

全国大学英语四、六级考试大纲

(2016年修订版)



全国大学英语四、六级考试委员会©编著

前 言

全国大学英语四、六级考试(以下简称四、六级考试)系教育部主办、教育部考试中心主持和实施的一项大规模标准化考试。自1987年开始实施以来,四、六级考试已走过近三十年的历程,其间经历了多次改革,顺应了我国高等教育不断发展的新形势,推动了大学英语教学改革。

近年来,全国大学英语四、六级考试委员会(以下简称考试委员会)对四、六级考试内容和题型作了进一步调整,并将口语能力的考核方式从面试型转为计算机化考试,同时开发了大学英语四级口语考试,此前实施的大学英语口语考试转为大学英语六级口语考试。

四、六级考试(笔试)大纲历来分级成册,口试大纲单独成册。现行的四、六级考试大纲为2006年的修订版,共有三个单行本:《大学英语四级考试大纲》、《大学英语六级考试大纲》和《大学英语口语考试大纲》。《全国大学英语四、六级考试大纲(2016年修订版)》在总体设计上更好地体现了四、六级考试体系的完整性,内容涵盖四级笔试、四级口试、六级笔试和六级口试,并新增了四、六级考试词表。

公布《全国大学英语四、六级考试大纲(2016年修订版)》的目的是使广大师生和用人单位了解调整后的四、六级考试系列及各项考试的试卷结构、考试形式和考试内容。考试委员会将对调整后的四、六级考试的效度和信度在实施过程中作进一步验证,不断完善考试,使四、六级考试不仅体现中国特色,而且符合国际语言测试的发展趋势,使考试适应我国大学英语教学和测试的现状,更好地服务于我国大学英语教学的改革与发展。

本书所配听力音频和口试视频文件可在大学英语四、六级考试官网(www.cet.edu.cn)下载。

著 者

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考试系列介绍

四、六级考试对象是修完大学英语相应阶段课程的在校大学生。考试目的是参照《大学英语教学指南》(教育部高等学校大学外语教学指导委员会 2015 年制定)设定的教学目标对我国大学生英语综合运用能力进行科学的测量,同时也为用人单位了解我国大学生英语水平提供参照依据。

四、六级考试系列分为大学英语四级考试(简称四级考试)和大学英语六级考试(简称六级考试)。四级考试包括四级笔试(College English Test Band 4,简称 CET-4)和四级口语(CET-Spoken English Test Band 4,简称 CET-SET4);六级考试包括六级笔试(College English Test Band 6,简称 CET-6)和六级口语(CET-Spoken English Test Band 6,简称 CET-SET6)。笔试和口语每年各举行两次。

四、六级考试的命题语料(除主观题外)均选自英文原版材料,包括日常生活对话、广播电视节目、讲座、报纸杂志、书籍、学术期刊等。选材原则包括:

- ▶ 内容健康,题材广泛,涵盖人文学科、社会科学、自然科学等领域,但所涉及的背景知识为考生所了解或已在语料中提供;
- ▶ 体裁多样,包括记叙性、说明性、议论性文本等;
- ▶ 词汇范围参照本大纲所附的四、六级考试词表。超出该范围的词汇,如影响理解或答题,则标注汉语释义。

1. 考核的语言技能及要求

四、六级考试考核学生的英语综合运用能力,包括听力理解、阅读理解、写作、翻译和口头表达能力。各项语言技能的考核要求参照《大学英语教学指南》中的“基础目标”和“提高目标”所设定的教学要求。

1.1 听力理解

1.1.1 考核的要求

▶ 四级考试:要求考生能听懂语速较慢的短篇英语广播;能听懂就熟悉话题展开的多话轮简单英语会话;能听懂语速较慢、题材熟悉、篇幅较长的讲话和报道;能运用基本的听力策略帮助理解。听力材料的语速为每分钟 120 - 140 词。

▶ 六级考试:要求考生能听懂就熟悉话题展开的多话轮英语会话;能听懂语速中等、题材熟悉、篇幅较长的英语广播;能听懂语速中等、题材熟悉的讲话、报道和内容浅显的学术讲座;能较好地运用听力策略帮助理解。听力材料的语速为每分钟 140 - 160 词。

1.1.2 考核的技能

听力理解部分考核学生获取口头信息的能力,包括理解主旨大意、重要事实和细节、隐含意义,判断话语的交际功能、说话人的观点、态度等。听力理解部分考核的技能如下:

A. 理解明示的信息

- 01 理解主旨大意
- 02 听懂重要信息或特定的细节
- 03 理解说话人明确表达的观点、态度等

B. 理解隐含的信息

- 04 推论隐含的意义
- 05 判断话语的交际功能
- 06 推断说话人的观点、态度等

C. 运用语言特征理解听力材料

- 07 辨别语音特征(如从连续的话语中辨别语音、理解重音和语调等)
- 08 理解句间关系(如因果、比较、条件等)

D. 运用听力策略

- 09 运用合适的听力策略帮助理解

1.2 阅读理解

1.2.1 考核的要求

► 四级考试:要求考生能读懂题材熟悉、语言难度较低的英语报刊文章和其他英语材料;能读懂工作、生活中常见的应用文体的英语材料;能运用基本的阅读策略帮助理解。仔细阅读速度达到每分钟 70 词,快速阅读速度达到每分钟 100 词。

► 六级考试:要求考生能读懂一般性题材的英语报刊文章和其他英语材料;能阅读题材较熟悉的学术文章;能较好地运用阅读策略帮助理解。仔细阅读速度达到每分钟 90 词,快速阅读速度达到每分钟 120 词。

1.2.2 考核的技能

阅读理解部分考核学生通过阅读获取书面信息的能力,包括理解主旨大意、重要事实和细节、隐含意义,判断作者的观点、态度等。阅读部分考核的技能如下:

A. 理解明示的信息

- 01 理解主旨大意
- 02 理解细节信息
- 03 理解作者明确表达的观点、态度等

- B. 理解隐含的信息
 - 04 概括主旨大意
 - 05 推论隐含的意义
 - 06 判断作者的观点、态度等
- C. 运用语言特征理解文章
 - 07 根据上下文猜测词和短语的意思
 - 08 理解句间关系(如因果、比较、条件等)
 - 09 运用词汇及语法衔接手段理解篇章各部分之间的关系
- D. 运用阅读策略
 - 10 运用合适的阅读策略帮助理解

1.3 写作

1.3.1 考核的要求

► 四级考试：要求考生能用英语描述个人经历、观感、情感和发生的事件等；能描述简单的图表和图画；能就熟悉的主题发表个人观点；能写常见的应用文；能根据提纲、图表或图画等提示信息作简短的讨论、解释和说明。中心思想明确，结构基本完整，用词较为恰当，语句通顺，语意连贯，能运用基本的写作策略。能在半小时内写出不少于 120 词的短文。

► 六级考试：要求考生能用英语就一般性的主题发表个人观点；能描述图表和图画；能根据提纲、图表或图画等提示信息作较为深入的讨论、解释和说明。观点明确，结构清晰完整，用词贴切，语言表达流畅，语意连贯，能较好地运用写作策略。能在半小时内写出不少于 150 词的短文。

1.3.2 考核的技能

写作部分考核学生就熟悉的话题和情景用英语进行书面表达的能力，要求考生在规定的时间内根据所给提示用英语写出一篇短文。写作部分考核的技能如下：

- A. 思想表达
 - 01 表达中心思想
 - 02 表达重要或特定的信息
 - 03 表达观点、态度等
- B. 篇章组织
 - 04 围绕所给的题目叙述、议论或描述，重点突出
 - 05 连贯地组句成段，组段成篇
- C. 语言运用
 - 06 运用恰当的词汇
 - 07 运用正确的语法
 - 08 运用合适的句子结构
 - 09 使用正确的标点符号
 - 10 运用衔接手段表达句间关系(如对比、原因、结果、程度、目的等)

D. 运用写作策略

11 运用合适的写作策略帮助表达

1.4 翻译

1.4.1 考核的要求

► 四级考试:要求考生能将题材熟悉、语言难度较低的汉语段落译成英语。段落的内容涉及中国的文化、历史及社会发展。译文基本准确地表达原文的意思,语句通顺,句式和用词较为恰当。能运用基本的翻译策略。能在半小时内将长度为140-160个汉字的段落译成英语。

► 六级考试:要求考生能将题材熟悉、语言难度中等的汉语段落译成英语。段落的内容涉及中国的文化、历史及社会发展。译文基本准确地表达原文的意思,语言流畅,句式运用恰当,用词贴切。能较好地运用翻译策略。能在半小时内将长度为180-200个汉字的段落译成英语。

1.4.2 考核的技能

翻译部分考核学生运用恰当的翻译策略和语言知识将主题熟悉、内容浅显、意思完整的汉语段落用英语表达出来的能力。翻译部分考核的技能如下:

A. 将句子层面的汉语信息转换成英语

01 用合适的英语词汇准确表达汉语词汇的意思

02 用符合英语规范和表达习惯的句型准确表达汉语句子的含义

B. 将语篇层面的汉语信息转换成英语

03 用英语准确、完整地表达汉语段落的信息

04 译文结构清晰,语篇连贯,语言通顺

C. 运用翻译策略

05 运用合适的翻译策略帮助表达

1.5 口头表达

1.5.1 考核的要求

► 四级考试:要求考生能用英语就熟悉的话题进行简短但多话轮的交谈;能对一般性事件和现象进行简单的叙述或描述;经准备后能就熟悉的话题作简短发言。语言表达较清楚,语音、语调和语法基本正确。能运用基本的口头表达与交流的策略。

► 六级考试:要求考生能用英语就一般性话题进行比较深入的多话轮交谈;能陈述事实、理由和描述事件、现象等;能表达个人意见、情感、观点等;能在对话中进行争辩、解释、比较、论证等。语言表达结构清晰,观点明确,语音、语调和语法正确。能较好地运用口头表达与交流的策略。

1.5.2 考核的技能

口语部分考核学生就熟悉的话题用英语进行口头表达与交流的能力。口语部分考核的技能如下:

- A. 口头阐述
 - 01 陈述事实、理由、观点等
 - 02 描述人物、事件、现象等
- B. 口头互动
 - 03 交换意见、交流情感和观点等
 - 04 争辩、解释、比较、论证等
- C. 运用口头交际策略
 - 05 运用合适的口头表达与交流的策略帮助表达

2. 全国大学英语四级考试

2.1 四级笔试

2.1.1 试卷构成

大学英语四级试卷由四个部分构成,依次为:1)写作;2)听力理解;3)阅读理解;4)翻译。各部分测试内容、题型和所占分值比例等如下表所示:

| 试卷结构 | 测试内容 | 测试题型 | 题目数量 | 分值比例 | 考试时间 |
|------|------|----------|------|------|--------|
| 写作 | 写作 | 短文写作 | 1 | 15% | 30 分钟 |
| 听力理解 | 短篇新闻 | 选择题(单选题) | 7 | 7% | 25 分钟 |
| | 长对话 | 选择题(单选题) | 8 | 8% | |
| | 听力篇章 | 选择题(单选题) | 10 | 20% | |
| 阅读理解 | 词汇理解 | 选词填空 | 10 | 5% | 40 分钟 |
| | 长篇阅读 | 匹配 | 10 | 10% | |
| | 仔细阅读 | 选择题(单选题) | 10 | 20% | |
| 翻译 | 汉译英 | 段落翻译 | 1 | 15% | 30 分钟 |
| 总计 | | | 57 | 100% | 125 分钟 |

2.1.2 试卷分解

1) 写作

作文题的提示形式包括提纲、情景、图画或图表等,每次考试采用其中的一种形式。要求考生根据所规定的题目及所给出的提示写出一篇短文,长度不少于 120 词。写作部分的分值比例为 15%。考试时间 30 分钟。

2) 听力理解

听力理解部分由短篇新闻、长对话和听力篇章构成。试题采用选择题(单选题)题型。录音材料用标准的英式或美式英语朗读,语速约为每分钟120-140词。所有录音材料均播放一遍,每个问题后留有15秒答题时间。听力理解部分的分值比例为35%,其中短篇新闻占7%,长对话占8%,听力篇章占20%。考试时间约25分钟。

- ▶ 短篇新闻:3篇,总共450-500词,每篇2-3题,共7题。
- ▶ 长对话:2篇,每篇240-280词,每篇4题,共8题。
- ▶ 听力篇章:3篇,每篇220-240词,每篇3-4题,共10题。

3) 阅读理解

阅读理解部分由词汇理解(1篇)、长篇阅读(1篇)和仔细阅读(2篇)构成。词汇理解的篇章长度为200-250词;长篇阅读的篇章长度约1000词;仔细阅读的每篇长度为300-350词。阅读理解部分的分值比例为35%,其中词汇理解占5%,长篇阅读占10%,仔细阅读占20%。考试时间40分钟。

▶ 词汇理解:采用选词填空题型,考核学生对篇章语境中词汇的理解和运用能力。篇章中删去了10个词汇,并在篇章后提供15个词汇选项。要求考生在对篇章理解的基础上从所给的词汇选项中选择正确的词汇填空,使篇章复原。

▶ 长篇阅读理解:采用段落匹配题型,考核学生运用略读和查读的技能从篇章中获取信息的能力。略读要求学生通过快速阅读获取文章主旨大意或中心思想;查读要求学生快速查找篇章中的特定信息。篇章后附有10个句子,每句1题。每句所含的信息出自篇章中的某一段落,要求考生找出与每句所含信息相匹配的段落。有的段落可能对应两题,有的段落可能不对应任何一题。

▶ 仔细阅读理解:采用选择题(单选题)题型,考核学生在不同层面上的阅读理解能力,包括理解主旨大意和重要细节、综合分析、推测判断以及根据上下文推测词义等。每个篇章后有5个问题,要求考生根据对篇章的理解从每题的四个选项中选择最佳答案。

4) 翻译

试题所呈现的是一个或几个汉语段落,不含生僻的专业词汇或习语。要求考生在规定的时间内将汉语段落译成英语。翻译部分的分值比例为15%。考试时间30分钟。

2.2 四级口试

2.2.1 考试形式

四级口试采用计算机化考试形式。模拟考官及试题呈现在计算机屏幕上,试题材料采用文字或画面提示(图画、图表、照片等)。考生由计算机系统随机编排为两人一组。考生在计算机上进行考生与模拟考官、考生与考生之间的互动。考试包含四个任务,考试总时间约15分钟。

2.2.2 考试过程

考试按以下步骤进行:

| 任务 | 任务名称 | 考试过程 | 答题时间 |
|-----|------|-----------------------------------|---------------------|
| 热身 | 自我介绍 | 根据考官指令,每位考生作一个简短的自我介绍。考试时间约1分钟。 | 每位考生20秒(两位考生依次进行) |
| 任务1 | 短文朗读 | 考生准备45秒后朗读一篇120词左右的短文。考试时间约2分钟。 | 每位考生朗读1分钟(两位考生同步进行) |
| 任务2 | 简短回答 | 考生回答2个与短文有关的问题。考试时间约1分钟。 | 每位考生40秒(两位考生同步进行) |
| 任务3 | 个人陈述 | 考生准备45秒后,根据所给提示作陈述。考试时间约2分钟。 | 每位考生1分钟(两位考生同步进行) |
| 任务4 | 双人互动 | 考生准备1分钟后,根据设定的情景和任务进行交谈。考试时间约4分钟。 | 两位考生互动3分钟 |

考生开始正式答题前先作一个简短的自我介绍,以进入良好的应考状态。正式考试开始后,考生按下列顺序完成各项任务:

➤ 任务1: 要求考生在经过一定准备后朗读一篇120词左右的短文。考生的准备时间为45秒,答题时间为1分钟。

➤ 任务2: 要求考生回答模拟考官提出的2个问题,第1个问题与朗读短文的内容相关,第2个问题与朗读短文的主题相关。每题的答题时间为20秒。

➤ 任务3: 要求考生经过准备后根据所给提示发言。考生的准备时间为45秒,答题时间为1分钟。

➤ 任务4: 要求两位考生根据所给的情景和任务进行互动。考生的准备时间为1分钟,双人互动时间为3分钟。

3. 全国大学英语六级考试

3.1 六级笔试

3.1.1 试卷构成

大学英语六级试卷由四个部分构成,依次为:1)写作;2)听力理解;3)阅读理解;4)翻译。各部分测试内容、题型和所占分值比例等如下表所示:

| 试卷结构 | 测试内容 | 测试题型 | 题目数量 | 分值比例 | 考试时间 |
|------|----------|----------|------|------|------|
| 写作 | 写作 | 短文写作 | 1 | 15% | 30分钟 |
| 听力理解 | 长对话 | 选择题(单选题) | 8 | 8% | 30分钟 |
| | 听力篇章 | 选择题(单选题) | 7 | 7% | |
| | 讲话/报道/讲座 | 选择题(单选题) | 10 | 20% | |

(续表)

| 试卷结构 | 测试内容 | 测试题型 | 题目数量 | 分值比例 | 考试时间 |
|------|------|----------|------|------|--------|
| 阅读理解 | 词汇理解 | 选词填空 | 10 | 5% | 40 分钟 |
| | 长篇阅读 | 匹配 | 10 | 10% | |
| | 仔细阅读 | 选择题(单选题) | 10 | 20% | |
| 翻译 | 汉译英 | 段落翻译 | 1 | 15% | 30 分钟 |
| 总计 | | | 57 | 100% | 130 分钟 |

3.1.2 试卷分解

1) 写作

作文题的提示形式包括提纲、情景、图画或图表等,每次考试采用其中的一种形式。要求考生根据所规定的题目及所给出的提示写出一篇短文,长度不少于 150 词。写作部分的分值比例为 15%。考试时间 30 分钟。

2) 听力理解

听力理解部分由长对话、听力篇章和讲话/报道/讲座构成。试题采用选择题(单选题)题型。录音材料用标准的英式或美式英语朗读,语速约为每分钟 140-160 词。所有录音材料均播放一遍,每个问题后留有 13 秒答题时间。听力理解部分的分值比例为 35%,其中长对话占 8%,听力篇章占 7%,讲话/报道/讲座占 20%。考试时间约 30 分钟。

- 长对话:2 篇,每篇 280-320 词,每篇 4 题,共 8 题。
- 听力篇章:2 篇,每篇 240-260 词,每篇 3-4 题,共 7 题。
- 讲话/报道/讲座:3 篇,总共约 1200 词,每篇 3-4 题,共 10 题。

3) 阅读理解

阅读理解部分由词汇理解(1 篇)、长篇阅读(1 篇)和仔细阅读(2 篇)构成。词汇理解的篇章长度为 250-300 词;长篇阅读的篇章长度约 1200 词;仔细阅读的每篇长度为 400-450 词。阅读理解部分的分值比例为 35%,其中词汇理解占 5%,长篇阅读占 10%,仔细阅读占 20%。考试时间 40 分钟。

➤ 词汇理解:采用选词填空题型,考核学生对篇章语境中词汇的理解和运用能力。篇章中删去了 10 个词汇,并在篇章后提供 15 个词汇选项。要求考生在对篇章理解的基础上从所给的词汇选项中选择正确的词汇答题,使篇章复原。

➤ 长篇阅读理解:采用段落匹配题型,考核考生运用略读和查读的技能从篇章中获取信息的能力。略读要求学生通过快速阅读获取文章主旨大意或中心思想;查读要求学生快速查找篇章中的特定信息。篇章后附有 10 个句子,每句 1 题。每句所含的信息出自篇章中的某一段落,要求考生找出与每句所含信息相匹配的段落。有的段落可能对应两题,有的段落可能不对应任何一题。

➤ 仔细阅读理解:采用选择题(单选题)题型,考核学生在不同层面上的阅读理解能力,包括理解主旨大意和重要细节、综合分析、推测判断以及根据上下文推测词义等。每个篇章后有 5 个问题,要求考生根据对篇章的理解从每题的四个选项中选择最佳答案。

4) 翻译

试题所呈现的是一个或几个汉语段落,不含生僻的专业词汇或习语。试题内容的难度略高于四级。要求考生在规定的时间内将汉语段落译成英语。翻译部分的分值比例为15%。考试时间30分钟。

3.2 六级口试

3.2.1 考试形式

六级口试采用计算机化考试形式。模拟考官及试题呈现在计算机屏幕上,试题材料采用文字或画面提示(图画、图表、照片等)。考生由计算机系统随机编排为两人一组。考生在计算机上进行考生与模拟考官、考生与考生之间的互动。考试分为三个部分,考试总时间约18分钟。

3.2.2 考试过程

考试按以下步骤进行:

| 部分 | 内容 | 考试过程 | 答题时间 |
|------|---------|---|--|
| 第一部分 | 自我介绍和问答 | 先由考生自我介绍,然后回答考官提问。考试时间约2分钟。 | 自我介绍:每位考生20秒(两位考生依次进行) 回答问题:每位考生30秒(两位考生同步进行) |
| 第二部分 | 陈述和讨论 | 考生准备1分钟后,根据所给提示作个人陈述;两位考生就指定的话题讨论。考试时间约8分钟。 | 个人陈述:每位考生1分30秒(两位考生依次进行) 两人讨论:3分钟 |
| 第三部分 | 问答 | 考生回答考官的一个问题。考试时间约1分钟。 | 每位考生45秒(两位考生同步进行) |

► 第一部分:根据考官指令,两位考生分别作一个简短的自我介绍,每位考生答题20秒;然后每位考生回答一个问题,答题时间30秒。这部分主要用于“热身”目的,使考生进入良好的应考状态。

► 第二部分:根据考官指令和屏幕显示的文字或画面提示,考生准备1分钟,然后就所给提示依次作个人陈述,每位考生答题1分30秒;此后两位考生就指定的话题展开讨论,讨论时间3分钟。这部分是考试的重点内容,检测考生用英语进行连贯的口头表达的能力,以及传达信息、发表意见、参与讨论和进行辩论等口头交际能力。

► 第三部分:考生再次各自回答一个问题,每位考生答题45秒。这部分给考生进一步展示自己口头交际能力的机会。

4. 主观题评分

4.1 作文评分

4.1.1 评分方法

四级和六级的作文评分均采用总体印象评分方式。作文满分为15分,分为五个档次:14分档(13-15分)、11分档(10-12分)、8分档(7-9分)、5分档(4-6分)和2分档(1-3分)。四级和六级采用相同的档次描述。每次阅卷时,参照档次描述分别确定当次考试四级和六级各档次的评分样卷。阅卷员经过培训后参照评分样卷对考生的作文答卷进行评分。

