to know? I think it's a really great system.
- M: First of all, where does it go?
- W: The university shuttle bus system goes all over campus. It doesn't leave the campus; if you want to travel off campus, you'll need to take the city bus system. But the university shuttle bus system will get you from one class to the next very efficiently.
- M: And how much does it cost?
- W: It's free. Can you believe it? So you don't have to pay a cent to get all around the university campus.
- M: That's really great. And how do I catch the shuttle bus?
- W: Just look for one of the bright yellow shuttle bus signs, and go stand next to it. You can see the yellow shuttle bus signs all over campus. A shuttle bus will come along approximately every five minutes, so you shouldn't have to wait long.
- M: That all sounds good. Thanks for your help.
- W: No problem.
- Questions 9 to 12 are based on the conversation you have just heard.**
9. What are the man and woman discussing?
  10. What area does the university shuttle bus cover?
  11. How much does the shuttle bus cost?
  12. What colour are the shuttle bus signs?

### Long Conversation Two

- W: Good morning, Professor. My name is Alice Brown.
- M: Good morning, Alice. What is your question?
- W: I've been studying Spanish for some years. I go to Spain on holiday some times. I've learnt quite a lot of grammar and vocabulary. But I find it very difficult to speak, and when I went to Spain this summer I couldn't understand the Spanish people at all. I got really disheartened.
- M: Yes, it is a problem. How long have you been studying Spanish?
- W: About four years.

M: Yes, how exactly? Go to an evening class, using tapes?

W: I've been going to an evening class and I've watched quite a lot of the BBC television programmes.

M: Oh, they're very good. Did you buy the BBC book?

W: No, we just use a different book in the class.

M: Yes, I see, Alice. I always think that learning a language is rather like learning to drive. Now, you couldn't learn to drive a car by sitting in a class-room or watching television. I think what you need is a lot of practice in using the language.

W: That's all very well if you live in the country where they speak the language, but I don't.

M: Yes, I understand the problem. Though even if you live in the country where the language is spoken, you have to reach a certain standard before you are able to have conversations with the natives. I was thinking perhaps you might arrange with another student or students to have regular conversation practice.

W: I see what you mean. Thank you very much, Professor.

M: You are welcome, Alice.

**Questions 13 to 15 are based on the conversation you have just heard.**

13. What made Alice feel disheartened?
14. What is one of the ways Alice learns Spanish?
15. What does the professor think Alice needs?

**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 TWICE. 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 with a single line through the centre.*

**Passage one**

For a 400-year-old art form, opera, had a bad fame: overweight actresses singing the words which were hard to understand in one of those romance languages you were supposed to learn in high school. And with tickets costing as much as \$145 a performance, operagoers also had a certain appearance in people's minds: rich, well-dressed and old.

But now opera companies around the country are loosening their ties, and kicking off their shoes in an attempt to keep opera alive and take it to a younger and not so wealthy

audience.

Opera producers have found that to attract this crowd, they need to associate opera with the common people. That means no formal suits, old-style theatre or bank-breaking ticket prices. And because young people don't or won't come to the opera, companies are bringing the opera to them, giving performances in such usual places as parks, libraries and public schools.

The Houston Grand Opera's choice is the public library, where it performs mobile operas", shortened version of child-friendly operas. This summer's production is Hansel & Cretel. By performing smaller versions of large productions, producers are able to make people interested while keeping costs at a reasonable level. The San Francisco Opera, which will be celebrating its 75th anniversary this year, is staging Cinderella free of charge, keeping costs down by employing students from its Young Artists' Training Programme.

**Questions 16 to 19 are based on the passage you have just heard.**

16. What is the main idea of the passage?
17. Why do opera companies prefer to perform smaller versions?
18. What is the purpose of the San Francisco Opera employing young students?
19. What can you infer from the passage?

**Passage Two**

When first entered, Vanak Restaurant does not look like much of a restaurant, but once the pleasant smells of kabob (a dish of small pieces of meat and vegetables cooked on a stick) hit the senses, you are incapable of calling it anything else.

Owned by a local couple, this Persian restaurant has an inviting, homelike atmosphere that many restaurants lack.

The space is small with only a few dining tables and nearly no decoration, but the environment is truly charming.

A common sight is that of old Persian men sitting in the corner talking loudly about world topics, watching news events on TV drinking a black tea known as Persian chai, and reading local Persian newspapers all the while trying to finish off their plates piled with food.

The variety of food at the restaurant is limited, but the amount of each dish is fairly large. Most of the meals can serve two people and are under \$10, so not only is it affordable but practical as well.

The food especially appeals to health-conscious eaters because each dish is very

healthy, made with limited fat and oil and served straight off the metal shelf.

The main dish that the restaurant is popular for is its kabob, which is a different style of grilled meat.

One delicious and extremely healthy dish is the Joojeh Kabob, which is made of grilled chicken pieces served with either rice or bread. Another great kabob is the Chelo Kabob, kabob consisting of grilled beef.

Although the restaurant is small, the atmosphere and the food is delicious. It is a place that should not be overlooked.

**Questions 20 to 22 are based on the passage you have just heard.**

20. What can one find in the restaurant when first entering it?

21. What activity is also mentioned apart from dining in the restaurant?

22. What can we learn about the restaurant from the passage?

**Passage Three**

They are the sort of friends who are so close they trust each other with their lives. If one fails, the other is there to catch him.

They are Wellman, whose legs were permanently injured nine years ago in a rock-climbing accident, and Corbett, an experienced rock climber. Together, they climbed up Half Dome, the famous 2,000-foot rock in the Yosemite National Park, through one of the most difficult routes.

During the climb, Corbett took the lead, hit in the metal spikes (a pointed piece of metal) that guided the ropes and climbed up. Then, after Wellman pulled himself up the rope, Corbett went down to remove the spikes and climbed up again. This process was repeated time and again, inch by inch, for 13 days.

Wellman's job was not easy either. He got himself up the rope through upper body strength alone. In all, Wellman figured that he had done 5, 000 pull-ups up the rope on the climb.

However, when the two men first met, they never talked about climbing. "He knew that was how I got injured." Wellman said. Until one day Wellman decided that he wanted to climb again and they started training.

Their climb of Half Dome was not all smooth. At one point, pieces of rock gave way, and Corbett dropped down quickly. Wellman locked their rope in place, stopping the fall at 20 feet. His quick action probably saved his friend's life.

"Your partner can save your life—you can save your partner's life," Wellman said as the pair received congratulations from friends. "There are real close ties."

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

23. Why did the two men never talk about climbing when they first met?

24. What do we know about Wellman?

25. What does the passage mainly want to tell us?