4.1.2 评分标准

四级和六级的写作测试难度不同,考核要求不同。相同档次的四级评分样卷和六级评分样卷具有级别上的差异。各档次描述如下:

| 档次 | 档次描述 |
|------|--|
| 14分档 | 切题。表达思想清楚,文字通顺、连贯,基本上无语言错误,仅有个别小错。 |
| 11分档 | 切题。表达思想清楚,文字连贯,但有少量语言错误。 |
| 8分档 | 基本切题。有些地方表达思想不够清楚,文字勉强连贯,语言错误相当多,其中有一些是严重错误。 |
| 5分档 | 基本切题。表达思想不清楚,连贯性差,有较多的严重语言错误。 |
| 2分档 | 条理不清,思路紊乱,语言支离破碎或大部分句子均有错误,且多数为严重错误。 |

4.2 翻译评分

4.2.1 评分方法

四级和六级的翻译评分均采用总体印象评分方式。翻译满分为15分,分为五个档次:14分档(13-15分)、11分档(10-12分)、8分档(7-9分)、5分档(4-6分)和2分档(1-3分)。四级和六级采用相同的档次描述。每次阅卷时,参照档次描述分别确定当次考试四级和六级各档次的评分样卷。阅卷员经过培训后参照评分样卷对考生的翻译答卷进行评分。

4.2.2 评分标准

四级和六级的翻译测试难度不同,考核要求不同。相同档次的四级评分样卷和六级评分样卷具有级别上的差异。各档次描述如下:

| 档次 | 档次描述 |
|------|---|
| 14分档 | 译文准确表达了原文的意思。译文流畅,结构清晰,用词贴切,基本无语言错误,仅有个别小错。 |
| 11分档 | 译文基本表达了原文的意思。结构较清晰,语言通顺,但有少量语言错误。 |

(续表)

| 档次 | 档次描述 |
|-----|---|
| 8分档 | 译文勉强表达了原文的意思。译文勉强连贯,语言错误相当多,其中有一些是严重错误。 |
| 5分档 | 译文仅表达了小部分原文的意思。译文连贯性差,有相当多的严重语言错误。 |
| 2分档 | 除个别词语或句子,译文基本没有表达原文的意思。 |

4.3 口语考试评分

4.3.1 评分方法

四级口语考试的评分分为人工评分部分和计算机自动评分部分。人工评分总分为15分;计算机自动评分(朗读部分)总分为5分。人工评分的分值和计算机评分的分值合成后的考试总分为20分,成绩报道时转换为A、B、C和D四个等级。

六级口语考试全部采用人工评分,总分为15分,成绩报道时转换为A、B、C和D四个等级。

4.3.2 评分标准

1) 人工评分

四级人工评分和六级评分采用相同的评分标准。每次评分时,参照各项评分标准描述分别确定当次四级和六级口试各等级的标准样本。评分员经过培训后参照标准样本对考生的答题表现进行评分。评分基于以下三项标准,每个单项满分为5分。评分标准描述如下:

➤ 准确性和范围:“准确性”指考生的语音、语调以及所使用的语法和词汇的准确程度;“范围”指考生使用的词汇和语法结构的复杂度和丰富度。

➤ 话语长短和连贯性:“话语长短”指考生对整个考试中的交际所作的贡献、讲话的多少;“连贯性”指考生能进行较长时间的、语言连贯的发言。

➤ 灵活性和适切性:“灵活性”指考生应付不同场景和话题的能力;“适切性”指考生根据不同场合选用适当确切的语言的能力。

| | 准确性和范围 | 话语长短和连贯性 | 灵活性和适切性 |
|----|--|---|--|
| 5分 | <ul style="list-style-type: none"> 语法和词汇基本正确 表达过程中词汇丰富、语法结构较为复杂 发音较好,但允许有一些不影响理解的母语口音 | <ul style="list-style-type: none"> 能进行较长时间的发言,语言连贯,组织思想和搜寻词语时偶尔出现停顿,但不影响交际 | <ul style="list-style-type: none"> 能自如地应对不同场景和话题 能积极地参与讨论 语言的使用总体上能与语境、功能和目的相适应 |
| 4分 | <ul style="list-style-type: none"> 语法和词汇有一些错误,但未严重影响交际 表达过程中词汇较丰富 发音尚可 | <ul style="list-style-type: none"> 能进行较连贯的发言,但多数发言较短 组织思想和搜寻词语时频繁出现停顿,有时会影响交际 | <ul style="list-style-type: none"> 能较自如地应对不同场景和话题 能较积极地参与讨论 语言的使用基本上能与语境、功能和目的相适应 |

(续表)

| | 准确性和范围 | 话语长短和连贯性 | 灵活性和适切性 |
|----|--|---|--|
| 3分 | <ul style="list-style-type: none"> 语法和词汇有错误,且有时会影响交际 表达过程中词汇不丰富,语法结构较简单 发音有缺陷,有时会影响交际 | <ul style="list-style-type: none"> 发言简短 组织思想和搜寻词语时频繁出现较长时间且影响交际的停顿,但能基本完成交际任务 | <ul style="list-style-type: none"> 不能积极参与讨论 有时不能适应话题或内容的转换 |
| 2分 | <ul style="list-style-type: none"> 语法和词汇有相当多的错误,以致交际时常中断 表达过程中因缺乏词汇和语法结构而严重影响交际 发音较差 | <ul style="list-style-type: none"> 发言简短且毫无连贯性,基本不能进行交际 | <ul style="list-style-type: none"> 不能参与讨论 |
| 1分 | 不描述 | 不描述 | 不描述 |

2) 计算机自动评分

四级朗读任务采用计算机自动评分,基于准确性、流利度和完整性三项标准,满分为5分。评分标准描述如下:

| 分数 | 标准描述 |
|----|---|
| 5分 | <ul style="list-style-type: none"> 意群停顿恰当,语音、语调正确 朗读流利,基本没有重复、自我更正 内容完整 |
| 4分 | <ul style="list-style-type: none"> 有少量的意群停顿错误,语音、语调有一些错误,但未严重影响听者的理解 朗读较流利,有少量重复、自我更正 内容基本完整 |
| 3分 | <ul style="list-style-type: none"> 有较多意群停顿错误,语音、语调也有较多错误,且有时会影响听者的理解 朗读不够流利,有较多停顿、重复、自我更正 内容不够完整 |
| 2分 | <ul style="list-style-type: none"> 意群停顿完全混乱,语音、语调有大量错误,严重影响听者的理解 朗读有大量停顿、重复、自我更正 内容支离破碎 |
| 1分 | 不描述 |

5. 分数解释及成绩报道

5.1 笔试

5.1.1 分数解释

四、六级笔试是“标准相关—常模参照”的标准化考试。标准相关体现在试卷各部分的设

计和命题参照了《大学英语教学指南》规定的技能和要求。常模参照体现在考后各部分的原始分转换成报道分时分别参照各部分的常模。因此,考试既是标准相关又具有常模参照的性质。

四、六级笔试的原始总分经过等值处理后参照总分常模转换成常模正态分,均值为 500、标准差为 70,报道总分在 220 分至 710 分之间。各部分报道分的相加之和等于报道总分。

四、六级笔试成绩由三个单项分和总分构成。单项分依次为:听力、阅读、写作和翻译。考生的四级笔试成绩达到 425 分及以上,表明其语言能力已达到《大学英语教学指南》中“基础目标”所设定的教学要求;考生的六级笔试成绩达到 425 分及以上,表明其语言能力已达到《大学英语教学指南》中“提高目标”所设定的教学要求。考试委员会在其官网(<http://www.cet.edu.cn>)公布了总分和各单项分的百分位对照表,每位考生均可在其所考级别的常模中找到其成绩的百分位位置,即在其所考级别的常模群体中所处的相对位置。这也为考试成绩使用者了解考生的相对能力水平提供了依据。

5.1.2 成绩报道

四、六级笔试成绩总分达到 220 分及以上的考生将获得由教育部考试中心颁发的“全国大学英语四、六级考试成绩报告单”。

考试委员会每次考试后向实施考试的各个院校提供该校考生的成绩(总分和各部分单项分)和有关该校的各种统计数据,以利于各院校的大学英语教学。

5.2 口语考试

5.2.1 能力等级描述

四级和六级的口语考试难度不同,考核要求不同。两个级别的能力等级描述见下表。

四级口试能力等级描述

| 等级 | 等级描述 |
|----|---|
| A | 能用英语就熟悉的话题进行交谈,基本没有困难。 能就熟悉的话题连贯地发表意见和看法。 能清晰、流利地叙述或描述一般性事件和现象。 |
| B | 能用英语就熟悉的话题进行交谈,虽有些困难,但不影响交际。 能就熟悉的话题作较连贯的发言。 能较清晰、流利地叙述或描述一般性事件和现象。 |
| C | 能用英语就熟悉的话题进行简单的交谈。 能就熟悉的话题作简短的发言。 能简单地叙述或描述一般性事件和现象。 |
| D | 尚不具备英语口语交际能力。 |

六级口试能力等级描述

| 等级 | 等级描述 |
|----|--|
| A | 能用英语就一般性话题进行深入的交谈。 能清晰、流利地表达个人意见、情感、观点等。 能详细地陈述事实、理由和描述事件、现象等。 |
| B | 能用英语就一般性话题进行较深入的交谈。 能较清晰、较连贯地表达个人意见、情感、观点等。 能较详细地陈述事实、理由和描述事件、现象等。 |
| C | 能用英语就一般性话题进行简单的交谈。 能基本表达个人意见、情感、观点等。 能简单地陈述事实、理由和描述事件、现象等。 |
| D | 尚不具备基本的英语口语交际能力。 |

5.2.2 成绩报道

参加四级口语考试的考生将获得同时含有笔试成绩和口试等级的“全国大学英语四级考试成绩报告单”；参加六级口语考试的考生将获得同时含有笔试成绩和口试等级的“全国大学英语六级考试成绩报告单”。

词 表

说明

本词表专为大学英语四、六级考试所制定。词目的选择遵循“以定量分析为主,定性分析为辅”的原则,参考了《大学英语教学大纲》(《大学英语教学大纲》修订工作组,1999)以及《大学英语课程教学要求》(教育部高等教育司,2007)所附词表;还参照了 Collins Cobuild, BYU Corpus of American English 等词典及词库的词频统计,以及 *Advanced Learners' Dictionary of Current English*, *Longman Dictionary of Contemporary English* 等常用的学习型词典列出的词汇。

随着社会的发展,近年来出现了大量新生词汇。因此,本词表还收录了少量出现频率较高的新词,如 *swipe*, *smartphone*, *podcast* 等。本词表还收录了 1987 年以来四、六级考试考核频率较高但未列入以前教学词表的词汇。

本词表共收录词目 5 418 个。分四级和六级两个级别,其中六级词用★号标出。本词表只列词形,不列词性,不给释义,不注读音。

词表中的同形异音异义词分列,如 *minute*, *resume*, *lead*, *invalid* 等;同形异义词一般也予以分列,如 *just*, *mine*, *bound*, *patient* 等。

有两种拼法的词并列,如 *adviser/advisor*;既有英式又有美式拼法的词原则上以美式拼法为主,如 *labo(u)r*, *skeptical/sceptical*, *judg(e)ment*, *connection/connexion*, *special(i)ty*。

派生词原则上不单列(特别常用的除外)。如列了 *serious*, 则不另列 *seriously*, *seriousness*。如果形式上是派生词,而实际上已不被看成派生词,则单独列出,如 *interesting*, *remarkable*, *really*, *advanced*, *proceedings* 等。

| | | | |
|----------------|----------------|--------------|-------------|
| a/an | | | |
| abandon | | | |
| ★ abbreviation | | | |
| ★ abide | | | |
| able | ability | | |
| ★ abnormal | | | |
| aboard | | | |
| abolish | abolition | | |
| ★ abort | abortion | | |
| about | | | |
| above | | | |
| ★ abreast | | | |
| abroad | | | |
| ★ abrupt | | | |
| absent | absence | | |
| absolute | | | |
| absorb | absorption | | |
| abstract | | | |
| ★ absurd | absurdity | | |
| abundant | abundance | | |
| abuse | abusive | | |
| academy | academic | academician | |
| accelerate | acceleration | | |
| accent | | | |
| accept | acceptance | acceptable | |
| access | accessible | | |
| ★ accessory | | | |
| accident | accidental | | |
| ★ acclaim | | | |
| accommodate | accommodation | | |
| accompany | | | |
| accomplish | accomplishment | | |
| accord | | | |
| accordance | | | |
| according to | | | |
| accordingly | | | |
| account | accounting | accountant | accountancy |
| accountable | accountability | | |
| accumulate | accumulation | accumulative | |
| accurate | accuracy | | |
| accuse | accusation | | |
| accustom | accustomed | | |

| | | | |
|-------------------------|------------------|----------------|----------------|
| ace | | | |
| ache | | | |
| achieve | achievement | | |
| acid | acidity | | |
| acknowledge | acknowledgement | | |
| acquaint | acquaintance | | |
| acquire | acquisition | | |
| acre | | | |
| across | | | |
| act | action | acting | |
| ★ activate | | | |
| active | activity | activist | |
| actor | actress | | |
| actual | actually | | |
| ★ acupuncture | | | |
| acute | | | |
| adapt | adaptation | adaptive | |
| add | addition | additional | |
| addict | addiction | addictive | |
| address | | | |
| adequate | adequacy | adequately | |
| ★ adhere | adherence | | |
| ★ adjacent | | | |
| adjective | | | |
| adjust | adjustment | | |
| administer/administrate | | administration | administrative |
| admire | admiration | admirable | |
| admit | admission | admittance | admittedly |
| ★ adolescent | adolescence | | |
| adopt | adoption | | |
| ★ adore | adorable | | |
| adult | adulthood | | |
| advance | advancement | advanced | |
| advantage | advantageous | | |
| ★ advent | | | |
| adventure | adventurer | adventurous | |
| adverb | | | |
| ★ adversary | | | |
| ★ adverse | adversity | | |
| advertise | advertisement/ad | advertising | |
| advice | | | |
| advise | advisor/-er | advisory | advisable |

| | | |
|--------------------|-----------------|---------------|
| advocate | advocacy | |
| aerial | | |
| ★ aesthetic | aesthetics | |
| affair | | |
| affect | | |
| affection | affectionate | |
| ★ affiliate | affiliation | |
| ★ affirm | affirmation | affirmative |
| ★ affix | affixation | |
| affluent | affluence | |
| afford | affordable | affordability |
| ★ afloat | | |
| afraid | | |
| after | | |
| ★ aftermath | | |
| afternoon | | |
| afterward(s) | | |
| again | | |
| against | | |
| age | aged | ag(e)ing |
| agenda | | |
| agent | agency | |
| ★ aggravate | aggravation | |
| ★ aggregate | | |
| aggressive | aggression | |
| ★ agitate | agitation | |
| ago | | |
| ★ agony | | |
| agree | agreement | agreeable |
| agriculture | agricultural | |
| ahead | | |
| aid | | |
| ★ aide | | |
| AIDS | | |
| ★ ail | ailment | |
| aim | | |
| air | | |
| ★ airborne | | |
| air-conditioning | air-conditioner | |
| aircraft | | |
| airline | | |
| airplane/aeroplane | | |

| | | | |
|-------------|----------------|-------------|-----------|
| airport | | | |
| aisle | | | |
| ★ akin | | | |
| alarm | | | |
| album | | | |
| alcohol | alcoholic | | |
| ★ ale | | | |
| alert | | | |
| algebra | | | |
| ★ alien | alienate | alienation | |
| ★ align | alignment | | |
| alike | | | |
| alive | | | |
| all | | | |
| allege | allegation | alleged | allegedly |
| ★ allergic | allergy | | |
| ★ alleviate | alleviation | | |
| alley | | | |
| ★ allocate | allocation | | |
| ★ allot | allotment | | |
| allow | | | |
| allowance | | | |
| ★ alloy | | | |
| ★ allude | allusion | | |
| ★ allure | allurement | | |
| ally | alliance | | |
| ★ almighty | | | |
| almost | | | |
| ★ aloft | | | |
| alone | | | |
| along | | | |
| alongside | | | |
| aloud | | | |
| alphabet | alphabetic(al) | | |
| already | | | |
| also | | | |
| alter | alteration | | |
| ★ alternate | alternation | alternately | |
| alternative | | | |
| although | | | |
| altitude | | | |
| altogether | | | |

| | | | |
|--------------|---------------|--------------|---------|
| alumin(i)um | | | |
| always | | | |
| am | | | |
| ★ amass | | | |
| amateur | | | |
| amaze | amazing | amazement | |
| ambassador | | | |
| ★ ambiguous | ambiguity | | |
| ambition | ambitious | | |
| ambulance | | | |
| ★ amend | amendment | | |
| ★ amiable | | | |
| amid(st) | | | |
| ★ ammunition | | | |
| among(st) | | | |
| amount | | | |
| ample | | | |
| ★ amplify | amplification | | |
| amuse | amusing | amusement | |
| ★ analogue | analogous | | |
| ★ analogy | | | |
| analyze/-yse | analysis | analytic(al) | analyst |
| ancestor | ancestry | | |
| anchor | anchorage | | |
| ancient | | | |
| and | | | |
| ★ anecdote | anecdotal | | |
| anew | | | |
| angel | | | |
| angle | | | |
| angry | anger | | |
| ★ anguish | | | |
| animal | | | |
| ★ animate | animated | animation | |
| ankle | | | |
| ★ annex | annexation | | |
| anniversary | | | |
| announce | announcement | | |
| annoy | annoyance | | |
| annual | | | |
| ★ anonymous | anonymity | | |
| another | | | |

| | | | |
|----------------------------|----------------|---------------|------------------|
| answer | | | |
| ant | | | |
| ★ antagonism | antagonist | antagonistic | antagonistically |
| ★ antenna | | | |
| ★ antibiotic | | | |
| anticipate | anticipation | | |
| antique | | | |
| ★ antonym | | | |
| anxious | anxiety | | |
| any | | | |
| anybody/anyone | | | |
| anyhow | | | |
| anything | | | |
| anyway | | | |
| anywhere | | | |
| apart | | | |
| apartment/apt. | | | |
| ★ ape | | | |
| apology | apologize/-ise | apologetic | |
| app | | | |
| ★ appal(l) | appalling | | |
| apparatus | | | |
| apparent | apparently | | |
| appeal | appealing | | |
| appear | appearance | | |
| ★ appease | appeasement | | |
| ★ appendix | | | |
| appetite | | | |
| applaud | applause | | |
| apple | | | |
| appliance | | | |
| apply | application | applicant | applicable |
| appoint | appointment | | |
| ★ appraise | appraisal | | |
| appreciate | appreciation | appreciative | |
| ★ apprentice | | | |
| approach | | | |
| appropriate ¹ | | | |
| ★ appropriate ² | appropriation | | |
| approve | approval | | |
| approximate | approximately | approximation | |
| April | | | |

| | | | | |
|--------------|--------------|---------------|---------------|----------|
| ★ apron | | | | |
| ★ apt | aptly | | | |
| apptitude | | | | |
| arbitrary | arbitrarily | | | |
| ★ arbitrate | arbitration | | | |
| ★ arc | | | | |
| ★ arch | | | | |
| architect | | | | |
| architecture | | | | |
| ★ archive | | | | |
| ★ ardent | | | | |
| area | | | | |
| ★ arena | | | | |
| argue | argument | argumentation | argumentative | arguable |
| arise | | | | |
| ★ aristocrat | aristocratic | aristocracy | | |
| arithmetic | | | | |
| arm | armament | | | |
| ★ armo(u)r | | | | |
| army | | | | |
| around | | | | |
| arouse | arousal | | | |
| arrange | arrangement | | | |
| ★ array | | | | |
| arrest | | | | |
| arrive | arrival | | | |
| ★ arrogant | arrogance | | | |
| arrow | | | | |
| art | artist | artistic | artistically | |
| ★ artery | | | | |
| article | | | | |
| ★ articulate | articulation | | | |
| ★ artifact | | | | |
| artificial | | | | |
| ★ artillery | | | | |
| as | | | | |
| ★ ascend | ascendance | | | |
| ★ ascertain | | | | |
| ★ ascribe | | | | |
| ash | | | | |
| ashamed | | | | |
| ashore | | | | |

| | | |
|---------------|---------------|--------------|
| aside | | |
| ask | | |
| asleep | | |
| aspect | | |
| ★ aspire | aspiration | |
| ass | | |
| ★ assassinate | assassination | assassin |
| ★ assault | | |
| assemble | assembly | |
| ★ assert | assertion | assertive |
| assess | assessment | |
| asset | | |
| assign | assignment | |
| ★ assimilate | assimilation | |
| assist | assistance | assistant |
| associate | association | |
| ★ assorted | | |
| ★ assortment | | |
| assume | assumption | |
| assure | assurance | |
| astonish | astonishment | |
| ★ astray | | |
| astronaut | | |
| astronomy | astronomer | astronomical |
| ★ asylum | | |
| at | | |
| athlete | athletic | |
| ★ atlas | | |
| atmosphere | atmospheric | |
| atom | atomic | |
| atop | | |
| ★ atrocity | atrocious | |
| attach | attachment | |
| attack | | |
| attain | attainment | |
| attempt | | |
| attend | attendance | attendant |
| attention | attentive | |
| attic | | |
| attitude | | |
| attorney | | |
| attract | attraction | attractive |

| | | | |
|-----------------|-----------------------|-------------|---------------|
| attribute | attributable | attributive | |
| ★ auction | auctioneer | | |
| audience | | | |
| audio | | | |
| ★ audit | auditing | auditor | |
| auditorium | | | |
| ★ augment | augmentation | | |
| August | | | |
| aunt | auntie | | |
| authentic | authenticity | | |
| author | | | |
| authority | authoritative | | |
| authorize/-ise | authorization/-sation | | |
| auto(mobile) | | | |
| ★ autobiography | autobiographic(al) | | |
| automate | automation | automatic | automatically |
| ★ autonomous | autonomy | | |
| autumn | | | |
| ★ auxiliary | | | |
| ★ avail | | | |
| available | availability | | |
| ★ avenge | | | |
| avenue | | | |
| average | | | |
| ★ avert | aversion | | |
| aviation | | | |
| avoid | avoidance | | |
| await | | | |
| awake | | | |
| award | | | |
| aware | awareness | | |
| away | | | |
| awe | | | |
| awesome | | | |
| awful | | | |
| awkward | | | |
| ax(e) | | | |
| axis | | | |
| baby | | | |
| baby boom | baby boomer | | |
| bachelor | | | |
| back | | | |

| | | |
|-------------------|------------|--------|
| background | | |
| backup | | |
| backward | backwards | |
| backyard | | |
| bacon | | |
| bacteria | | |
| bad | | |
| badge | | |
| badly | | |
| badminton | | |
| ★ baffle | | |
| bag | | |
| baggage | | |
| bail | | |
| bait | | |
| bake | bakery | |
| balance | | |
| balcony | | |
| ★ bald | | |
| ball | | |
| ballet | | |
| balloon | | |
| ballot | | |
| bamboo | | |
| ban | | |
| banana | | |
| band | | |
| bandage | | |
| bang | | |
| bank ¹ | banking | banker |
| bank ² | | |
| banknote | | |
| bankrupt | bankruptcy | |
| banner | | |
| banquet | | |
| bar | | |
| barbecue/BBQ | | |
| barber | | |
| bare | barely | |
| bargain | | |
| ★ barge | | |
| bark | | |

- ★ barn
- ★ barometer
- ★ barracks
 - barrel
- ★ barren
 - barrier
 - base
 - baseball
 - basement
 - basic basically
 - basin
 - basis
 - basket
 - basketball
- ★ bass
 - bat
 - batch
 - bath
 - bathe
 - bathroom
 - battalion
- ★ batter
 - battery
 - battle
 - bay
 - be
 - beach
- ★ bead
- ★ beak
 - beam
 - bean
 - bear
 - beard
 - bearing
 - beast
 - beat
 - beauty beautiful beautify
 - because
- ★ beckon
 - become
 - bed bedding
 - bee

| | | |
|--------------|-------------------|---------------|
| beef | | |
| beer | | |
| ★ beetle | | |
| before | | |
| beforehand | | |
| beg | beggar | |
| begin | beginning | |
| behalf | | |
| behave | behavio(u)r | behavio(u)ral |
| behind | | |
| being | | |
| belief | | |
| believe | | |
| bell | | |
| belly | | |
| belong | belongings | |
| beloved | | |
| below | | |
| belt | | |
| bench | | |
| bend | | |
| beneath | | |
| benefit | beneficial | beneficiary |
| ★ benevolent | benevolence | |
| ★ benign | | |
| berry | | |
| ★ beset | | |
| beside | | |
| besides | | |
| ★ besiege | | |
| best | | |
| best-seller | best-selling | |
| bet | | |
| betray | betrayal | |
| better | | |
| between | | |
| beverage | | |
| ★ beware | | |
| ★ bewilder | bewilderment | |
| beyond | | |
| bias | | |
| Bible | Biblical/biblical | |

- ★ bibliography
- bicycle/bike
- bid
- big
- ★ bilateral
- bill
- billion billionaire
- bin
- bind
- ★ binoculars
- biochemistry biochemical biochemist
- biography biographical biographer
- biology biological biologist
- biotechnology
- bird
- birth
- birthday
- biscuit
- ★ bishop
- bit
- bitch
- bite
- bitter
- ★ bizarre
- black
- blackboard
- ★ blackmail
- blade
- blame
- blank
- blanket
- blast
- ★ blaze
- ★ bleach
- ★ bleak
- bleed
- blend
- bless blessing
- blind
- ★ blink
- ★ bloc
- block

| | |
|-------------------|-----------|
| blog | |
| blond(e) | |
| blood | bloody |
| bloom | |
| blossom | |
| blouse | |
| blow | |
| blue | |
| blueprint | |
| ★ bluff | |
| ★ blunder | |
| ★ blunt | |
| blur | |
| ★ blush | |
| board | |
| boast | boastful |
| boat | |
| body | bodily |
| boil | boiler |
| bold | |
| ★ bolster | |
| bolt | |
| bomb | |
| bond | bondage |
| bone | bony |
| bonus | |
| book | |
| boom | |
| boost | |
| boot | |
| booth | |
| border | |
| bore ¹ | boring |
| bore ² | |
| born | |
| borrow | |
| boss | |
| ★ botany | botanical |
| both | |
| bother | |
| bottle | |
| bottom | |

bounce
bound¹
bound²
bound³
boundary
★ bouquet
★ bout
bow¹
bow²
bowel
bowl
box¹
box²
boxing
boy
★ boycott
★ brace
bracket
brag
brain
brake
branch
brand
brand-new
brandy
brass
brave bravery
★ breach
bread
break
breakdown
breakfast
breakthrough
breast
breath
breathe
breed
breeze
★ brew brewery
bribe bribery
brick
bride

| | | | |
|------------|------------|---------|--|
| bridegroom | | | |
| bridge | | | |
| brief | briefing | | |
| briefcase | | | |
| ★ brigade | | | |
| bright | brighten | | |
| brilliant | brilliance | | |
| bring | | | |
| ★ brink | | | |
| ★ brisk | | | |
| broad | broaden | breadth | |
| broadcast | | | |
| brochure | | | |
| broke | | | |
| broker | | | |
| ★ bronze | | | |
| ★ brood | | | |
| broom | | | |
| brother | | | |
| brow | | | |
| brown | | | |
| browse | browser | | |
| ★ bruise | | | |
| brunch | | | |
| brush | | | |
| brutal | brutality | | |
| bubble | | | |
| buck | | | |
| bucket | | | |
| buckle | | | |
| bud | | | |
| buddy | | | |
| ★ Buddhism | Buddhist | | |
| budget | budgetary | | |
| ★ buffalo | | | |
| ★ buffer | | | |
| buffet | | | |
| bug | | | |
| build | building | | |
| bulb | | | |
| bulk | bulky | | |
| bull | | | |

| | | | |
|--------------|--------------|-------------|-------------|
| bullet | | | |
| bulletin | | | |
| bully | | | |
| bump | | | |
| bumper | | | |
| bunch | | | |
| bundle | | | |
| burden | | | |
| bureau | | | |
| ★ bureaucrat | bureaucratic | bureaucracy | |
| ★ burglar | burglary | | |
| burn | | | |
| burst | | | |
| bury | burial | | |
| bus | | | |
| bush | bushy | | |
| business | | | |
| businessman | | | |
| ★ bust | | | |
| busy | | | |
| but | | | |
| butcher | | | |
| ★ butt | | | |
| butter | | | |
| butterfly | | | |
| button | | | |
| buy | buyer | | |
| ★ buzz | | | |
| by | | | |
| bypass | | | |
| bystander | | | |
| cab | | | |
| cabbage | | | |
| cabin | | | |
| cabinet | | | |
| cable | | | |
| cafe | | | |
| cafeteria | | | |
| cage | | | |
| cake | | | |
| ★ calcium | | | |
| calculate | calculation | calculator | calculating |

| | | | |
|------------------|--------------|------------|--|
| calendar | | | |
| calf | | | |
| call | | | |
| calling | | | |
| calm | | | |
| calorie | | | |
| camel | | | |
| camera | | | |
| camp | | | |
| campaign | | | |
| campus | | | |
| can ¹ | | | |
| can ² | | | |
| canal | | | |
| cancel | cancellation | | |
| cancer | | | |
| candidate | candidacy | | |
| candle | | | |
| candy | | | |
| cane | | | |
| ★ cannon | | | |
| ★ canoe | | | |
| canteen | | | |
| ★ canvas | | | |
| cap | | | |
| capable | capability | | |
| capacity | | | |
| ★ cape | | | |
| capital | capitalist | capitalism | |
| ★ capsule | | | |
| captain | | | |
| ★ caption | | | |
| ★ captive | | | |
| capture | | | |
| car | | | |
| ★ caravan | | | |
| ★ carbohydrate | | | |
| carbon | | | |
| card | | | |
| cardboard | | | |
| ★ cardinal | | | |
| care | careful | careless | |

career
cargo
carpenter
carpet
carriage
carrier
carrot
carry
cart
★ carton
cartoon cartoonist
★ carve carving
case
cash
cashier
★ casino
cast
castle
casual
★ casualty
cat
catalog(ue)
★ catastrophe catastrophic
catch
category
cater
★ cathedral
★ Catholic
cattle
★ cauliflower
cause
caution cautious
cave
★ cavity
cease
ceiling
celebrate celebration
★ celebrity
cell
cellar
cell-phone
Celsius/-cius

| | | |
|----------------------|----------------|-------------------|
| cement | | |
| ★ cemetery | | |
| ★ censor | censorship | |
| ★ census | | |
| cent | | |
| center/-tre | central | centralize/-ise |
| centigrade | | |
| centimeter/-tre | | |
| century | | |
| ★ ceramic | | |
| cereal | | |
| ceremony | ceremonial | |
| certain | certainly | certainty |
| certificate | | |
| ★ certify | certification | |
| chain | | |
| chair | | |
| chairman/chairperson | | |
| chalk | | |
| challenge | challenging | |
| ★ chamber | | |
| champagne | | |
| champion | championship | |
| chance | | |
| ★ chancellor | | |
| change | | |
| channel | | |
| ★ chant | | |
| chaos | chaotic | |
| ★ chapel | | |
| chapter | | |
| character | characteristic | characterize/-ise |
| charge | | |
| charity | charitable | |
| charm | charming | |
| chart | | |
| charter | | |
| chase | | |
| chat | | |
| cheap | | |
| cheat | | |
| check ¹ | | |

| | | | |
|----------------------------|-------------|-----------|--------------|
| check ² /cheque | | | |
| cheek | | | |
| cheer | cheerful | | |
| cheese | | | |
| chef | | | |
| chemistry | chemical | chemist | |
| cherish | | | |
| chess | | | |
| chest | | | |
| chew | | | |
| chicken | | | |
| chief | | | |
| child | childish | | |
| chill | chilly | | |
| chimney | | | |
| chin | | | |
| china | | | |
| chip | | | |
| chocolate | | | |
| choice | | | |
| ★ choir | | | |
| choke | | | |
| cholesterol | | | |
| choose | choosy | | |
| chop | | | |
| chopstick | | | |
| ★ chord | | | |
| chore | | | |
| chorus | | | |
| Christ | Christmas | Christian | Christianity |
| ★ chronic | chronically | | |
| ★ chronicle | | | |
| ★ chunk | | | |
| church | | | |
| cigar | | | |
| cigaret(te) | | | |
| cinema | | | |
| circle | circular | | |
| circuit | | | |
| circulate | circulation | | |
| circumstance | | | |
| circus | | | |

| | | |
|-------------|----------------|----------------------|
| cite | citation | |
| citizen | citizenship | |
| city | | |
| ★ civic | | |
| civil | civilize/-ise | civilization/-sation |
| civilian | | |
| claim | | |
| ★ clamp | | |
| ★ clan | | |
| clap | | |
| clarity | clarify | clarification |
| clash | | |
| ★ clasp | | |
| class | | |
| classic | classical | |
| classify | classification | classified |
| classmate | | |
| classroom | | |
| clause | | |
| claw | | |
| clay | | |
| clean | | |
| ★ cleanse | | |
| clear | clearly | |
| ★ clearance | | |
| clear-cut | | |
| ★ clearing | | |
| ★ clench | | |
| ★ clergy | | |
| clerk | clerical | |
| clever | | |
| ★ cliché | | |
| click | | |
| client | | |
| cliff | | |
| climate | climatic | |
| climax | | |
| climb | | |
| cling | | |
| clinic | clinical | |
| clip | | |
| ★ cloak | | |

| | | |
|-------------|---------------|---------------|
| clock | | |
| clockwise | | |
| ★ clog | | |
| clone | | |
| close | | |
| ★ closet | | |
| cloth | | |
| clothe | clothing | |
| clothes | | |
| cloud | cloudy | |
| clown | | |
| club | | |
| clue | | |
| clumsy | | |
| ★ cluster | | |
| ★ clutch | | |
| coach | | |
| coal | | |
| ★ coalition | | |
| coarse | | |
| coast | coastal | |
| coat | | |
| ★ cocaine | | |
| cock | | |
| ★ cockpit | | |
| ★ cocktail | | |
| ★ coconut | | |
| code | | |
| ★ coexist | coexistence | |
| coffee | | |
| ★ cognitive | cognition | |
| coherent | coherence | |
| cohesion | cohesive | |
| coil | | |
| coin | coinage | |
| ★ coincide | coincidence | |
| cold | | |
| collaborate | collaboration | collaborative |
| collapse | | |
| collar | | |
| colleague | | |
| collect | collection | |

| | | | |
|----------------|---------------|--------------------|---------------|
| collective | | | |
| college | | | |
| ★ collide | collision | | |
| colon | semi-colon | | |
| ★ colonel | | | |
| colony | colonial | colonialism | colonize/-ise |
| colo(u)r | colo(u)rful | | |
| column | columnist | | |
| comb | | | |
| combat | combative | | |
| combine | combination | | |
| come | | | |
| comedy | | | |
| ★ comet | | | |
| comfort | comfortable | | |
| ★ comic | | | |
| comma | | | |
| command | commander | | |
| ★ commemorate | commemoration | | |
| commence | commencement | | |
| ★ commend | commendation | | |
| comment | commentary | commentator | |
| commerce | commercial | commercialize/-ise | |
| commission | | | |
| commit | commitment | | |
| committee | | | |
| commodity | | | |
| common | | | |
| commonplace | | | |
| ★ commonwealth | | | |
| communicate | communication | communicative | |
| commune | communist | communism | |
| community | | | |
| commute | commuter | | |
| compact | | | |
| companion | companionship | | |
| company | | | |
| compare | comparison | comparative | comparable |
| ★ compartment | | | |
| compass | | | |
| ★ compassion | compassionate | | |
| compatible | compatibility | | |

| | | | |
|-----------------------|---------------|------------------|-------------|
| compel | compelling | | |
| compensate | compensation | compensatory | |
| compete | competition | competitive | competitor |
| competent | competence | | |
| ★ compile | compilation | | |
| ★ complacent | complacency | | |
| complain | complaint | | |
| ★ complement | complementary | | |
| complete | completion | | |
| complex | complexity | | |
| ★ complexion | | | |
| complicate | complicated | complication | |
| ★ compliment | complimentary | | |
| comply | compliance | | |
| component | | | |
| compose | composition | composer | |
| ★ composite | | | |
| compound ¹ | | | |
| compound ² | | | |
| comprehend | comprehension | | |
| comprehensive | | | |
| ★ compress | compression | | |
| comprise | | | |
| compromise | | | |
| compulsory | | | |
| compute | computer | computerize/-ise | computation |
| comrade | | | |
| conceal | concealment | | |
| ★ concede | concession | | |
| ★ conceit | conceited | | |
| ★ conceive | conception | | |
| concentrate | concentration | | |
| concept | conceptual | | |
| concern | concerned | concerning | |
| concert | concerted | | |
| ★ concise | | | |
| conclude | conclusion | conclusive | |
| concrete | | | |
| ★ concurrent | | | |
| condemn | condemnation | | |
| condense | condensation | | |
| condition | conditional | conditioner | |

| | | |
|-----------------|------------------|----------------|
| ★ condolence | | |
| ★ conducive | | |
| conduct | conductor | |
| ★ confederation | confederate | |
| ★ confer | | |
| conference | | |
| confess | confession | |
| ★ confide | | |
| confidence | confident | confidential |
| ★ configuration | | |
| confine | confinement | |
| confirm | confirmation | |
| conflict | | |
| conform | conformity | |
| confront | confrontation | |
| Confucian | Confucianism | |
| confuse | confusion | |
| congratulate | congratulation | congratulatory |
| ★ congregate | congregation | |
| congress | congressional | |
| conjunction | | |
| connect | connection/-xion | |
| ★ connotation | | |
| conquer | conqueror | conquest |
| conscience | | |
| conscientious | | |
| conscious | consciousness | |
| ★ consecutive | | |
| consensus | | |
| consent | | |
| consequence | consequent | consequently |
| conservative | | |
| ★ conserve | conservation | |
| consider | consideration | considering |
| considerable | | |
| considerate | | |
| consist | | |
| consistent | consistency | |
| ★ console | consolation | |
| consolidate | consolidation | |
| ★ conspicuous | | |
| ★ conspire | conspiracy | |

| | | | | |
|-------------------------|----------------|---------------|------------|------------|
| constant | | | | |
| ★ constituent | constituency | | | |
| constitute | | | | |
| constitution | constitutional | | | |
| ★ constrain | constraint | | | |
| construct | construction | | | |
| ★ consulate | consul | | | |
| consult | consultation | consultative | consultant | |
| consume | consumer | consumption | | |
| contact | | | | |
| ★ contagious | | | | |
| contain | container | containment | | |
| contaminate | contamination | | | |
| ★ contemplate | contemplation | contemplative | | |
| contemporary | | | | |
| contempt | contemptible | | | |
| contend | contention | contentious | | |
| content ¹ | | | | |
| content ² | contented | | | |
| contest | contestant | | | |
| context | contextual | | | |
| continent | continental | | | |
| ★ contingent | | | | |
| continue | continuation | continual | continuous | continuity |
| contract ¹ | contractor | | | |
| contract ² | contraction | | | |
| contradict | contradiction | contradictory | | |
| contrary | | | | |
| contrast | | | | |
| contribute | contribution | contributor | | |
| ★ contrive | | | | |
| control | | | | |
| controversy | controversial | | | |
| ★ convene | | | | |
| convenient | convenience | | | |
| convention | conventional | | | |
| ★ converge | convergence | | | |
| converse ¹ | conversation | | | |
| ★ converse ² | | | | |
| convert | conversion | convertible | | |
| convey | conveyance | | | |
| ★ convict | conviction | | | |

| | | | |
|----------------|----------------|---------------|---------------|
| convince | convincing | | |
| ★ convoy | | | |
| cook | cooker | | |
| cookie | | | |
| cool | | | |
| cooperate | cooperation | cooperative | |
| coordinate | coordination | coordinator | |
| cop | | | |
| cope | | | |
| copper | | | |
| copy | | | |
| copyright | | | |
| ★ coral | | | |
| cord | | | |
| ★ cordial | cordiality | | |
| core | | | |
| ★ cork | | | |
| corn | | | |
| corner | | | |
| cornerstone | | | |
| ★ corporal | | | |
| corporation | corporate | | |
| corps | | | |
| ★ corpse | | | |
| correct | correction | corrective | |
| ★ correlate | correlation | correlative | |
| correspond | correspondence | correspondent | corresponding |
| corridor | | | |
| ★ corrode | corrosion | | |
| corrupt | corruption | | |
| ★ cosmetic | | | |
| ★ cosmopolitan | | | |
| cosmos | cosmic | | |
| cost | costly | | |
| costume | | | |
| cottage | | | |
| cotton | | | |
| couch | | | |
| cough | | | |
| could | | | |
| council | council(l)or | | |
| counsel | counsel(l)or | | |

| | | | |
|--------------------|---------------|-----------|---------|
| count | | | |
| countdown | | | |
| counter | | | |
| ★ counteract | counteraction | | |
| ★ counterfeit | | | |
| counterpart | | | |
| country | | | |
| countryside | | | |
| county | | | |
| ★ coup (d'état) | | | |
| couple | | | |
| coupon | | | |
| courage | courageous | | |
| course | | | |
| court ¹ | | | |
| court ² | | | |
| ★ courtesy | | | |
| courtyard | | | |
| cousin | | | |
| cover | coverage | | |
| cow | | | |
| coward | cowardly | cowardice | |
| cowboy | | | |
| ★ cozy/-sy | | | |
| crab | | | |
| crack | | | |
| ★ crackdown | | | |
| cracker | | | |
| ★ cradle | | | |
| craft | | | |
| ★ cram | | | |
| crane | | | |
| crash | | | |
| ★ crate | | | |
| ★ crave | | | |
| crawl | | | |
| crazy | craze | | |
| cream | creamy | | |
| create | creation | creative | creator |
| creature | | | |
| ★ credential | | | |
| ★ credible | credibility | | |

| | | | |
|----------------|-------------|--------|----------|
| credit | creditable | | |
| creep | | | |
| crew | | | |
| ★ cricket | | | |
| crime | criminal | | |
| ★ cripple | | | |
| crisis | | | |
| ★ crisp | | | |
| criterion | | | |
| criticize/-ise | criticism | critic | critical |
| crocodile | | | |
| crop | | | |
| cross | crossing | | |
| ★ crouch | | | |
| ★ crow | | | |
| crowd | crowded | | |
| crown | | | |
| crucial | | | |
| ★ crude | | | |
| cruel | cruelty | | |
| cruise | cruiser | | |
| ★ crumble | | | |
| ★ crunch | | | |
| crush | | | |
| ★ crust | | | |
| cry | | | |
| crystal | | | |
| ★ cub | | | |
| cube | cubic | | |
| cucumber | | | |
| cue | | | |
| ★ cuisine | | | |
| ★ culminate | culmination | | |
| ★ cult | | | |
| cultivate | cultivation | | |
| culture | cultural | | |
| ★ cumulative | | | |
| ★ cunning | | | |
| cup | | | |
| cupboard | | | |
| curb | | | |
| cure | curable | | |

| | | |
|-------------------|-----------|---------|
| ★ curfew | | |
| curious | curiosity | |
| curl | | |
| currency | | |
| current | currently | |
| curriculum | | |
| curse | | |
| ★ curtail | | |
| curtain | | |
| curve | | |
| cushion | | |
| ★ custody | | |
| custom | customary | |
| customer | | |
| customs | | |
| cut | | |
| cute | | |
| cyberspace | | |
| cycle | cycling | cyclist |
| ★ cylinder | | |
| ★ cynical | cynicism | |
| dad(dy) | | |
| daily | | |
| dairy | | |
| dam | | |
| damage | | |
| damn | | |
| damp | dampen | |
| dance | | |
| danger | dangerous | |
| dare | daring | |
| dark | darkness | darken |
| darling | | |
| ★ dart | | |
| dash | | |
| data | datum | |
| database | | |
| date ¹ | dating | |
| date ² | | |
| daughter | | |
| dawn | | |
| day | daily | |

| | | | |
|---------------------|-------------|-------------|------------|
| daylight | | | |
| ★ dazzle | | | |
| dead | | | |
| deadline | | | |
| ★ deadlock | | | |
| deadly | | | |
| deaf | | | |
| deal ¹ | dealer | dealing | |
| deal ² | | | |
| dean | | | |
| dear | | | |
| death | | | |
| debate | | | |
| ★ debris | | | |
| debt | debtor | | |
| ★ debut | | | |
| decade | | | |
| decay | | | |
| deceive | deceit | deception | deceptive |
| December | | | |
| decent | | | |
| decide | decision | decisive | |
| ★ decimal | | | |
| deck | | | |
| declare | declaration | declarative | |
| decline | | | |
| decorate | decoration | decorative | |
| decrease | | | |
| ★ decree | | | |
| ★ dedicate | dedication | | |
| ★ deduce | deducible | | |
| ★ deduct | deduction | deductive | deductible |
| deed | | | |
| deem | | | |
| deep | deeply | depth | |
| deer | | | |
| ★ default | | | |
| defeat | | | |
| defect ¹ | defective | | |
| defect ² | defection | | |
| defend | defense/-ce | defensive | defendant |
| ★ defer | | | |

| | | | |
|---------------|--------------------|------------|---------------|
| deficient | deficiency | | |
| deficit | | | |
| define | definition | | |
| definite | definitely | | |
| defy | defiance | defiant | |
| ★ degenerate | degeneration | | |
| ★ degrade | degradation | | |
| degree | | | |
| delay | | | |
| delegate | delegation | | |
| delete | deletion | | |
| deliberate | deliberation | | |
| ★ delicacy | | | |
| delicate | | | |
| delicious | | | |
| delight | delightful | | |
| deliver | delivery | | |
| ★ delude | delusion | | |
| demand | demanding | | |
| democracy | democratic | democrat | |
| ★ demographic | | | |
| demonstrate | demonstration/demo | | demonstrative |
| ★ denote | denotation | | |
| ★ denounce | denunciation | | |
| dense | density | | |
| dent | | | |
| dental | | | |
| dentist | | | |
| deny | denial | | |
| depart | departure | | |
| department | | | |
| depend | dependent | dependence | dependable |
| ★ depict | depiction | | |
| ★ deplete | depletion | | |
| ★ deplore | | | |
| ★ deploy | deployment | | |
| ★ deport | deportation | | |
| deposit | | | |
| ★ depot | | | |
| ★ depreciate | depreciation | | |
| depress | depression | | |
| deprive | deprivation | | |

| | | | |
|---------------------|---------------|---------------|-----------|
| depth | | | |
| deputy | | | |
| ★ derail | derailment | | |
| ★ deregulate | deregulation | | |
| derive | derivative | derivation | |
| descend | descent | descendant | |
| describe | description | descriptive | |
| desert ¹ | | | |
| desert ² | desertion | | |
| deserve | | | |
| design | designer | | |
| ★ designate | designation | | |
| desire | desirable | desirability | desirous |
| desk | | | |
| desktop | | | |
| ★ desolate | | | |
| despair | desperate | | |
| despatch | | | |
| ★ despise | | | |
| despite | | | |
| dessert | | | |
| destination | | | |
| ★ destiny | destined | | |
| destroy | destruction | destructive | |
| ★ detach | detached | detachment | |
| detail | detailed | | |
| ★ detain | detention | | |
| detect | detection | detective | |
| ★ deter | deterrent | | |
| ★ detergent | | | |
| deteriorate | deterioration | | |
| determine | determination | determined | |
| ★ detriment | detrimental | | |
| ★ devastate | devastating | devastation | |
| develop | development | developmental | developer |
| ★ deviate | deviation | | |
| device | | | |
| devil | | | |
| devise | | | |
| devote | devotion | | |
| ★ devour | | | |
| dew | | | |

| | | |
|-----------------|-----------------|------------|
| diabetes | | |
| diagnose | diagnosis | |
| diagram | | |
| dial | | |
| dialect | | |
| dialog(ue) | | |
| diameter | | |
| diamond | | |
| diary | | |
| dictate | dictation | dictator |
| dictionary | | |
| die | dying | |
| ★ diesel | | |
| diet | dietary | |
| differ | difference | different |
| ★ differentiate | differentiation | |
| difficult | difficulty | |
| ★ diffuse | diffusion | |
| dig | | |
| digest | digestion | digestive |
| digit | digital | |
| dignity | dignify | |
| dilemma | | |
| diligent | diligence | |
| ★ dilute | dilution | |
| dim | | |
| dime | | |
| dimension | dimensional | |
| ★ diminish | | |
| dine | diner | |
| dinner | | |
| ★ dinosaur | | |
| dioxide | | |
| dip | | |
| diploma | | |
| diplomat | diplomatic | diplomacy |
| direct | direction | director |
| ★ directory | | |
| dirt | dirty | |
| disable | disabled | disability |
| disagree | disagreement | |
| disappear | disappearance | |

| | | |
|---------------------|----------------|----------------|
| disappoint | disappointment | disappointing |
| disapprove | disapproval | |
| ★ disarm | disarmament | |
| disaster | disastrous | |
| discard | | |
| ★ discern | | |
| discharge | | |
| discipline | disciplined | disciplinary |
| ★ disclose | disclosure | |
| disco | | |
| ★ discord | | |
| discount | | |
| discourage | | |
| ★ discourse | | |
| discover | discovery | |
| ★ discreet | | |
| ★ discrepancy | | |
| discriminate | discrimination | discriminatory |
| discuss | discussion | |
| disease | | |
| disguise | | |
| disgust | disgusting | |
| dish | | |
| disintegrate | disintegration | |
| disk/disc | | |
| dislike | | |
| ★ dismantle | | |
| ★ dismay | | |
| dismiss | dismissal | |
| disorder | | |
| ★ dispatch/despatch | | |
| ★ dispense | | |
| ★ disperse | | |
| ★ displace | displacement | |
| display | | |
| dispose | disposal | |
| ★ disposition | | |
| dispute | disputable | |
| ★ disregard | | |
| disrupt | disruptive | disruption |
| ★ dissent | | |
| ★ dissertation | | |

| | | | |
|----------------|-----------------|--------------|----------|
| ★ dissident | | | |
| dissolve | | | |
| distance | distant | | |
| ★ distil(l) | | | |
| distinct | distinction | distinctive | |
| distinguish | distinguishable | | |
| ★ distort | distortion | | |
| distract | distract | | |
| distress | distressful | | |
| distribute | distribution | distributive | |
| district | | | |
| disturb | disturbance | | |
| ditch | | | |
| dive | | | |
| diverse | diversify | diversity | |
| ★ divert | diversion | | |
| divide | division | divisive | |
| ★ dividend | | | |
| ★ divine | | | |
| divorce | | | |
| dizzy | | | |
| do | | | |
| dock | | | |
| doctor | doctorate | doctoral | |
| ★ doctrine | | | |
| document | documentary | | |
| ★ dodge | | | |
| dog | | | |
| ★ dogma | | | |
| ★ dole | | | |
| doll | | | |
| dollar | | | |
| dolphin | | | |
| ★ domain | | | |
| ★ dome | | | |
| domestic | | | |
| dominate | domination | dominance | dominant |
| donate | donation | donor | |
| donkey | | | |
| doom | | | |
| door | | | |
| dormitory/dorm | | | |

| | | |
|-------------|-------------|--------------|
| dose | dosage | |
| dot | | |
| double | | |
| doubt | doubtful | doubtless |
| ★ dough | | |
| dove | | |
| down | | |
| ★ downgrade | | |
| download | | |
| downstairs | | |
| downtown | | |
| downward | downwards | |
| ★ doze | | |
| dozen | | |
| draft | | |
| drag | | |
| dragon | | |
| drain | drainage | |
| drama | dramatic | dramatically |
| drastic | drastically | |
| draw | drawing | |
| ★ drawback | | |
| drawer | | |
| ★ dread | dreadful | |
| dream | dreamy | |
| dress | | |
| ★ dressing | | |
| drift | | |
| drill | | |
| drink | | |
| drip | | |
| drive | driver | |
| drop | | |
| dropout | | |
| drought | | |
| drown | | |
| drug | | |
| drum | | |
| drunk | drunken | drunkard |
| dry | dryer | |
| dual | | |
| ★ dub | | |

- ★ dubious
- duck
- due duly
- dull
- dumb
- dump
- ★ duplicate duplication
- durable durability
- duration
- during
- dusk
- dust dusty
- duty
- ★ dwarf
- ★ dwell dweller dwelling
- dye
- dynamic dynamics
- dynasty
- each
- eager
- eagle
- ear
- early
- earn earnings
- earnest
- earth
- earthquake
- ease
- east eastern
- ★ Easter
- easy easily
- easy-going
- eat
- ★ eccentric
- echo
- ★ eclipse
- ecology ecological
- economics economist
- economy economic economical
- ★ ecosystem
- edge
- ★ edible

| | | | |
|--------------|---------------|----------------|-------------|
| edit | editor | edition | |
| editorial | | | |
| educate | education | educational | educator |
| effect | effective | | |
| efficient | efficiency | | |
| effort | | | |
| egg | | | |
| eggplant | | | |
| ★ ego | egoism | egoist | |
| eight | | | |
| eighteen | | | |
| eighth | | | |
| eighty | | | |
| either | | | |
| ★ eject | ejection | | |
| ★ elaborate | elaboration | | |
| ★ elapse | | | |
| ★ elastic | elasticity | | |
| elbow | | | |
| elder | elderly | | |
| elect | election | elective | |
| ★ electoral | electorate | | |
| electricity | electric(al) | electrician | |
| electron | electronic | electronically | electronics |
| elegant | elegance | | |
| element | | | |
| elementary | | | |
| elephant | | | |
| elevate | elevation | elevator | |
| eleven | | | |
| ★ elicit | | | |
| ★ eligible | eligibility | | |
| eliminate | elimination | | |
| elite | | | |
| ★ eloquent | eloquence | | |
| else | | | |
| elsewhere | | | |
| email | | | |
| ★ emancipate | emancipation | | |
| ★ embargo | | | |
| ★ embark | | | |
| embarrass | embarrassment | | |

| | | | | |
|-------------------|----------------|---------------|----------|--|
| embassy | | | | |
| ★ embed | | | | |
| ★ embody | embodiment | | | |
| embrace | | | | |
| ★ embroidery | | | | |
| emerge | emergence | | | |
| emergency | | | | |
| ★ emigrate | emigration | emigrant | | |
| ★ eminent | eminence | | | |
| emit | emission | | | |
| emotion | emotional | | | |
| emperor | empress | | | |
| emphasis | emphasize/-ise | emphatic | | |
| empire | | | | |
| ★ empirical | | | | |
| employ | employment | employer | employee | |
| empty | emptiness | | | |
| ★ emulate | emulation | | | |
| enable | | | | |
| ★ enact | enactment | | | |
| ★ enclose | enclosure | | | |
| encounter | | | | |
| encourage | encouragement | encouraging | | |
| ★ encyclop(a)edia | | | | |
| end | ending | endless | | |
| endanger | | | | |
| ★ endeavo(u)r | | | | |
| ★ endorse | endorsement | | | |
| ★ endow | endowment | | | |
| endure | endurance | | | |
| enemy | | | | |
| energy | energetic | energetically | | |
| enforce | enforcement | | | |
| engage | engagement | | | |
| engine | | | | |
| engineer | engineering | | | |
| enhance | enhancement | | | |
| enjoy | enjoyable | enjoyment | | |
| enlarge | | | | |
| enlighten | enlightenment | enlightening | | |
| ★ enlist | | | | |
| enormous | | | | |

| | | | |
|--------------|-----------------|------------------|------------|
| enough | | | |
| enquire | enquiry | | |
| enrich | | | |
| enrol(1) | enrol(1)ment | | |
| ★ ensue | | | |
| ensure | | | |
| ★ entail | | | |
| enter | entrance | entry | |
| enterprise | enterprising | | |
| entertain | entertainment | entertaining | |
| enthusiasm | enthusiastic | enthusiastically | enthusiast |
| entire | entirety | | |
| entitle | | | |
| ★ entity | | | |
| entrepreneur | entrepreneurial | | |
| ★ entrust | | | |
| ★ envelop | | | |
| envelope | | | |
| environment | environmental | environmentalist | |
| ★ envisage | | | |
| ★ envoy | | | |
| envy | envious | | |
| ★ epic | | | |
| ★ epidemic | | | |
| episode | | | |
| ★ epoch | | | |
| equal | equally | equality | |
| ★ equate | equation | | |
| ★ equator | | | |
| equip | equipment | | |
| ★ equity | equitable | | |
| equivalent | equivalence | | |
| era | | | |
| ★ eradicate | eradication | | |
| erase | eraser | | |
| ★ erect | erection | | |
| ★ erode | erosion | erosive | |
| err | error | erroneous | |
| ★ errand | | | |
| ★ erupt | eruption | | |
| ★ escalate | escalation | escalator | |
| escape | | | |

| | | | |
|----------------------|----------------------|--------------|----------|
| ★ escort | | | |
| especially | | | |
| essay | essayist | | |
| essence | essential | | |
| establish | establishment | | |
| estate | | | |
| ★ esteem | | | |
| ★ esthetic/aesthetic | esthetics/aesthetics | | |
| estimate | estimation | | |
| eternal | eternity | | |
| ethic | ethics | | |
| ethnic | | | |
| ★ etiquette | | | |
| euro | | | |
| ★ evacuate | evacuation | | |
| ★ evade | evasive | evasion | |
| evaluate | evaluation | | |
| ★ evaporate | evaporation | | |
| eve | | | |
| even | evenly | | |
| evening | | | |
| event | eventful | | |
| eventually | eventual | eventuality | |
| ever | | | |
| every | | | |
| everybody | | | |
| everyday | | | |
| everyone | | | |
| everything | | | |
| everywhere | | | |
| evident | evidence | | |
| evil | | | |
| ★ evoke | | | |
| evolve | evolution | evolutionary | |
| exact | | | |
| exaggerate | exaggeration | | |
| examine | exam(ination) | examiner | examinee |
| example | exemplary | exemplify | |
| exceed | exceedingly | | |
| excel | | | |
| excellent | excellence | | |
| except | | | |

| | | | |
|--------------|--------------|-------------|----------|
| exception | exceptional | | |
| ★ excerpt | | | |
| excess | excessive | | |
| exchange | | | |
| excite | exciting | excitement | |
| exclaim | exclamation | exclamatory | |
| exclude | exclusion | exclusive | |
| excursion | | | |
| excuse | | | |
| execute | execution | executive | |
| ★ exempt | exemption | | |
| exercise | | | |
| exert | exertion | | |
| exhaust | exhaustion | exhaustive | |
| exhibit | exhibition | | |
| exile | | | |
| exist | existence | existent | existing |
| exit | | | |
| ★ exotic | | | |
| expand | expansion | expansive | |
| expect | expectation | expectancy | |
| ★ expedition | | | |
| expel | | | |
| expend | expenditure | | |
| expense | expensive | | |
| experience | experienced | | |
| experiment | experimental | | |
| expert | | | |
| expertise | | | |
| ★ expire | expiration | | |
| explain | explanation | explanatory | |
| explicit | | | |
| explode | explosion | explosive | |
| exploit | exploitation | | |
| explore | exploration | | |
| ★ exponent | | | |
| export | exportation | | |
| expose | exposure | | |
| ★ exposition | | | |
| express | expression | expressive | |
| expressway | | | |
| ★ exquisite | | | |

| | | | |
|-------------------|--------------|------------------|----------|
| extend | extension | extensive | extended |
| extent | | | |
| exterior | | | |
| external | | | |
| ★ extinct | extinction | | |
| extinguish | | | |
| extra | | | |
| ★ extract | extraction | | |
| extraordinary | | | |
| ★ extravagant | extravagance | | |
| extreme | extremity | | |
| eye | | | |
| eyebrow | | | |
| eyesight | | | |
| fable | | | |
| fabric | | | |
| ★ fabricate | fabrication | | |
| ★ fabulous | | | |
| face | facial | | |
| ★ facet | | | |
| facility | facilitate | facilitation | |
| fact | factual | | |
| ★ faction | | | |
| factor | | | |
| factory | | | |
| faculty | | | |
| fade | | | |
| fail | failure | | |
| faint | | | |
| fair ¹ | fairly | | |
| fair ² | | | |
| fairly | | | |
| faith | faithful | | |
| fake | | | |
| fall ¹ | | | |
| fall ² | | | |
| false | falsehood | | |
| fame | famous | | |
| familiar | familiarity | familiarize/-ise | |
| family | | | |
| famine | | | |
| fan | | | |

| | | |
|------------|--------------|------------------|
| fancy | | |
| fantasy | fantastic | |
| far | | |
| fare | | |
| farewell | | |
| farm | farmer | farming |
| farther | | |
| fascinate | fascinating | fascination |
| ★ fascist | fascism | |
| fashion | fashionable | |
| fast | | |
| fasten | | |
| fat | | |
| fatal | fatality | |
| fate | | |
| father | fatherly | |
| fatigue | | |
| fault | faulty | |
| favo(u)r | favo(u)rable | favo(u)rite |
| fax | | |
| fear | fearful | |
| feasible | feasibility | |
| ★ feast | | |
| ★ feat | | |
| feather | | |
| feature | | |
| February | | |
| federal | | |
| federation | | |
| fee | | |
| ★ feeble | | |
| feed | | |
| feedback | | |
| feel | feeling | |
| fellow | fellowship | |
| female | | |
| ★ feminine | feminism | feminist |
| fence | | |
| ferry | | |
| fertile | fertility | fertilizer/-iser |
| festival | | |
| fetch | | |

| | | | |
|-------------------|------------|---------------|----------|
| fever | feverish | | |
| few | | | |
| fiber/-bre | | | |
| fiction | fictional | | |
| field | | | |
| fierce | | | |
| fifteen | | | |
| fifth | | | |
| fifty | | | |
| fight | | | |
| figure | figurative | | |
| file | | | |
| fill | filling | | |
| film | | | |
| filter | | | |
| final | finally | finalize/-ise | |
| finance | financial | | |
| find | finding | | |
| fine ¹ | | | |
| fine ² | | | |
| finger | | | |
| fingerprint | | | |
| finish | | | |
| ★ finite | | | |
| fire | | | |
| fireman | | | |
| fireplace | | | |
| fireworks | | | |
| firm ¹ | | | |
| firm ² | | | |
| first | firstly | | |
| ★ fiscal | | | |
| fish | fishing | fisherman | |
| fist | | | |
| fit | | | |
| five | | | |
| fix | fixed | fixture | fixation |
| flag | | | |
| flame | | | |
| ★ flank | | | |
| ★ flap | | | |
| ★ flare | | | |

| | |
|-------------------|-------------|
| flash | |
| flat ¹ | |
| flat ² | |
| ★ flatter | flattery |
| flavo(u)r | |
| flaw | flawless |
| flee | |
| fleet | |
| flesh | |
| flexible | flexibility |
| ★ fling | |
| ★ flip | |
| ★ flirt | flirtation |
| float | |
| flock | |
| flood | |
| floor | |
| flour | |
| flourish | |
| flow | |
| flower | |
| fluctuate | fluctuation |
| fluent | fluency |
| fluid | |
| ★ flush | |
| ★ flutter | |
| fly ¹ | flight |
| fly ² | |
| ★ foam | |
| focus | |
| ★ foe | |
| fog | foggy |
| ★ foil | |
| fold | |
| folk | |
| ★ folklore | |
| follow | following |
| fond | |
| food | |
| fool | foolish |
| foot | |
| football | |

| | | |
|--------------|---------------|-------------|
| footprint | | |
| for | | |
| forbid | | |
| force | forceful | |
| forecast | | |
| forehead | | |
| foreign | foreigner | |
| foremost | | |
| foresee | foreseeable | |
| foresight | | |
| forest | forestry | |
| ★ foretell | | |
| forever | | |
| ★ forfeit | | |
| forge | forgery | |
| forget | forgetful | forgettable |
| forgive | forgiving | |
| fork | | |
| form | formation | |
| formal | formality | |
| format | | |
| former | | |
| ★ formidable | | |
| formula | | |
| formulate | formulation | |
| ★ fort | | |
| forth | | |
| forthcoming | | |
| ★ fortify | fortification | |
| ★ fortnight | | |
| fortune | fortunate | |
| forty | | |
| forum | | |
| forward | | |
| fossil | | |
| ★ foster | | |
| ★ foul | | |
| found | founding | founder |
| foundation | | |
| fountain | | |
| four | | |
| fourteen | | |

| | | |
|-------------|---------------|-------------|
| fox | | |
| fraction | | |
| ★ fracture | | |
| ★ fragile | fragility | |
| fragment | fragmentation | fragmentary |
| ★ fragrant | fragrance | |
| frame | | |
| framework | | |
| ★ franchise | | |
| frank | | |
| ★ frantic | frantically | |
| ★ fraud | fraudulent | |
| free | freedom | |
| freeway | | |
| freeze | | |
| freight | | |
| frequent | frequency | |
| fresh | | |
| freshman | | |
| ★ friction | | |
| Friday | | |
| friend | friendly | friendship |
| fright | frighten | |
| ★ fringe | | |
| frog | | |
| from | | |
| front | | |
| frontier | | |
| frost | frosty | |
| ★ frown | | |
| fruit | fruitful | |
| frustrate | frustration | frustrating |
| fry | | |
| fuck | | |
| fuel | | |
| fulfil(l) | fulfil(l)ment | |
| full | | |
| fun | funny | |
| function | functional | |
| fund | funding | |
| fundamental | | |
| funeral | | |

| | | |
|-----------------|------------|-----------------|
| fur | | |
| furnace | | |
| furnish | | |
| furniture | | |
| further | | |
| furthermore | | |
| ★ fury | furious | |
| ★ fuse | | |
| ★ fusion | | |
| fuss | | |
| ★ futile | futility | |
| future | | |
| gadget | gadgetry | |
| gain | | |
| ★ galaxy | | |
| gallery | | |
| gallon | | |
| gamble | | |
| game | | |
| gang | gangster | |
| gaol | | |
| gap | | |
| garage | | |
| garbage | | |
| garden | gardener | gardening |
| ★ garlic | | |
| garment | | |
| gas | | |
| gasoline/petrol | | |
| ★ gasp | | |
| gate | | |
| gather | gathering | |
| ★ gauge | | |
| gay | | |
| gaze | | |
| gear | | |
| gender | | |
| gene | genetic | genetically |
| general | generally | generalize/-ise |
| generate | generator | |
| generation | | |
| generous | generosity | |

| | | |
|-------------|--------------|----------------|
| genius | | |
| ★ genre | | |
| gentle | | |
| gentleman | | |
| genuine | | |
| geography | geographic | geographically |
| geology | geological | geologically |
| geometry | geometric | geometrically |
| germ | | |
| gesture | | |
| get | | |
| ghost | | |
| giant | gigantic | |
| gift | gifted | |
| ★ giggle | | |
| girl | | |
| give | | |
| given | | |
| ★ glacier | | |
| glad | | |
| ★ glamo(u)r | glamo(u)rous | |
| glance | | |
| ★ gland | | |
| ★ glare | | |
| glass | | |
| ★ gleam | | |
| ★ glide | glider | |
| glimpse | | |
| ★ glitter | | |
| globe | global | globalize/-ise |
| gloom | gloomy | |
| glory | glorious | |
| ★ glossary | | |
| glove | | |
| glow | | |
| glue | | |
| go | | |
| goal | | |
| goat | | |
| god | | |
| gold | golden | |
| golf | | |

| | | | |
|-------------|---------------|-------------|---------------|
| good | | | |
| goodbye | | | |
| goodness | | | |
| goods | | | |
| goose | | | |
| ★ gorge | | | |
| gorgeous | | | |
| ★ gospel | | | |
| gossip | | | |
| govern | government | governor | |
| gown | | | |
| grab | | | |
| grace | graceful | gracious | |
| grade | | | |
| gradual | gradually | | |
| graduate | graduation | | |
| grain | | | |
| gram(me) | | | |
| grammar | grammatical | | |
| grand | | | |
| grandchild | grandchildren | grandson | granddaughter |
| grandparent | grandfather | grandmother | |
| grant | granted | | |
| grape | | | |
| graph | graphic | graphically | |
| grasp | | | |
| grass | grassy | | |
| grateful | | | |
| gratitude | | | |
| grave | | | |
| gravitation | | | |
| gravity | | | |
| gray/grey | | | |
| ★ graze | | | |
| ★ grease | greasy | | |
| great | | | |
| ★ greed | greedy | | |
| green | | | |
| greenhouse | | | |
| greet | greeting | | |
| ★ grid | | | |
| grief | grieve | grievous | |

★ grill
 ★ grim
 grin
 grind
 grip
 ★ groan
 grocer grocery
 ★ groove
 ★ grope
 gross
 ground
 group
 grow growth
 guarantee
 guard guardian
 guess
 guest
 guide guidance
 guideline
 guilt guilty
 guitar guitarist
 gulf
 gum
 gun
 gut
 guy
 gym(nasium)
 habit habitual
 habitat
 hack¹ hacker
 hack²
 hail¹
 hail²
 hair hairy
 half
 halfway
 hall
 halt
 ham
 hamburger/burger
 hammer
 ★ hamper

| | | |
|--------------|--------------|----------|
| hand | handful | |
| handbook | | |
| handicap | handicapped | |
| ★ handicraft | | |
| handle | | |
| handsome | | |
| handwriting | | |
| handy | | |
| hang | | |
| happen | | |
| happy | happiness | happily |
| ★ harass | harassment | |
| harbo(u)r | | |
| hard | harden | |
| hardly | | |
| hardship | | |
| hardware | | |
| ★ hardy | | |
| harm | harmful | harmless |
| harmony | harmonious | |
| harness | | |
| harsh | | |
| harvest | | |
| haste | hasty | hasten |
| hat | | |
| hatch | | |
| hate | hatred | hateful |
| haul | | |
| haunt | | |
| have | | |
| ★ haven | | |
| ★ havoc | | |
| ★ hawk | | |
| hay | | |
| hazard | hazardous | |
| haze | hazy | |
| he | | |
| head | | |
| headache | | |
| heading | | |
| headline | | |
| headmaster | headmistress | |

| | | | |
|--------------|--------------|-----------|------------|
| headquarters | | | |
| heal | | | |
| health | healthy | healthful | |
| heap | | | |
| hear | hearing | | |
| heart | heartly | | |
| heartfelt | | | |
| heat | heated | heating | |
| ★ heave | | | |
| heaven | | | |
| heavy | | | |
| hectare | | | |
| ★ hectic | | | |
| hedge | | | |
| heel | | | |
| height | heighten | | |
| heir | heiress | | |
| helicopter | | | |
| hell | | | |
| hello | | | |
| ★ helmet | | | |
| help | helpful | helpless | helplessly |
| ★ hemisphere | | | |
| hen | | | |
| hence | | | |
| ★ henceforth | | | |
| her | | | |
| ★ herald | | | |
| ★ herb | herbal | | |
| herd | | | |
| here | | | |
| hereby | | | |
| heritage | | | |
| hero/heroine | heroic | heroism | |
| ★ heroin | | | |
| hers | | | |
| herself | | | |
| hesitate | hesitation | hesitant | |
| hi | | | |
| ★ hibernate | hibernation | | |
| hide | hiding | | |
| ★ hierarchy | hierarchical | | |

| | | | |
|-----------------|--------------|-------------|-----------|
| high | highly | | |
| highlight | | | |
| high-tech | | | |
| highway | | | |
| hijack | | | |
| ★ hike | | | |
| hill | hilly | | |
| him | | | |
| himself | | | |
| hinder | hindrance | | |
| ★ hinge | | | |
| hint | | | |
| hip | | | |
| hire | | | |
| his | | | |
| history | historic | historical | historian |
| hit | | | |
| ★ hitherto | | | |
| ★ hive | | | |
| hobby | | | |
| ★ hockey | | | |
| ★ hoist | | | |
| hold | | | |
| hole | | | |
| holiday | | | |
| hollow | | | |
| holy | holiness | | |
| home | homeless | homely | |
| hometown | | | |
| homework | | | |
| ★ homogeneous | | | |
| homosexual/homo | | | |
| honest | honesty | | |
| honey | | | |
| honeymoon | | | |
| hono(u)r | hono(u)rable | hono(u)rary | |
| hook | | | |
| ★ hop | | | |
| hope | hopeful | hopeless | |
| horizon | horizontal | | |
| horn | | | |
| horror | horrible | horrify | |

| | | | |
|-------------------|-------------|----------|--------------|
| horse | | | |
| horsepower | | | |
| ★ hose | | | |
| hospital | hospitalize | | |
| hospitable | hospitality | | |
| host ¹ | hostess | | |
| host ² | | | |
| ★ hostage | | | |
| hostile | hostility | | |
| hot | | | |
| hotdog | | | |
| hotel | | | |
| ★ hound | | | |
| hour | hourly | | |
| house | housing | | |
| household | | | |
| housewife | | | |
| housework | | | |
| ★ hover | | | |
| how | | | |
| however | | | |
| ★ howl | | | |
| ★ huddle | | | |
| hug | | | |
| huge | | | |
| ★ hum | | | |
| human | humanity | | |
| ★ humane | humanism | humanist | humanitarian |
| humble | humbly | | |
| ★ humid | humidity | | |
| ★ humiliate | humiliation | | |
| humo(u)r | humo(u)rous | | |
| hundred | | | |
| hunger | hungry | | |
| hunt | hunting | hunter | |
| ★ hurdle | | | |
| ★ hurl | | | |
| ★ hurricane | | | |
| hurry | hurriedly | | |
| hurt | hurtful | | |
| husband | | | |
| hut | | | |

| | | | |
|--------------|----------------|---------------|-----------|
| ★ hybrid | | | |
| hydrogen | | | |
| ★ hygiene | hygienic | | |
| hyphen | | | |
| ★ hypocrisy | hypocritical | hypocrite | |
| ★ hypothesis | hypothetical | | |
| ★ hysterical | hysteria | | |
| I | | | |
| ice | icy | | |
| ★ iceberg | | | |
| ice-cream | | | |
| ★ icon | | | |
| idea | | | |
| ideal | idealistic | idealism | |
| identify | identification | | |
| identity | identical | | |
| ★ ideology | ideological | | |
| idiom | idiomatic | | |
| ★ idiot | idiotic | | |
| idle | idly | | |
| ★ idol | | | |
| if | | | |
| ★ ignite | ignition | | |
| ignorant | ignorance | | |
| ignore | | | |
| ill | illness | | |
| illegal | | | |
| ★ illicit | | | |
| ★ illiterate | illiteracy | | |
| ★ illuminate | illumination | | |
| illusion | illusory | | |
| illustrate | illustration | illustrative | |
| image | imaging | | |
| imagine | imagination | imaginative | imaginary |
| imitate | imitation | imitative | |
| immediate | immediately | | |
| immense | immensely | immensity | |
| ★ immerse | immersion | | |
| immigrate | immigration | immigrant | |
| ★ imminent | | | |
| immune | immunity | immunize/-ise | |
| impact | | | |

| | | | |
|------------------------|----------------|--------------|-----------|
| ★ impair | | | |
| ★ impart | | | |
| impatient | impatience | | |
| ★ imperative | | | |
| imperial | imperialism | imperialist | |
| ★ impetus | | | |
| implement ¹ | implementation | | |
| implement ² | | | |
| implicit | | | |
| imply | implication | | |
| import | importation | | |
| important | importance | | |
| impose | imposition | imposing | |
| impossible | impossibility | | |
| impress | impression | impressive | |
| ★ imprison | imprisonment | | |
| ★ impromptu | | | |
| improve | improvement | | |
| impulse | impulsive | | |
| in | | | |
| ★ inaugurate | inauguration | | |
| ★ inborn | | | |
| incentive | | | |
| inch | | | |
| incidence | | | |
| incident | incidental | incidentally | |
| incline | inclined | inclination | |
| include | inclusion | inclusive | including |
| income | | | |
| ★ incorporate | incorporation | | |
| increase | increasingly | | |
| incredible | incredibly | | |
| ★ incumbent | | | |
| ★ incur | | | |
| ★ indebted | | | |
| indeed | | | |
| ★ indefinite | | | |
| independent | independence | | |
| index | | | |
| indicate | indication | indicative | indicator |
| ★ indict | indictment | | |
| indifferent | indifference | | |

| | | | |
|-----------------|-----------------|--------------------|-------------|
| ★ indigenous | | | |
| ★ indignant | indignation | | |
| indispensable | | | |
| individual | individualism | | |
| indoor | indoors | | |
| induce | inducement | | |
| ★ indulge | indulgence | indulgent | |
| industry | industrial | industrialize/-ise | industrious |
| ★ inertia | | | |
| inevitable | | | |
| infant | | | |
| infect | infection | infectious | |
| infer | inference | | |
| inferior | inferiority | | |
| infinite | infinity | infinitive | |
| inflate | inflation | | |
| ★ inflict | infliction | | |
| influence | influential | | |
| influenza/flu | | | |
| inform | information | informative | informant |
| infrastructure | | | |
| ★ infringe | infringement | | |
| ★ ingenious | ingenuity | | |
| ingredient | | | |
| inhabit | inhabitant | | |
| ★ inherent | | | |
| inherit | inheritance | | |
| ★ inhibit | inhibition | | |
| initial | initially | | |
| initiate | initiation | initiative | |
| ★ inject | injection | | |
| injure | injury | injurious | |
| ink | | | |
| inland | | | |
| ★ inmate | | | |
| inn | | | |
| inner | | | |
| innocent | innocence | | |
| innovate | innovation | innovative | |
| ★ innumerable | | | |
| input | | | |
| inquire/enquire | inquiry/enquiry | inquisitive | |

| | | | |
|----------------|----------------|---------------|-------------|
| insane | insanity | | |
| insect | | | |
| insert | insertion | | |
| inside | insider | | |
| insight | insightful | | |
| insist | insistence | insistent | |
| inspect | inspection | inspector | |
| inspire | inspiration | inspirational | |
| instal(l) | instal(l)ation | | |
| instal(l)ment | | | |
| instance | | | |
| instant | instantaneous | | |
| instead | | | |
| instinct | instinctive | | |
| institute | | | |
| institution | institutional | | |
| instruct | instruction | instructor | instructive |
| instrument | instrumental | | |
| ★ insulate | insulation | insulator | |
| insult | | | |
| insure/ensure | insurance | | |
| intact | | | |
| intake | | | |
| intangible | | | |
| ★ integral | | | |
| integrate | integration | | |
| integrity | | | |
| ★ intellect | | | |
| intellectual | | | |
| intelligent | intelligence | | |
| ★ intelligible | | | |
| intend | intention | intent | intentional |
| intense | intensity | intensify | |
| intensive | | | |
| interact | interaction | interactive | |
| ★ intercourse | | | |
| interest | interesting | interested | |
| interfere | interference | | |
| ★ interim | | | |
| interior | | | |
| intermediate | intermediary | | |
| ★ intermittent | | | |

| | | | |
|------------------------|----------------|--------------|-----------|
| internal | | | |
| international | | | |
| Internet/internet | | | |
| interpret | interpretation | interpreter | |
| ★ interrogate | interrogation | | |
| interrupt | interruption | | |
| interval | | | |
| ★ intervene | intervention | | |
| interview | interviewer | interviewee | |
| intimate | intimacy | | |
| ★ intimidate | intimidation | | |
| into | | | |
| ★ intricate | intricacy | | |
| ★ intrigue | | | |
| ★ intrinsic | intrinsically | | |
| introduce | introduction | introductory | |
| intrude | intrusion | intruder | |
| ★ intuition | intuitive | | |
| invade | invasion | invader | invasive |
| ★ invalid ¹ | | | |
| invalid ² | | | |
| invaluable | | | |
| invariably | | | |
| invent | invention | inventor | |
| ★ inventory | | | |
| ★ invert | inversion | | |
| invest | investment | investor | |
| investigate | investigation | investigator | |
| invisible | | | |
| invite | invitation | inviting | |
| involve | involvement | involved | |
| inward | | | |
| iron | | | |
| irony | ironic(al) | ironically | |
| irrational | | | |
| irregular | | | |
| ★ irrelative | | | |
| irrigate | irrigation | | |
| ★ irritate | irritation | irritating | irritable |
| island | | | |
| ★ isle | | | |
| isolate | isolation | | |

issue
 it
 item
 its
 itself
 ★ ivory
 ★ jack
 jacket
 jail/gaol
 jam¹
 jam²
 January
 jar¹
 jar²
 ★ jargon
 jaw
 jazz
 jealous jealousy
 jeans
 jeep
 ★ jelly
 ★ jeopardize/-ise jeopardy
 ★ jerk
 jet
 jetlag
 jewel jewel(D)ery
 job
 ★ jockey
 jog
 join
 joint
 joke
 ★ jolly
 journal
 journalism journalist
 journey
 joy joyous joyful
 judge judg(e)ment
 ★ judicial
 ★ judiciary
 juice juicy
 July

- jump
- ★ junction
- June
- jungle
- junior
- junk
- ★ jurisdiction
- jury juror
- just¹
- just²
- justice
- justify justification
- ★ juvenile
- keen
- keep
- kettle
- key
- keyboard
- kick
- kid
- ★ kidnap
- ★ kidney
- kill
- kilogram(me)/kilo
- kilometer/-tre
- kin
- kind kindness
- kindergarten
- king
- kingdom
- kiss
- kit
- kitchen
- kite
- knee
- kneel
- knife
- ★ knight
- knit
- ★ knob
- knock
- knot knotty

| | | |
|-------------------|-----------|---------------|
| know | knowledge | knowledgeable |
| knowhow | | |
| label | | |
| labo(u)r | laborious | |
| laboratory/lab | | |
| lace | | |
| lack | | |
| ★ lad | | |
| ladder | | |
| lady | | |
| lag | | |
| lake | | |
| lamb | | |
| lame | | |
| lamp | | |
| land | landing | |
| landlord/landlady | | |
| ★ landmark | | |
| landscape | | |
| lane | | |
| language | | |
| lap | | |
| laptop | | |
| large | largely | |
| laser | | |
| ★ lash | | |
| lass | | |
| last | lastly | |
| late | later | |
| lately | | |
| ★ latitude | | |
| latter | | |
| laugh | laughter | |
| launch | | |
| laundry | | |
| lavatory | | |
| ★ lavish | | |
| law | lawful | |
| lawn | | |
| ★ lawsuit | | |
| lawyer | | |
| lay | | |

| | | | | |
|-------------------|---------------|-------------|------------|--|
| layer | | | | |
| ★ layman | | | | |
| layoff | | | | |
| layout | | | | |
| lazy | laziness | | | |
| lead ¹ | leader | leadership | leading | |
| lead ² | | | | |
| leaf | | | | |
| ★ leaflet | | | | |
| league | | | | |
| leak | | | | |
| lean | | | | |
| leap | | | | |
| learn | learned | learning | learner | |
| lease | | | | |
| least | | | | |
| leather | | | | |
| leave | | | | |
| lecture | lecturer | | | |
| left | leftist | | | |
| leg | | | | |
| ★ legacy | | | | |
| legal | legalize/-ise | | | |
| legend | legendary | | | |
| legislate | legislation | legislative | legislator | |
| ★ legitimate | legitimacy | | | |
| leisure | leisurely | | | |
| lemon | lemonade | | | |
| lend | | | | |
| ★ lenient | leniency | | | |
| lens | | | | |
| ★ lesbian | | | | |
| less | | | | |
| lesson | | | | |
| lest | | | | |
| let | | | | |
| letter | | | | |
| level | | | | |
| ★ lever | leverage | | | |
| ★ levy | | | | |
| liable | liability | | | |
| liberal | | | | |

| | | | |
|--------------------|-------------|------------|----------|
| liberate | liberation | | |
| liberty | | | |
| library | librarian | | |
| license/-ce | | | |
| lick | | | |
| lid | | | |
| lie ¹ | liar | | |
| lie ² | | | |
| ★ lieutenant | | | |
| life | | | |
| lift | | | |
| light ¹ | lighting | | |
| light ² | | | |
| lightning | | | |
| like ¹ | | | |
| like ² | likely | likelihood | |
| likewise | | | |
| lily | | | |
| limb | | | |
| ★ lime | | | |
| ★ limelight | | | |
| limit | limitation | limited | |
| ★ limp | | | |
| line | linear | | |
| ★ linen | | | |
| ★ liner | | | |
| ★ linger | | | |
| ★ linguistic | linguistics | | |
| link | linkage | | |
| lion | lioness | | |
| lip | | | |
| ★ lipstick | | | |
| liquid | | | |
| liquor | | | |
| list | | | |
| listen | listener | | |
| liter/-tre | | | |
| literal | literally | | |
| literary | literature | literate | literacy |
| litter | | | |
| little | | | |
| live ¹ | living | | |

| | | |
|-------------------|--------------|---------|
| live ² | | |
| livelihood | | |
| lively | | |
| liver | | |
| ★ livestock | | |
| living-room | | |
| load | | |
| loaf | | |
| loan | | |
| lobby | lobbyist | |
| local | locality | |
| locate | location | |
| lock | locker | |
| ★ locomotive | | |
| lodge | lodging | |
| ★ lofty | | |
| log | | |
| logic | logical | |
| ★ logistics | logistic(al) | |
| logo | | |
| lonely | loneliness | |
| long ¹ | length | lengthy |
| long ² | | |
| ★ longevity | | |
| ★ longitude | longitudinal | |
| look | | |
| ★ loom | | |
| ★ loop | | |
| loophole | | |
| loose | loosen | |
| ★ loot | | |
| lord | | |
| lorry | | |
| lose | loss | |
| lot | | |
| ★ lotion | | |
| ★ lottery | | |
| loud | loudly | |
| ★ lounge | | |
| love | lovely | lover |
| low | lower | |
| loyal | loyalty | |

| | | | |
|---------------|--------------|---------|------------|
| ★ lubricate | lubrication | | |
| luck | lucky | | |
| ★ lucrative | | | |
| luggage | | | |
| ★ luminous | | | |
| lump | | | |
| lunar | | | |
| lunch | luncheon | | |
| lung | | | |
| ★ lure | | | |
| luxury | luxurious | | |
| ★ lyric | lyrical | | |
| machine | machinery | | |
| mad | madden | | |
| madam | | | |
| magazine | | | |
| magic | magical | | |
| ★ magistrate | | | |
| magnet | magnetic | | |
| magnificent | magnificence | | |
| ★ magnify | | | |
| ★ magnitude | | | |
| maid | | | |
| maiden | | | |
| mail | | | |
| main | | | |
| mainland | | | |
| mainstream | | | |
| maintain | maintenance | | |
| ★ majesty | majestic | | |
| major | majority | | |
| make | | | |
| makeup | | | |
| male | | | |
| ★ malice | malicious | | |
| ★ malignant | | | |
| mall | | | |
| ★ malpractice | | | |
| mammal | | | |
| man | manly | manhood | |
| manage | management | manager | managerial |
| ★ mandate | mandatory | | |

| | | | | |
|---|---------------------|---------------|--------------|------------------|
| ★ | maneuver/manoeuvre | | | |
| ★ | manifest | manifestation | | |
| | manipulate | manipulation | manipulative | |
| | mankind | | | |
| | manner | | | |
| ★ | mansion | | | |
| | manual | | | |
| | manufacture | manufacturer | | |
| ★ | manuscript | | | |
| | many | | | |
| | map | | | |
| ★ | mar | | | |
| | marathon | | | |
| ★ | marble | | | |
| | March | | | |
| | march | | | |
| | margin | marginal | | |
| | marine | | | |
| ★ | maritime | | | |
| | mark | | | |
| | market | marketing | | |
| | marry | marriage | marital | |
| | marsh | | | |
| | marshal | | | |
| ★ | martyr | martyrdom | | |
| | marvel | marvel(l)ous | | |
| | Marxism | Marxist | | |
| ★ | masculine | masculinity | | |
| | mask | | | |
| | mass | massive | | |
| ★ | massacre | | | |
| | massage | | | |
| | master | mastery | | |
| | masterpiece | | | |
| | mat | | | |
| | match | | | |
| | mate | | | |
| | material | materialism | materialist | materialize/-ise |
| ★ | maternal | maternity | | |
| | math(ematics)/maths | | mathematical | |
| | matter | | | |
| | mature | maturity | | |

| | | | |
|-------------------|-----------------------|------------|-----------|
| maximum | maximize/-ise | maximal | |
| May | | | |
| may | | | |
| maybe | | | |
| mayor | | | |
| me | | | |
| ★ meadow | | | |
| meal | | | |
| mean ¹ | meaning | meaningful | |
| mean ² | | | |
| mean ³ | | | |
| means | | | |
| meantime | | | |
| meanwhile | | | |
| measure | measurement | measurable | |
| meat | meaty | | |
| mechanic | mechanical | mechanics | mechanism |
| mechanize/-ise | mechanization/-sation | | |
| medal | | | |
| ★ mediate | mediation | mediator | |
| medical | | | |
| Medicare | | | |
| ★ medication | | | |
| medicine | medicinal | | |
| ★ medieval | | | |
| medium | media | | |
| meet | | | |
| meeting | | | |
| ★ melody | melodious | | |
| melon | | | |
| melt | | | |
| member | membership | | |
| memorandum/memo | | | |
| memorial | | | |
| memory | memorize/-ise | | |
| ★ menace | | | |
| mend | | | |
| mental | mentality | | |
| mention | | | |
| ★ mentor | | | |
| menu | | | |
| ★ merchandise | | | |

| | | | |
|-------------------|--------------|-------------|--|
| merchant | | | |
| ★ mercury | | | |
| mercy | merciful | | |
| mere | merely | | |
| ★ merge | merger | | |
| merit | meritorious | | |
| merry | merriment | | |
| mess | messy | | |
| message | messenger | | |
| ★ metabolism | metabolic | | |
| metal | metallic | | |
| ★ metaphor | metaphorical | | |
| meter/-tre | metric | | |
| method | methodical | methodology | |
| ★ meticulous | | | |
| metro | | | |
| ★ metropolitan | | | |
| microphone | | | |
| microscope | microscopic | | |
| microwave | microwavable | | |
| midday | | | |
| middle | | | |
| middle-class | | | |
| midnight | | | |
| ★ midst | | | |
| ★ midwife | | | |
| might | mighty | | |
| migrate | migration | migrant | |
| mild | | | |
| mile | mileage | | |
| ★ milestone | | | |
| ★ militant | militancy | | |
| military | | | |
| ★ militia | | | |
| milk | milky | | |
| mill | | | |
| millimeter/-tre | | | |
| million | millionaire | | |
| mind | | | |
| ★ mindset | | | |
| mine ¹ | | | |
| mine ² | mineral | mining | |

| | | |
|---------------------|------------------|-----------------------|
| mine ³ | | |
| ★ mingle | | |
| ★ miniature | | |
| minimum | minimal | minimize/-ise |
| minister | ministry | ministerial |
| minor | minority | |
| ★ mint | | |
| minus | | |
| minute ¹ | | |
| minute ² | | |
| miracle | miraculous | |
| mirror | | |
| miserable | misery | |
| misfortune | | |
| mislead | misleading | |
| miss ¹ | | |
| miss ² | | |
| missile | | |
| missing | | |
| mission | | |
| ★ missionary | | |
| mist | misty | |
| mistake | mistaken | |
| mister | | |
| mistress | | |
| misunderstand | misunderstanding | |
| mix | mixture | mixer |
| ★ moan | | |
| mobile | | |
| ★ mobilize/-ise | | |
| ★ mock | | |
| mode | | |
| model | | |
| moderate | moderation | moderator |
| modern | modernize/-ise | modernization/-sation |
| modest | modesty | |
| modify | modification | modifier |
| moist | moisture | |
| mo(u)ld | mo(u)ldy | |
| ★ molecule | molecular | |
| mom(my) | | |
| moment | momentary | momentarily |

| | |
|--------------------|-----------------|
| ★ momentum | momentous |
| ★ monarchy | monarch |
| Monday | |
| money | monetary |
| monitor | |
| monkey | |
| ★ monopoly | monopolize/-ise |
| ★ monotony | monotonous |
| monster | monstrous |
| month | monthly |
| monument | monumental |
| mood | moody |
| moon | |
| mop | |
| moral | morality |
| ★ morale | |
| more | |
| moreover | |
| morning | |
| ★ mortal | mortality |
| mortgage | |
| ★ mosquito | |
| most | mostly |
| motel | |
| mother | motherly |
| motion | |
| motivate | motivation |
| motive | |
| motor | |
| motorway | |
| mount ¹ | mounting |
| mount ² | |
| mountain | mountainous |
| ★ mourn | mourning |
| mouse | |
| mouth | mouthful |
| move | movement |
| movie | |
| ★ mow | |
| much | |
| mud | muddy |
| mug | |

| | | | | |
|----------------|--------------|--|----------------|------------------------------|
| mule | | | | |
| ★ multilateral | | | | |
| multiple | multiply | | multiplication | |
| ★ multitude | | | | |
| municipal | municipality | | | |
| murder | murderous | | | |
| ★ murmur | | | | |
| muscle | muscular | | | |
| museum | | | | |
| mushroom | | | | |
| music | musical | | musician | |
| must | | | | |
| ★ mute | | | | |
| ★ mutter | | | | |
| mutual | | | | |
| my | | | | |
| myself | | | | |
| mystery | mysterious | | | |
| myth | mythical | | mythology | |
| nail | | | | |
| ★ naive | naivety | | | |
| naked | | | | |
| name | | | | |
| namely | | | | |
| nap | | | | |
| napkin | | | | |
| narrate | narration | | narrative | narrator |
| narrow | narrowly | | | |
| nasty | | | | |
| nation | national | | nationality | nationalist nationalism |
| nationwide | | | | |
| native | | | | |
| nature | natural | | naturally | |
| naughty | | | | |
| ★ navigate | navigation | | | |
| navy | naval | | | |
| near | nearly | | | |
| nearby | | | | |
| neat | | | | |
| necessary | necessarily | | | |
| necessity | necessitate | | | |
| neck | | | | |

| | | |
|--------------|-----------------|-----------------|
| necklace | | |
| need | needy | |
| needle | | |
| negate | negation | negative |
| neglect | neglectful | |
| ★ negligent | negligence | |
| ★ negligible | | |
| negotiate | negotiation | negotiable |
| neighbo(u)r | neighbo(u)rhood | |
| neither | | |
| nephew | | |
| nerve | nervous | |
| nest | | |
| net | | |
| network | networking | |
| neutral | neutrality | neutralize/-ise |
| never | | |
| nevertheless | | |
| new | | |
| news | | |
| newspaper | | |
| next | | |
| nice | nicety | |
| nickel | | |
| ★ nickname | | |
| niece | | |
| night | nightly | |
| nightmare | | |
| ★ nil | | |
| nine | | |
| nineteen | | |
| ninety | | |
| ninth | | |
| ★ nitrogen | | |
| no | | |
| noble | nobility | |
| nobody | | |
| nod | | |
| noise | noisy | |
| ★ nominal | | |
| ★ nominate | nomination | nominee |
| none | | |

| | | | |
|--------------------|--------------|----------------|-----------------------|
| ★ nonetheless | | | |
| nonsense | | | |
| noodle | | | |
| noon | | | |
| nor | | | |
| norm | | | |
| normal | normally | normalize/-ise | normalization/-sation |
| north | northern | | |
| northeast | northeastern | | |
| northwest | northwestern | | |
| nose | nosy | | |
| not | | | |
| note | notation | notable | |
| notebook | | | |
| ★ noteworthy | | | |
| nothing | | | |
| notice | noticeable | | |
| notify | notification | | |
| notion | notional | | |
| ★ notorious | notoriety | | |
| ★ notwithstanding | | | |
| noun | | | |
| nourish | nourishment | | |
| novel ¹ | novelist | | |
| novel ² | novelty | | |
| November | | | |
| now | | | |
| nowadays | | | |
| nowhere | | | |
| nuclear | nucleus | | |
| nude | nudity | | |
| nuisance | | | |
| ★ numb | | | |
| number | | | |
| ★ numerical | | | |
| numerous | | | |
| nurse | | | |
| nursery | | | |
| ★ nurture | | | |
| nut | | | |
| nutrition | nutrient | | |
| ★ oak | | | |

| | | | | |
|---------------------|--------------|--------------|------------|--|
| ★ oar | | | | |
| ★ oath | | | | |
| obese | obesity | | | |
| obey | obedient | obedience | | |
| object ¹ | | | | |
| object ² | objection | | | |
| objective | | | | |
| oblige | obligation | obliged | obligatory | |
| ★ obscene | obscenity | | | |
| ★ obscure | obscurity | | | |
| ★ observatory | | | | |
| observe | observation | observer | observant | |
| ★ obsess | obsession | obsessive | | |
| obstacle | | | | |
| ★ obstruct | obstruction | | | |
| obtain | obtainment | | | |
| obvious | obviously | | | |
| occasion | occasional | occasionally | | |
| occupation | occupational | | | |
| occupy | occupancy | occupant | | |
| occur | occurrence | | | |
| ocean | oceanic | | | |
| o'clock | | | | |
| October | | | | |
| odd | oddity | | | |
| odds | | | | |
| odo(u)r | odorous | | | |
| of | | | | |
| off | | | | |
| offend | offense/-ce | offensive | offender | |
| offer | offering | | | |
| office | | | | |
| officer | | | | |
| official | | | | |
| ★ offset | | | | |
| ★ offspring | | | | |
| often/oftentimes | | | | |
| oil | oily | | | |
| okay | | | | |
| old | | | | |
| old-fashioned | | | | |
| ★ olive | | | | |

| | | | |
|---------------------|----------------------|--------------------------|----------|
| Olympic | Olympics | Olympiad | |
| omit | omission | | |
| on | | | |
| once | | | |
| one | | | |
| oneself | | | |
| ongoing | | | |
| onion | | | |
| online | | | |
| only | | | |
| ★ onset | | | |
| onto | | | |
| onward | | | |
| ★ opaque | | | |
| open | opener | opening | openly |
| opera | | | |
| operate | operation | operational | operator |
| ★ operative | | | |
| opinion | | | |
| opportunity | | | |
| oppose | opposition | opponent | |
| opposite | | | |
| ★ oppress | oppression | oppressive | |
| opt | option | optional | |
| ★ optic | optical | | |
| optimism | optimistic | optimist | |
| ★ optimum | optimal | | |
| or | | | |
| oral | | | |
| orange | | | |
| orbit | orbital | | |
| orchestra | | | |
| ★ ordeal | | | |
| order | orderly | | |
| ordinary | | | |
| ore | | | |
| organ | | | |
| organic | | | |
| organism | | | |
| organize/-ise | organization/-sation | organizational/-sational | |
| orient ¹ | orientation | | |
| orient ² | oriental | | |

| | | | |
|-------------|------------|-------------|-----------|
| origin | original | originality | originate |
| ornament | ornamental | | |
| orphan | orphanage | | |
| ★ orthodox | | | |
| other | | | |
| otherwise | | | |
| ought to | | | |
| ounce | | | |
| our | | | |
| ours | | | |
| ourselves | | | |
| out | | | |
| outbreak | | | |
| outcome | | | |
| outdated | | | |
| outdoor | outdoors | | |
| outer | | | |
| ★ outfit | | | |
| outgoing | | | |
| outing | | | |
| ★ outlaw | | | |
| outlet | | | |
| outline | | | |
| outlook | | | |
| output | | | |
| ★ outrage | outrageous | | |
| outset | | | |
| outside | outsider | | |
| outskirts | | | |
| outstanding | | | |
| outward | outwards | | |
| oval | | | |
| oven | | | |
| over | | | |
| overall | | | |
| overcoat | | | |
| overcome | | | |
| overdue | | | |
| ★ overflow | | | |
| ★ overhaul | | | |
| overhead | | | |
| overhear | | | |

| | | |
|-------------|--------------|----------------|
| ★ overlap | | |
| overlook | | |
| overnight | | |
| ★ override | | |
| overseas | | |
| oversee | | |
| oversight | | |
| ★ overstate | | |
| ★ overt | | |
| overtake | | |
| overthrow | | |
| overtime | | |
| ★ overturn | | |
| overwhelm | overwhelming | overwhelmingly |
| owe | owing to | |
| ★ owl | | |
| own | owner | ownership |
| ox | | |
| ★ oxide | | |
| oxygen | | |
| ozone | | |
| pace | | |
| pack | | |
| package | | |
| packet | | |
| ★ pact | | |
| pad | | |
| paddy | | |
| page | | |
| pain | painful | |
| paint | painting | painter |
| pair | | |
| palace | | |
| pale | | |
| palm | | |
| ★ pamphlet | | |
| pan | | |
| panda | | |
| panel | | |
| panic | | |
| ★ panorama | panoramic | |
| ★ pant | | |

| | | |
|-------------------|---------------|-------------|
| pants | | |
| paper | | |
| paperback | | |
| ★ parachute | | |
| parade | | |
| ★ paradigm | | |
| ★ paradise | | |
| paradox | paradoxical | |
| paragraph | | |
| parallel | | |
| ★ paralyze/-yse | paralysis | |
| ★ parameter | | |
| ★ parasite | | |
| parcel | | |
| pardon | | |
| parent | parental | parenting |
| ★ parish | | |
| park ¹ | | |
| park ² | parking | |
| parliament | parliamentary | |
| ★ parole | | |
| ★ parrot | | |
| part | partial | partially |
| participate | participation | participant |
| particle | | |
| particular | particularly | |
| ★ partisan | | |
| ★ partition | | |
| partly | | |
| partner | partnership | |
| party | | |
| pass | | |
| passage | | |
| passenger | | |
| ★ passerby | | |
| passion | passionate | |
| passive | | |
| passport | | |
| password | | |
| past | | |
| ★ pasta | | |
| paste | | |

| | | |
|----------------------|----------------|------------|
| pastime | | |
| ★ pastry | | |
| ★ pasture | | |
| pat | | |
| patch | | |
| patent | | |
| path | | |
| ★ pathetic | | |
| patient ¹ | patience | |
| patient ² | | |
| ★ patriot | patriotic | patriotism |
| ★ patrol | | |
| ★ patron | patronize/-ise | patronage |
| pattern | | |
| pause | | |
| pave | pavement | |
| paw | | |
| pay | payment | |
| payroll | | |
| pea | | |
| peace | peaceful | |
| peach | | |
| peak | | |
| peanut | | |
| pear | | |
| pearl | | |
| peasant | | |
| ★ peck | | |
| peculiar | peculiarity | |
| ★ pedal | | |
| ★ peddle | | |
| pedestrian | | |
| ★ peel | | |
| ★ peep | | |
| peer | | |
| ★ peg | | |
| pen | | |
| penalty | penalize/-ise | |
| pencil | | |
| ★ pending | | |
| ★ pendulum | | |
| penetrate | penetration | |

| | | | |
|-----------------|----------------|-------------|-------------|
| ★ penguin | | | |
| ★ peninsula | | | |
| penny | | | |
| pension | pensioner | | |
| people | | | |
| pepper | | | |
| per | | | |
| perceive | perception | perceptive | |
| percent | percentage | | |
| ★ perch | | | |
| perfect | perfection | | |
| perform | performance | performer | |
| ★ perfume | | | |
| perhaps | | | |
| peril | perilous | | |
| period | periodic | periodical | |
| ★ perish | | | |
| permanent | permanence | | |
| ★ permeate | permeation | | |
| permit | permission | permissible | permissive |
| ★ perpetual | perpetuate | | |
| ★ perplex | perplexity | | |
| ★ persecute | persecution | | |
| persevere | perseverance | | |
| persist | persistent | persistence | |
| person | personal | personally | personality |
| personnel | | | |
| perspective | | | |
| persuade | persuasion | persuasive | |
| pessimism | pessimistic | pessimist | |
| ★ pest | | | |
| ★ pesticide | | | |
| pet | | | |
| ★ petition | petitioner | | |
| ★ petrochemical | | | |
| petrol | | | |
| petroleum | | | |
| petty | | | |
| ★ pharmacy | pharmaceutical | | |
| phase | | | |
| phenomenon | | | |
| philosophy | philosophical | philosopher | |

| | | | |
|-----------------|--------------|--------------|-------------|
| photo(graph) | photographic | photographer | photography |
| phrase | phrasal | | |
| physical | | | |
| physician | | | |
| physics | physicist | | |
| ★ physiological | | | |
| piano | pianist | | |
| pick | picky | | |
| picnic | | | |
| picture | picturesque | | |
| pie | | | |
| piece | | | |
| pierce | | | |
| pig | | | |
| pigeon | | | |
| pile | | | |
| ★ pilgrim | pilgrimage | | |
| pill | | | |
| pillar | | | |
| pillow | | | |
| pilot | | | |
| pin | | | |
| pinch | | | |
| pine | | | |
| pink | | | |
| pint | | | |
| pioneer | | | |
| pipe | | | |
| pirate | piracy | | |
| pistol | | | |
| pit | | | |
| pitch | | | |
| pity | | | |
| pizza | | | |
| place | placement | | |
| plague | | | |
| plain | | | |
| ★ plaintiff | | | |
| plan | planning | planner | |
| plane | | | |
| planet | planetary | | |
| plant | plantation | | |

plastic
plate
★ plateau
platform
★ plausible
play player
playground
★ plaza
★ plea
★ plead
please pleasure pleasant pleasing
pledge
plenty plentiful
★ plight
plot
plough/plow
plug
★ plumber
★ plumbing
plunge
plural
plus
pocket
podcast
poem poetry
poet poetic
point pointless
★ poise poised
poison poisonous
★ poke
pole polar
police policeman
policy
polish
polite politeness
politics political politician
poll pollster
pollute pollution pollutant
★ polytechnic
pond
★ ponder
pool

| | | |
|--------------------|---------------------|---------------------|
| poor | poverty | |
| pop | | |
| popular | popularity | |
| population | populous | populate |
| ★ porcelain | | |
| ★ porch | | |
| pork | | |
| ★ porridge | | |
| port | portable | porter |
| ★ portfolio | | |
| portion | | |
| ★ portray | portrayal | portrait |
| pose | posture | |
| position | | |
| positive | | |
| possess | possession | possessive |
| possible | possibility | possibly |
| post ¹ | postage | postman |
| post ² | | |
| postcard | | |
| poster | | |
| postpone | postponement | |
| pot | | |
| potato | | |
| ★ potent | | |
| potential | potentiality | |
| ★ pottery | | |
| ★ poultry | | |
| pound ¹ | | |
| pound ² | | |
| pour | | |
| powder | | |
| power | powerful | |
| practise/-ice | practicable | |
| practical | practicality | |
| ★ practitioner | | |
| praise | | |
| pray | prayer ¹ | prayer ² |
| preach | preacher | |
| precaution | precautionary | |
| ★ precede | preceding | precedent |
| precious | | |

| | | | |
|----------------------|--------------|--------------|--------------|
| precise | precision | precisely | |
| ★ predator | predatory | | |
| ★ predecessor | | | |
| predict | prediction | predictable | |
| ★ predominate | predominance | predominant | |
| preface | | | |
| prefer | preferable | preference | preferential |
| pregnant | pregnancy | | |
| prejudice | | | |
| preliminary | | | |
| ★ premature | | | |
| premier | | | |
| ★ premise | | | |
| ★ premium | | | |
| ★ preoccupy | preoccupied | | |
| prepare | preparation | preparatory | |
| preposition | | | |
| ★ prerequisite | | | |
| prescribe | prescription | | |
| present ¹ | presence | | |
| present ² | presentation | | |
| present ³ | presently | | |
| preserve | preservation | preservative | |
| ★ preside | | | |
| president | presidency | presidential | |
| press ¹ | | | |
| press ² | pressure | pressing | |
| ★ prestige | prestigious | | |
| ★ presume | presumption | presumably | |
| pretend | pretense/-ce | | |
| ★ pretext | | | |
| pretty | | | |
| prevail | prevalence | prevalent | |
| prevent | prevention | preventive | |
| preview | | | |
| previous | | | |
| ★ prey | | | |
| price | priceless | | |
| pride | proud | | |
| priest | | | |
| primary | primarily | | |
| prime | | | |

| | | | |
|----------------------|---------------|----------------|-----------------------|
| primitive | | | |
| prince/princess | | | |
| principal | | | |
| principle | | | |
| print | printer | printing | |
| prior | priority | | |
| prison | prisoner | | |
| private | privacy | privatize/-ise | privatization/-sation |
| privilege | privileged | | |
| prize | | | |
| probable | probability | probably | |
| ★ probe | | | |
| problem | problematic | | |
| procedure | | | |
| proceed | proceedings | | |
| process | processor | | |
| procession | | | |
| proclaim | proclamation | | |
| produce | production | productive | productivity |
| product | | | |
| profession | professional | | |
| professor | | | |
| proficient | proficiency | | |
| ★ profile | | | |
| profit | profitable | | |
| profound | | | |
| program(me) | | | |
| progress | progressive | progression | |
| prohibit | prohibition | prohibitive | |
| project ¹ | | | |
| project ² | projector | projection | |
| ★ prolong | | | |
| prominent | prominence | | |
| promise | promising | | |
| promote | promotion | | |
| prompt | | | |
| ★ prone | | | |
| pronoun | | | |
| pronounce | pronunciation | | |
| proof | | | |
| ★ proofread | | | |
| ★ prop | | | |

| | | | |
|--------------|----------------|--------------|----------|
| ★ propaganda | | | |
| ★ propagate | propagation | | |
| ★ propel | propeller | | |
| proper | | | |
| property | | | |
| proportion | proportional | | |
| propose | proposal | proposition | |
| prose | | | |
| ★ prosecute | prosecution | | |
| prospect | prospective | | |
| ★ prosper | prosperity | prosperous | |
| protect | protection | protective | |
| protein | | | |
| protest | | | |
| ★ protocol | | | |
| ★ prototype | | | |
| prove | | | |
| proverb | proverbial | | |
| provide | provision | | |
| provided | | | |
| province | provincial | | |
| provoke | provocation | provocative | |
| ★ proximate | proximity | | |
| ★ psychiatry | psychiatric | psychiatrist | |
| psychology | psychological | psychologist | |
| pub | | | |
| public | publicize/-ise | publicity | publicly |
| publish | publication | | |
| ★ pudding | | | |
| pull | | | |
| pulse | | | |
| pump | | | |
| ★ pumpkin | | | |
| punch | | | |
| punctual | punctuality | | |
| punish | punishment | | |
| pupil | | | |
| purchase | | | |
| pure | purity | purify | |
| purple | | | |
| purpose | purposeful | | |
| purse | | | |

| | | | |
|-------------------|----------------|----------|---------|
| pursue | pursuit | | |
| push | pushy | | |
| put | | | |
| puzzle | puzzlement | | |
| ★ pyramid | | | |
| quake | | | |
| qualify | qualification | | |
| quality | qualitative | | |
| quantify | quantification | | |
| quantity | quantitative | | |
| quarrel | quarrelsome | | |
| ★ quart | | | |
| quarter | quarterly | | |
| queen | | | |
| ★ query | | | |
| ★ quest | | | |
| question | questionnaire | | |
| queue | | | |
| quick | | | |
| quiet | | | |
| quit | | | |
| quite | | | |
| ★ quiver | | | |
| quiz | | | |
| quota | | | |
| quote | quotation | | |
| rabbit | | | |
| race ¹ | racial | racism | racist |
| race ² | | | |
| rack | | | |
| radar | | | |
| ★ radiate | radiation | radiator | radiant |
| radical | | | |
| radio | | | |
| ★ radioactive | radioactivity | | |
| rag | ragged | raggedly | |
| rage | raging | | |
| raid | | | |
| rail | | | |
| railway/railroad | | | |
| rain | rainy | | |
| rainbow | | | |

| | | | | |
|--------------|---------------------|-------------|-----------|----------|
| raincoat | | | | |
| raise | | | | |
| rally | | | | |
| ★ ranch | | | | |
| ★ random | | | | |
| range | | | | |
| rank | | | | |
| ★ rap | | | | |
| ★ rape | | | | |
| rapid | rapidity | | | |
| rare | rarely | rarity | | |
| ★ rash | | | | |
| rat | | | | |
| rate | rating | | | |
| rather | | | | |
| ★ ratify | ratification | | | |
| ratio | | | | |
| ★ ration | | | | |
| rational | | | | |
| ★ rattle | | | | |
| raw | | | | |
| ray | | | | |
| reach | | | | |
| react | reaction | reactionary | | |
| read | reading | reader | | |
| ready | readily | | | |
| real | really | reality | | |
| realistic | realism | | | |
| realize/-ise | realization/-sation | | | |
| realm | | | | |
| reap | | | | |
| rear | | | | |
| reason | reasonable | | | |
| ★ reassure | reassurance | | | |
| rebel | rebellion | rebellious | | |
| recall | | | | |
| ★ recede | | | | |
| receive | receipt | recipient | receptive | receiver |
| recent | recently | | | |
| reception | receptionist | | | |
| recession | | | | |
| ★ recipe | | | | |

| | | | |
|---------------------|----------------|----------------|-----------|
| ★ reciprocal | | | |
| recite | recitation | | |
| ★ reckless | | | |
| reckon | | | |
| recognize/-ise | recognition | | |
| recommend | recommendation | | |
| ★ reconcile | reconciliation | reconciliatory | |
| record | recorder | recording | |
| recover | recovery | | |
| recreation | recreational | | |
| recruit | recruitment | | |
| ★ rectify | rectification | | |
| ★ recur | recurrence | | |
| recycle | recyclable | | |
| red | | | |
| reduce | reduction | | |
| ★ redundant | redundancy | | |
| ★ reel | | | |
| refer | reference | | |
| ★ referee | | | |
| ★ referendum | | | |
| refine | refinery | refinement | |
| reflect | reflection | reflective | |
| reform | reformation | reformist | |
| refrain | | | |
| refresh | | | |
| refreshment | | | |
| refrigerator/fridge | refrigeration | | |
| ★ refuge | refugee | | |
| ★ refund | | | |
| refuse | refusal | | |
| ★ refute | refutation | | |
| regard | | | |
| regarding | | | |
| regardless | | | |
| ★ regime | | | |
| ★ regiment | regimental | | |
| region | regional | | |
| register | registration | registrar | |
| regret | regrettable | regretful | |
| regular | regularity | | |
| regulate | regulation | regulatory | regulator |

| | | | |
|----------------|----------------|--------------|------------|
| ★ rehabilitate | rehabilitation | | |
| ★ rehearse | rehearsal | | |
| ★ reign | | | |
| ★ rein | | | |
| reinforce | reinforcement | | |
| reject | rejection | | |
| ★ rejoice | rejoicing | | |
| relate | relation | relationship | |
| relative | relativity | | |
| relax | relaxation | | |
| relay | | | |
| release | | | |
| ★ relentless | | | |
| relevant | relevance | | |
| ★ relic | | | |
| relieve | relief | | |
| religion | religious | | |
| ★ relish | | | |
| reluctant | reluctance | | |
| rely | reliance | reliable | |
| remain | remainder | | |
| remark | remarkable | | |
| remedy | remedial | | |
| remember | remembrance | | |
| remind | reminder | | |
| ★ reminiscent | reminiscence | | |
| ★ remnant | | | |
| remote | | | |
| remove | removal | | |
| ★ renaissance | | | |
| render | rendering | | |
| renew | renewal | renewable | |
| renovate | renovation | | |
| ★ renown | renowned | | |
| rent | rental | | |
| repair | reparable | | |
| repay | repayment | | |
| repeat | repetition | repetitive | repeatedly |
| ★ repel | | | |
| ★ repertoire | | | |
| replace | replacement | | |
| reply | | | |

| | | | |
|---------------------|----------------|----------------|-------------|
| report | reporter | | |
| represent | representation | representative | |
| ★ repress | repression | repressive | |
| ★ reproach | | | |
| reproduce | reproduction | reproductive | |
| republic | republican | | |
| reputation | | | |
| ★ repute | reputable | | |
| request | | | |
| require | requirement | | |
| rescue | | | |
| research | researcher | | |
| resemble | resemblance | | |
| resent | resentment | | |
| reserve | reservation | reserved | |
| ★ reservoir | | | |
| ★ reshuffle | | | |
| reside | residence | resident | residential |
| resign | resignation | | |
| resist | resistance | resistant | |
| resolve | resolution | resolute | |
| resort ¹ | | | |
| resort ² | | | |
| resource | resourceful | | |
| respect | respectable | respectful | |
| respective | respectively | | |
| respond | response | responsive | respondent |
| responsible | responsibility | | |
| rest ¹ | | | |
| rest ² | | | |
| restaurant | | | |
| ★ restless | | | |
| restore | restoration | | |
| restrain | restraint | | |
| restrict | restriction | restrictive | |
| result | resultant | | |
| resume | resumption | | |
| résumé | | | |
| retail | retailer | | |
| retain | retention | | |
| ★ retaliate | retaliation | | |
| ★ retarded | | | |

| | | |
|--------------|---------------|------------|
| retell | retelling | |
| retire | retirement | retired |
| ★ retort | | |
| retreat | | |
| ★ retrieve | retrieval | |
| ★ retrospect | retrospective | |
| return | | |
| reunite | reunification | reunion |
| reveal | revelation | |
| ★ revenge | revengeful | |
| revenue | | |
| reverse | reversal | reversible |
| review | reviewer | |
| revise | revision | |
| ★ revive | revival | |
| ★ revolt | | |
| revolution | revolutionary | |
| revolve | | |
| reward | rewarding | |
| ★ rhetoric | rhetorical | |
| rhythm | rhythmic | |
| rib | | |
| ribbon | | |
| rice | | |
| rich | | |
| rid | | |
| riddle | | |
| ride | rider | |
| ★ ridge | | |
| ridicule | ridiculous | |
| rifle | | |
| ★ rig | | |
| right | | |
| ★ rigid | rigidity | |
| ★ rigo(u)r | rigorous | |
| ★ rim | | |
| ring | | |
| riot | riotous | |
| rip | | |
| ripe | ripen | |
| rise | | |
| risk | risky | |

| | | |
|------------------|----------|---------|
| ★ ritual | | |
| rival | rivalry | |
| river | | |
| road | | |
| roar | | |
| roast | | |
| rob | robbery | |
| robot | robotic | |
| ★ robust | | |
| rock | rocky | |
| rocket | | |
| rod | | |
| role | | |
| roll | roller | |
| romance | romantic | |
| roof | | |
| room | | |
| root | | |
| rope | | |
| rose | rosy | |
| ★ rot | rotten | |
| ★ rotate | rotation | |
| rough | roughly | |
| round | | |
| rouse | | |
| route | | |
| routine | | |
| row ¹ | | |
| row ² | | |
| royal | royalty | |
| rub | | |
| rubber | | |
| rubbish | | |
| rude | | |
| rug | | |
| ruin | ruinous | |
| rule | ruler | ruling |
| rumo(u)r | | |
| run | runner | running |
| runway | | |
| rural | | |
| rush | | |

| | | |
|--------------|--------------|--------------|
| ★ rust | rusty | |
| ★ ruthless | | |
| sack | | |
| ★ sacred | | |
| sacrifice | sacrificial | |
| sad | sadness | sadden |
| ★ saddle | | |
| safe | safety | |
| ★ safeguard | | |
| sail | sailing | sailor |
| saint | | |
| sake | | |
| salad | | |
| salary | | |
| sale | | |
| salesman | | |
| ★ salmon | | |
| ★ salon | | |
| salt | salty | |
| ★ salute | salutation | |
| ★ salvage | | |
| ★ salvation | | |
| same | | |
| sample | | |
| ★ sanction | | |
| ★ sanctuary | | |
| sand | | |
| sandwich | | |
| ★ sanitation | sanitary | |
| ★ sarcasm | sarcastic | |
| satellite | | |
| ★ satire | satirical | satirist |
| satisfy | satisfaction | satisfactory |
| ★ saturate | saturation | |
| Saturday | | |
| sauce | | |
| sausage | | |
| ★ savage | | |
| save | saving | |
| say | saying | |
| scale | | |
| scan | scanner | |

| | | | |
|---------------------|-----------------|-------------|------------|
| scandal | scandalous | | |
| scar | | | |
| scarce | scarcity | scarcely | |
| scare | scary | | |
| scatter | | | |
| ★ scenario | | | |
| scene | scenery | scenic | |
| scent | | | |
| schedule | | | |
| scheme | | | |
| scholar | scholarly | scholarship | scholastic |
| school | schooling | | |
| science | scientific | scientist | |
| scissors | | | |
| scold | | | |
| scope | | | |
| score | | | |
| ★ scorn | scornful | | |
| scout | | | |
| ★ scramble | | | |
| ★ scrap | | | |
| ★ scrape | | | |
| scratch | | | |
| scream | | | |
| screen | | | |
| screw | | | |
| script | scripture | | |
| ★ scrub | | | |
| ★ scrutiny | scrutinize/-ise | | |
| ★ sculpture | | | |
| sea | | | |
| seal | | | |
| search | | | |
| season | seasonal | | |
| seat | | | |
| second ¹ | | | |
| second ² | | | |
| secondary | | | |
| second-hand | | | |
| secret | secrecy | secretive | |
| secretary | secretarial | | |
| section | | | |

| | | |
|-------------|-------------|------------|
| sector | | |
| ★ secular | | |
| secure | security | |
| ★ seduce | seduction | seductive |
| see | | |
| seed | seedling | |
| seek | | |
| seem | seeming | seemingly |
| segment | segmental | |
| ★ segregate | segregation | |
| seize | seizure | |
| seldom | | |
| select | selection | selective |
| self | selfish | selfless |
| sell | | |
| semester | | |
| seminar | | |
| senate | senator | |
| send | | |
| senior | seniority | |
| ★ sensation | sensational | |
| sense | sensible | sensor |
| sensitive | sensitivity | |
| sentence | | |
| ★ sentiment | sentimental | |
| separate | separation | separatist |
| September | | |
| sequence | sequential | |
| ★ sergeant | | |
| ★ serial | | |
| series | | |
| serious | | |
| servant | | |
| serve | service | serving |
| session | | |
| set | | |
| setback | | |
| setting | | |
| settle | settlement | |
| seven | | |
| seventeen | | |
| seventy | | |

| | | |
|-------------|----------|-----------|
| several | | |
| severe | severity | |
| sew | | |
| sex | sexy | sexual |
| ★ shabby | | |
| shade | shady | |
| shadow | | |
| ★ shaft | | |
| shake | shaky | |
| shall | | |
| shallow | | |
| shame | shameful | shameless |
| shape | | |
| share | | |
| ★ shark | | |
| sharp | sharpen | |
| ★ shatter | | |
| shave | shaver | |
| she | | |
| shed | | |
| sheep | | |
| sheer | | |
| sheet | | |
| shelf | | |
| shell | | |
| shelter | | |
| ★ shepherd | | |
| ★ shield | | |
| shift | | |
| shine | shiny | |
| ship | shipping | shipment |
| ★ shipyard | | |
| shirt | | |
| shit | | |
| shiver | | |
| shock | | |
| shoe | | |
| shoot | | |
| shop | shopping | |
| shore | | |
| short | shortage | shorts |
| shortcoming | | |

| | | | |
|----------------|--------------|----------|--------|
| ★ shorthand | | | |
| shortly | | | |
| shot | | | |
| should | | | |
| shoulder | | | |
| shout | | | |
| ★ shove | | | |
| show | showy | | |
| ★ showcase | | | |
| shower | | | |
| ★ shred | | | |
| ★ shrewd | | | |
| shrimp | | | |
| shrink | | | |
| ★ shrub | shrubby | | |
| shrug | | | |
| shut | | | |
| shuttle | | | |
| shy | shyness | shyly | |
| sick | sicken | | |
| side | | | |
| sideways | | | |
| siege | | | |
| sigh | | | |
| sight | | | |
| sightseeing | | | |
| sign | signature | | |
| signal | | | |
| significant | significance | | |
| ★ signify | | | |
| silent | silence | | |
| silicon | | | |
| silk | silky | | |
| silver | silvery | | |
| similar | similarity | | |
| simple | simplicity | simplify | simply |
| ★ simulate | simulation | | |
| ★ simultaneous | | | |
| sin | | | |
| since | | | |
| sincere | sincerity | | |
| sing | singer | | |

| | | | |
|-----------------------|-----------------|-----------------------|--|
| single | | | |
| singular | singularity | | |
| ★ sinister | | | |
| sink | | | |
| sip | | | |
| sir | | | |
| sister | | | |
| sit | sitting | | |
| site | | | |
| situation | | | |
| situate | | | |
| six | | | |
| sixteen | | | |
| sixty | | | |
| size | sizable | | |
| skate | skating | | |
| skeleton | | | |
| ★ skeptical/sceptical | skeptic/sceptic | skepticism/scepticism | |
| sketch | sketchy | | |
| ski | skiing | | |
| skill | skil(l)ful | skilled | |
| ★ skim | | | |
| skin | skinny | | |
| skip | | | |
| skirt | | | |
| ★ skull | | | |
| sky | | | |
| skyline | | | |
| skyscraper | | | |
| ★ slack | | | |
| ★ slam | | | |
| slap | | | |
| ★ slash | | | |
| ★ slaughter | | | |
| slave | slavery | | |
| sleep | sleepy | sleepiness | |
| sleeve | | | |
| slender | | | |
| slice | | | |
| slide | | | |
| slight | slightly | | |
| slim | | | |

| | | | |
|-------------|-------------|----------------|----------|
| slip | slippery | slipper | |
| slogan | | | |
| slope | | | |
| ★ slot | | | |
| slow | | | |
| ★ slum | | | |
| ★ slump | | | |
| small | | | |
| smart | | | |
| smartphone | | | |
| smash | | | |
| smell | smelly | | |
| smile | | | |
| smog | smoggy | | |
| smoke | smoky | | |
| smooth | | | |
| ★ smuggle | smuggling | smuggler | |
| snack | | | |
| ★ snail | | | |
| snake | | | |
| ★ snap | | | |
| ★ snatch | | | |
| ★ sneak | | | |
| ★ sniff | | | |
| ★ snob | snobbish | | |
| snow | snowy | | |
| so | | | |
| soak | | | |
| soap | | | |
| soar | | | |
| ★ sob | | | |
| ★ sober/-re | | | |
| so-called | | | |
| soccer | | | |
| society | social | socialize/-ise | sociable |
| socialism | socialist | | |
| sociology | sociologist | | |
| sock | | | |
| ★ socket | | | |
| soda | | | |
| ★ sodium | | | |
| sofa | | | |

| | | | |
|--------------------|----------------|----------|---------|
| soft | soften | | |
| software | | | |
| soil | | | |
| solar | | | |
| soldier | | | |
| sole | solely | | |
| solemn | solemnity | | |
| ★ solicit | solicitor | | |
| solid | solidity | solidify | |
| ★ solidarity | | | |
| ★ solitary | solitude | | |
| ★ solo | | | |
| solve | solution | solvent | soluble |
| some | | | |
| somebody | | | |
| somehow | | | |
| someone | | | |
| something | | | |
| sometime | | | |
| sometimes | | | |
| somewhat | | | |
| somewhere | | | |
| son | | | |
| song | | | |
| soon | | | |
| ★ soothe | | | |
| sophisticated | sophistication | | |
| sore | | | |
| sorrow | sorrowful | | |
| sorry | | | |
| sort | | | |
| soul | | | |
| sound ¹ | | | |
| sound ² | | | |
| soup | | | |
| sour | | | |
| source | | | |
| south | southern | | |
| southeast | southeastern | | |
| southwest | southwestern | | |
| souvenir | | | |
| ★ sovereign | sovereignty | | |

| | | | |
|------------------------|-----------------|------------------------|------------|
| sow | | | |
| space | spacious | spatial | |
| spaceship/spacecraft | | | |
| spade | | | |
| ★ spaghetti | | | |
| span | | | |
| spare | sparingly | | |
| spark | | | |
| sparkle | | | |
| speak | speaker | | |
| ★ spear | | | |
| special | specialize/-ise | specialization/-sation | specialist |
| ★ specialty/speciality | | | |
| species | | | |
| specific | specifically | | |
| specify | specification | | |
| specimen | | | |
| ★ spectacle | spectacular | | |
| ★ spectator | | | |
| ★ spectrum | | | |
| speculate | speculation | speculative | |
| speech | speechless | | |
| speed | speedy | speeding | |
| spell | spelling | | |
| spend | spending | | |
| sphere | spherical | | |
| ★ spice | spicy | | |
| ★ spider | | | |
| spill | | | |
| spin | | | |
| ★ spine | spinal | | |
| ★ spiral | | | |
| spirit | spiritual | | |
| spit | | | |
| spite | | | |
| splash | | | |
| splendid | splendo(u)r | | |
| split | | | |
| spoil | | | |
| spokesman/spokeswoman | | spokesperson | |
| ★ sponge | spongy | | |
| sponsor | sponsorship | | |

| | | |
|-----------------------|------------------|-------------------------|
| spontaneous | spontaneity | |
| spoon | spoonful | |
| sport | | |
| sportsman/sportswoman | | |
| spot | | |
| ★ spotlight | | |
| spouse | | |
| ★ sprawl | | |
| spray | | |
| spread | | |
| spring | | |
| ★ sprinkle | | |
| spur | | |
| spy | | |
| ★ squad | | |
| square | | |
| squeeze | | |
| ★ stab | | |
| stable | stability | stabilize/-ise |
| stack | | |
| stadium | | |
| staff | | |
| stage | | |
| ★ stagger | | |
| ★ stagnate | stagnation | stagnant |
| stain | stainless | |
| stair | | |
| staircase | | |
| stake | | |
| stale | | |
| ★ stalk | | |
| ★ stall | | |
| ★ stammer | | |
| stamp ¹ | | |
| stamp ² | | |
| ★ stance | | |
| stand | | |
| standard | standardize/-ise | standardization/-sation |
| ★ standby | | |
| standpoint | | |
| staple ¹ | | |
| ★ staple ² | stapler | |

| | | | |
|--------------------|-------------|----------|-----------|
| star | starry | | |
| stare | | | |
| ★ stark | | | |
| start | starter | | |
| startle | | | |
| starve | starvation | | |
| state | statement | | |
| statesman | | | |
| ★ static | | | |
| station | stationary | | |
| ★ stationery | | | |
| statistic | statistical | | |
| statue | | | |
| status | | | |
| ★ statute | statutory | | |
| stay | | | |
| steady | steadily | | |
| steak | | | |
| steal | | | |
| steam | steamy | steamer | |
| steel | | | |
| steep | | | |
| steer | | | |
| stem ¹ | | | |
| stem ² | | | |
| step | | | |
| ★ stereotype | | | |
| ★ stern | | | |
| ★ steward(ess) | | | |
| stick ¹ | | | |
| stick ² | sticky | | |
| stiff | stiffen | | |
| ★ stifle | | | |
| ★ stigma | | | |
| still ¹ | | | |
| still ² | | | |
| stimulate | stimulation | stimulus | stimulant |
| sting | | | |
| ★ stipulate | stipulation | | |
| stir | | | |
| ★ stitch | | | |
| stock | | | |

| | | |
|-----------------------|------------|------------|
| stocking | | |
| stomach | | |
| stone | stony | |
| stool | | |
| ★ stoop | | |
| stop | stoppage | |
| store ¹ | | |
| store ² | storage | |
| storm | stormy | |
| story ¹ | | |
| stor(e)y ² | | |
| ★ stout | | |
| stove | | |
| straight | straighten | |
| straightforward | | |
| strain ¹ | | |
| strain ² | | |
| ★ strait | | |
| ★ strand | | |
| strange | stranger | |
| ★ strangle | | |
| strap | | |
| strategy | strategic | |
| straw | | |
| ★ stray | | |
| ★ streak | | |
| stream | | |
| ★ streamline | | |
| street | | |
| stress | stressful | |
| stretch | | |
| strict | | |
| stride | | |
| strike | striking | |
| string | | |
| strip | | |
| stripe | | |
| strive | | |
| stroke ¹ | | |
| stroke ² | | |
| ★ stroll | | |
| strong | strength | strengthen |

| | | | |
|----------------------|----------------|------------|------------|
| structure | structural | | |
| struggle | | | |
| ★ stubborn | | | |
| student | | | |
| studio | | | |
| study | | | |
| stuff | stuffy | stuffing | |
| ★ stumble | | | |
| ★ stump | | | |
| ★ stun | stunning | | |
| stupid | stupidity | | |
| ★ sturdy | | | |
| style | stylish | | |
| subject ¹ | | | |
| subject ² | | | |
| subjective | | | |
| ★ submarine | | | |
| ★ submerge | | | |
| submit | submission | submissive | |
| ★ subordinate | subordination | | |
| ★ subscribe | subscription | subscriber | |
| subsequent | | | |
| ★ subsidy | subsidize/-ise | | |
| ★ subsistence | | | |
| substance | substantial | | |
| substitute | substitution | | |
| ★ subtle | subtlety | | |
| subtract | subtraction | | |
| suburb | suburban | | |
| subway | | | |
| succeed | successor | succession | successive |
| success | successful | | |
| such | | | |
| suck | | | |
| sudden | suddenly | | |
| ★ sue | | | |
| suffer | suffering | | |
| ★ suffice | | | |
| sufficient | | | |
| sugar | | | |
| suggest | suggestion | suggestive | |
| ★ suicide | suicidal | | |

| | | |
|-------------------|----------------|-------------|
| suit ¹ | suitable | |
| suit ² | | |
| suitcase | | |
| ★ suite | | |
| ★ sulfur/sulphur | | |
| sum | | |
| summary | summarize/-ise | |
| summer | | |
| summit | | |
| ★ summon | | |
| sun | sunny | |
| Sunday | | |
| sunlight | | |
| sunrise | | |
| sunset | | |
| sunshine | | |
| super | | |
| superb | | |
| superficial | | |
| ★ superintendent | | |
| superior | superiority | |
| supermarket | | |
| ★ superstition | superstitious | |
| supervise | supervision | supervisor |
| supper | | |
| supplement | supplementary | |
| supply | supplier | |
| support | supportive | supporter |
| suppose | supposition | supposedly |
| ★ suppress | suppression | suppressive |
| supreme | supremacy | |
| sure | | |
| surf | surfing | |
| surface | | |
| surge | | |
| surgery | surgical | surgeon |
| surname | | |
| ★ surpass | | |
| surplus | | |
| surprise | | |
| surrender | | |
| surround | surroundings | |

| | | |
|----------------------|---------------|-----------------|
| ★ surveillance | | |
| survey | | |
| survive | survival | survivor |
| ★ susceptible | | |
| suspect | | |
| suspend | suspension | suspense |
| suspicion | suspicious | |
| sustain | sustainable | sustainability |
| swallow ¹ | | |
| swallow ² | | |
| ★ swamp | | |
| ★ swap | | |
| sway | | |
| swear | | |
| sweat | sweater | |
| sweep | | |
| sweet | | |
| swell | | |
| swift | | |
| swim | swimming | swimmer |
| swing | | |
| swipe | | |
| switch | | |
| sword | | |
| symbol | symbolic(al) | |
| ★ symmetry | symmetric(al) | |
| sympathy | sympathetic | sympathize/-ise |
| ★ symphony | | |
| ★ symposium | | |
| symptom | | |
| ★ syndicate | | |
| ★ syndrome | | |
| ★ synonym | | |
| ★ synthesis | synthetic | synthesize/-ise |
| system | systematic | systematically |
| table | | |
| tablet | | |
| ★ taboo | | |
| ★ tack | | |
| tackle | | |
| ★ tact | tactful | |
| ★ tactic | | |

| | | |
|--------------------|---------------|----------|
| tag | | |
| tail | | |
| tailor | | |
| take | | |
| takeoff | | |
| tale | | |
| talent | talented | |
| talk | talkative | |
| tall | | |
| tame | | |
| ★ tan | | |
| tangible | | |
| ★ tangle | | |
| tank | | |
| ★ tanker | | |
| tap | | |
| tape | | |
| target | | |
| ★ tariff | | |
| task | | |
| taste | tasty | |
| tax | taxation | |
| taxi | | |
| tea | | |
| teach | teacher | teaching |
| team | | |
| tear ¹ | | |
| tear ² | | |
| ★ tease | | |
| technical | technician | |
| technique | | |
| technology/tech | technological | |
| tedious | | |
| teen | | |
| teenager | | |
| telecommunications | | |
| telephone/phone | | |
| telescope | telescopic | |
| television/TV | | |
| tell | telling | |
| teller | | |
| temper | | |

- ★ temperament
- temperature
- temple
- ★ tempo
- ★ temporal
- temporary temporarily
- ★ tempt temptation
- ten
- ★ tenant
- tend tendency
- tender
- tennis
- tense¹ tension
- tense²
- tent
- ★ tentative
- ★ tenure
- term
- terminal
- ★ terminate termination
- ★ terrace
- ★ terrain
- terrible terribly
- terrific
- territory territorial
- terror terrify terrorism terrorist
- ★ tertiary
- test
- ★ testify
- ★ testimony
- text
- textbook
- textile
- ★ texture
- than
- thank thankful
- Thanksgiving
- that
- the
- theater/-tre theatrical
- theft
- their

| | | |
|-------------|-------------|-----------------|
| theirs | | |
| them | | |
| theme | | |
| themselves | | |
| then | | |
| theory | theoretical | |
| therapy | therapist | therapeutic(al) |
| there | | |
| thereby | | |
| therefore | | |
| ★ thermal | | |
| thermometer | | |
| these | | |
| thesis | | |
| they | | |
| thick | | |
| thief | | |
| ★ thigh | | |
| thin | | |
| thing | | |
| think | thinking | |
| third | | |
| thirst | thirsty | |
| thirteen | | |
| thirty | | |
| this | | |
| ★ thorn | thorny | |
| thorough | | |
| those | | |
| though | | |
| thought | thoughtful | |
| thousand | | |
| thread | | |
| threat | threaten | |
| three | | |
| ★ threshold | | |
| ★ thrift | thrifty | |
| ★ thrill | thriller | |
| thrive | | |
| throat | | |
| ★ throne | | |
| through | | |

| | | | | |
|------------|------------|----------|-----------|----------|
| throughout | | | | |
| throw | | | | |
| thrust | | | | |
| thumb | | | | |
| thunder | thunderous | | | |
| Thursday | | | | |
| thus | | | | |
| tick | | | | |
| ticket | | | | |
| ★ tickle | | | | |
| tide | tidal | | | |
| tidy | | | | |
| tie | | | | |
| tiger | tigress | | | |
| tight | tighten | | | |
| ★ tile | | | | |
| till | | | | |
| ★ tilt | | | | |
| timber | | | | |
| time | timely | timing | | |
| ★ timid | | | | |
| tin | | | | |
| tiny | | | | |
| tip | | | | |
| tire | tired | tiring | tireless | tiresome |
| tissue | | | | |
| title | | | | |
| to | | | | |
| toast | | | | |
| tobacco | | | | |
| today | | | | |
| toe | | | | |
| together | | | | |
| ★ toil | | | | |
| toilet | | | | |
| token | | | | |
| tolerate | tolerance | tolerant | tolerable | |
| toll | | | | |
| tomato | | | | |
| tomorrow | | | | |
| ton | tonnage | | | |
| tone | | | | |

| | | | |
|--------------|--------------|------------|----------|
| tongue | | | |
| tonight | | | |
| too | | | |
| tool | | | |
| tooth | | | |
| top | | | |
| topic | topical | | |
| ★ topple | | | |
| torch | | | |
| ★ tornado | | | |
| torture | | | |
| toss | | | |
| total | | | |
| touch | | | |
| tough | | | |
| tour | tourism | tourist | |
| ★ tournament | | | |
| ★ tow | | | |
| toward(s) | | | |
| towel | | | |
| tower | | | |
| town | township | | |
| ★ toxic | | | |
| toy | | | |
| trace | | | |
| track | | | |
| ★ tract | | | |
| tractor | | | |
| trade | | | |
| trademark | | | |
| tradition | traditional | | |
| traffic | trafficking | | |
| tragedy | tragic | tragically | |
| trail | trailer | | |
| train | trainer | trainee | training |
| ★ trait | | | |
| tram | | | |
| ★ tranquil | tranquility | | |
| transaction | | | |
| ★ transcend | | | |
| transcript | | | |
| transfer | transference | | |

| | | |
|--------------|-----------------|-------------|
| transform | transformation | |
| ★ transient | | |
| ★ transistor | | |
| transit | | |
| ★ transition | transitional | |
| translate | translation | translator |
| transmit | transmission | transmitter |
| transparent | transparency | |
| transplant | transplantation | |
| transport | transportation | |
| trap | | |
| trash | | |
| ★ trauma | traumatic | |
| travel | | |
| tray | | |
| ★ tread | | |
| treasure | | |
| ★ treasury | treasurer | |
| treat | treatment | |
| treaty | | |
| tree | | |
| ★ trek | | |
| tremble | | |
| tremendous | | |
| ★ trench | | |
| trend | | |
| trial | | |
| triangle | triangular | |
| ★ tribe | tribal | |
| ★ tribune | | |
| ★ tribute | | |
| trick | tricky | |
| ★ trickle | | |
| trifle | | |
| trigger | | |
| ★ trillion | | |
| ★ trim | | |
| trip | | |
| triple | | |
| triumph | triumphant | |
| ★ trivial | | |
| trolley | | |

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|-------------|-------------|--------|--|
| troop | | | |
| ★ trophy | | | |
| ★ tropic | tropical | | |
| trouble | troublesome | | |
| trousers | | | |
| truck | | | |
| true | truly | | |
| ★ trumpet | | | |
| trunk | | | |
| trust | trustee | | |
| truth | truthful | | |
| try | trial | trying | |
| ★ tub | | | |
| tube | | | |
| ★ tuck | | | |
| Tuesday | | | |
| ★ tug | | | |
| tuition | | | |
| ★ tumble | | | |
| tumo(u)r | | | |
| tune | | | |
| tunnel | | | |
| ★ turbulent | turbulence | | |
| turkey | | | |
| ★ turmoil | | | |
| turn | | | |
| ★ turnout | | | |
| ★ turnover | | | |
| ★ turtle | | | |
| tutor | tutorial | | |
| twelve | twelfth | | |
| twenty | twentieth | | |
| twice | | | |
| twin | | | |
| twist | | | |
| two | | | |
| type | typist | | |
| typewriter | | | |
| typical | | | |
| tyre/tire | | | |
| ugly | ugliness | | |
| ultimate | ultimately | | |

- ★ ultra
- umbrella
- ★ unanimous
- uncertain uncertainty
- uncle
- uncover
- under
- underdeveloped
- underestimate
- undergo
- undergraduate
- underground
- ★ underlie underlying
- underline
- undermine
- underneath
- understand understanding
- undertake undertaking
- underwear
- undo
- undoubtedly
- uneasy
- unemployed unemployment
- ★ unfold
- uniform uniformity
- ★ unify unification
- ★ unilateral
- union
- unique
- unit
- unite unity
- universe universal
- university
- ★ unleash
- unless
- ★ unprecedented
- until
- ★ unveil
- up
- update
- upgrade
- ★ uphold

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|--------------------|---------------------|----------------------|---------|--|
| upload | | | | |
| upon | | | | |
| upper | | | | |
| upright | | | | |
| ★ uprising | | | | |
| upset | | | | |
| upstairs | | | | |
| up-to-date | | | | |
| upward | upwards | | | |
| ★ uranium | | | | |
| urban | urbanize/-ise | urbanization/-sation | | |
| urge | | | | |
| urgent | urgency | | | |
| ★ urine | urinate | | | |
| us | | | | |
| usage | | | | |
| use | user | useful | useless | |
| used | | | | |
| usual | usually | | | |
| utility | | | | |
| utilize/-ise | utilization/-sation | | | |
| utmost | | | | |
| utter ¹ | | | | |
| utter ² | utterly | | | |
| vacant | vacancy | | | |
| vacation | | | | |
| ★ vaccine | vaccinate | vaccination | | |
| vacuum | | | | |
| vague | | | | |
| vain | vanity | | | |
| valid | validate | validity | | |
| valley | | | | |
| value | valuable | | | |
| ★ valve | | | | |
| van | | | | |
| vanish | | | | |
| vapo(u)r | | | | |
| various | variety | | | |
| vary | variation | variable | variant | |
| vast | | | | |
| vegetable | vegetarian | | | |
| ★ vegetation | | | | |

| | |
|-------------|--------------|
| vehicle | |
| veil | |
| ★ vein | |
| ★ velocity | |
| ★ velvet | |
| vendor | |
| ★ vent | |
| ★ ventilate | ventilation |
| venture | |
| ★ venue | |
| verb | verbal |
| ★ verdict | |
| ★ verge | |
| verify | verification |
| ★ versatile | |
| ★ verse | |
| version | |
| versus | |
| vertical | |
| very | |
| vessel | |
| ★ vest | |
| veteran | |
| veto | |
| via | |
| ★ viable | |
| ★ vibrate | vibration |
| ★ vice | |
| ★ vicinity | |
| ★ vicious | |
| victim | victimize |
| victory | victorious |
| video | |
| view | |
| viewpoint | |
| vigor | vigorous |
| village | villager |
| vinegar | |
| violate | violation |
| violent | violence |
| violin | violinist |
| ★ virgin | virginity |

| | |
|------------|-----------------|
| virtual | virtually |
| virtue | virtuous |
| virus | |
| visa | |
| visible | visibility |
| vision | visionary |
| visit | visitor |
| visual | visualize/-ise |
| vital | vitality |
| vitamin | |
| vivid | |
| vocabulary | |
| ★ vocal | |
| vocation | vocational |
| ★ vogue | |
| voice | |
| ★ void | |
| ★ volatile | volatility |
| volcano | volcanic |
| volleyball | |
| volt | voltage |
| volume | voluminous |
| volunteer | voluntary |
| vote | voter |
| ★ voucher | |
| ★ vow | |
| voyage | |
| ★ vulgar | |
| vulnerable | vulnerability |
| wage | |
| wag(g)on | |
| waist | |
| wait | waiter/waitress |
| ★ waive | waiver |
| wake | waken |
| walk | |
| wall | |
| wallet | |
| wander | |
| want | |
| war | |
| ward | |

- ★ wardrobe
- ware
- warehouse
- warfare
- warm warmth
- warn warning
- ★ warrant
- ★ warranty
- warrior
- wary
- wash washing
- waste wasteful
- watch watchful
- water
- waterproof
- watertight
- ★ watt
- wave wavy
- wax
- way
- we
- weak weaken weakness
- wealth wealthy
- weapon
- wear
- ★ weary weariness
- weather
- weave
- web
- webcast
- website
- wed wedding
- ★ wedge
- Wednesday
- weed
- week weekly
- weekday
- weekend
- weep
- weigh weight
- weird
- welcome

| | | |
|-------------------|-----------|------------|
| welfare | | |
| well ¹ | | |
| well ² | | |
| well-being | | |
| well-known | | |
| well-off | | |
| west | western | westerner |
| wet | | |
| whale | | |
| ★ wharf | | |
| what | whatever | whatsoever |
| wheat | | |
| wheel | | |
| when | whenever | |
| where | wherever | |
| ★ whereabouts | | |
| whereas | | |
| ★ whereby | | |
| whether | | |
| which | whichever | |
| while/whilst | | |
| whip | | |
| ★ whirl | | |
| whisky | | |
| whisper | | |
| whistle | | |
| white | | |
| who | whoever | |
| whole | wholly | |
| ★ wholesale | | |
| ★ wholesome | | |
| whom | | |
| whose | | |
| why | | |
| ★ wicked | | |
| wide | width | widen |
| widespread | | |
| widow | widower | |
| ★ wield | | |
| wife | | |
| wild | | |
| wilderness | | |

| | | |
|-------------------|------------|-------------|
| wildlife | | |
| will | willing | willingness |
| willpower | | |
| win | winner | |
| wind ¹ | windy | |
| wind ² | | |
| window | | |
| wine | winery | |
| wing | | |
| ★ wink | | |
| winter | | |
| wipe | | |
| wire | wireless | |
| wise | wisdom | |
| wish | | |
| wit | witty | |
| ★ witch | | |
| with | | |
| withdraw | withdrawal | |
| ★ wither | | |
| ★ withhold | | |
| within | | |
| without | | |
| withstand | | |
| witness | | |
| wolf | | |
| woman | | |
| wonder | wonderful | |
| wood | wooden | |
| wool | wool(l)en | |
| word | wording | |
| work | worker | |
| workforce | | |
| workout | | |
| workshop | | |
| world | | |
| worldwide | | |
| worm | | |
| worry | worried | |
| worse | | |
| worship | | |
| worst | | |

| | | |
|------------|------------|---------|
| worth | worthless | |
| worthwhile | | |
| worthy | worthiness | |
| would | | |
| wound | | |
| wrap | wrapping | |
| wreck | wreckage | |
| ★ wrench | | |
| ★ wrestle | wrestling | |
| ★ wretched | | |
| wrinkle | | |
| wrist | | |
| write | writer | writing |
| wrong | | |
| x-ray | | |
| ★ yacht | | |
| yard | | |
| ★ yawn | | |
| year | yearly | |
| ★ yearn | yearning | |
| yell | | |
| yellow | | |
| yes | yeah | |
| yesterday | | |
| yet | | |
| yield | | |
| yoga | | |
| yoghurt | | |
| you | | |
| young | | |
| youngster | | |
| your | | |
| yours | | |
| yourself | yourselves | |
| youth | youthful | |
| ★ zeal | zealous | |
| zero | | |
| ★ zigzag | | |
| ★ zip | zipper | |
| zone | | |
| zoo | | |
| zoology | zoological | |

★ zoom

5418

2551

样 卷

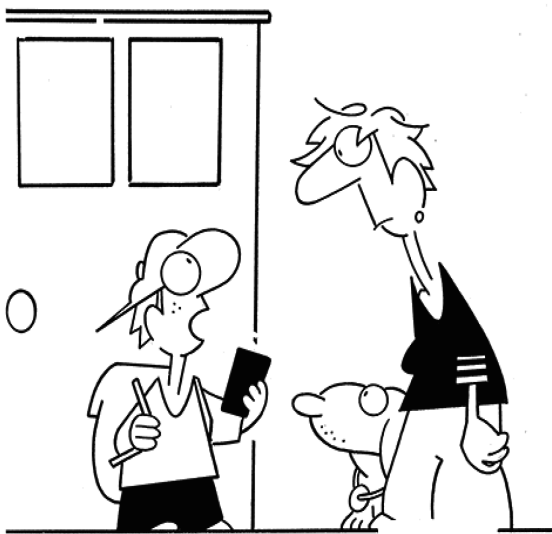
1. 全国大学英语四级考试(笔试)样卷

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and comment on the kid's understanding of going to school. You should write at least 120 words but no more than 180 words. Write your essay on **Answer Sheet 1**.



“Why am I going to school if my phone already knows everything?”

Part II

Listening Comprehension

(25 minutes)

Section A

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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.

Questions 1 and 2 are based on the news report you have just heard.

1. A) Christmas-time attacks made by Somali rebels.
B) An explosion at a bus station in central Nairobi.
C) The killing of more than 70 Ugandans in Kampala.
D) Blasts set off by a Somali group in Uganda's capital.
2. A) On Christmas Eve.
B) Just before midnight.
C) During a security check.
D) In the small hours of the morning.

Questions 3 and 4 are based on the news report you have just heard.

3. A) It is likely to close many of its stores.
B) It is known for the quality of its goods.
C) It remains competitive in the recession.
D) It will expand its online retail business.
4. A) Expand its business beyond groceries.
B) Fire 25,000 of its current employees.
C) Cut its DVD publishing business.
D) Sell the business for one pound.

Questions 5 to 7 are based on the news report you have just heard.

5. A) All taxis began to use meters.
B) All taxis got air conditioning.
C) Advertisements were allowed on taxis.
D) Old taxis were replaced with new cabs.
6. A) A low interest loan scheme.
B) Environmentalists' protests.
C) Taxi passengers' complaints.
D) Permission for car advertising.
7. A) There are no more irregular practices.
B) All new cabs provide air-conditioning.
C) New cabs are all equipped with meters.
D) New legislation protects consumer rights.

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation 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.*

Questions 8 to 11 are based on the conversation you have just heard.

8. A) It has a partnership with LCP. C) It specializes in safety from leaks.
B) It is headquartered in London. D) It has a chemical processing plant.
9. A) He is a chemist. C) He is a safety inspector.
B) He is a salesman. D) He is Mr. Grand's friend.
10. A) The public relations officer. C) Director of the safety department.
B) Mr. Grand's personal assistant. D) Head of the personnel department.
11. A) Wait for Mr. Grand to call back.
B) Leave a message for Mr. Grand.
C) Provide details of their products and services.
D) Send a comprehensive description of their work.

Questions 12 to 15 are based on the conversation you have just heard.

12. A) Teacher. B) Journalist. C) Editor. D) Typist.
13. A) Some newly discovered scenic spot.
B) Big changes in the Amazon valley.
C) A new railway under construction.
D) The beautiful Amazon rainforests.
14. A) In news weeklies. C) In newspapers' Sunday editions.
B) In a local evening paper. D) In overseas editions of U.S. magazines.
15. A) To become a professional writer. C) To get her life story published soon.
B) To be employed by a newspaper. D) To sell her articles to a news service.

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear three or four 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.

Questions 16 to 18 are based on the passage you have just heard.

16. A) She is both a popular and a highly respected author.
B) She is the first writer to focus on the fate of slaves.
C) She is the most loved African novelist of all times.
D) She is the most influential author since the 1930's.
17. A) The Book Critics Circle Award. C) The Pulitzer Prize for fiction.
B) The Nobel Prize for literature. D) The National Book Award.
18. A) She is a relative of Morrison's. C) She is a skilled storyteller.
B) She is a slave from Africa. D) She is a black woman.

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

19. A) They are very generous in giving gifts.
B) They refuse gifts when doing business.
C) They regard gifts as a token of friendship.
D) They give gifts only on special occasions.
20. A) They enjoy giving gifts to other people.
B) They spend a lot of time choosing gifts.
C) They have to follow many specific rules.
D) They pay attention to the quality of gifts.
21. A) Gift-giving plays an important role in human relationships.
B) We must be aware of cultural differences in giving gifts.
C) We must learn how to give gifts before going abroad.
D) Reading extensively can make one a better gift-giver.

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

22. A) She tenderly looked after her sick mother.
B) She developed a strong interest in finance.
C) She learned to write for financial newspapers.
D) She invested in stocks and shares on Wall Street.
23. A) She inherited a big fortune from her father.

- B) She sold her restaurant with a substantial profit.
C) She got 7.5 million dollars from her ex-husband.
D) She made a wise investment in real estate.
24. A) She was dishonest in business dealings.
B) She frequently ill-treated her employees.
C) She abused animals including her pet dog.
D) She was extremely mean with her money.
25. A) She carried on her family's tradition.
B) She made huge donations to charities.
C) She built a hospital with her mother's money.
D) She made a big fortune from wise investments.

Part III

Reading Comprehension

(40 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.*

The U.S. Department of Education is making efforts to ensure that all students have equal access to a quality education. Today it is 26 the launch of the Excellent Educators for All Initiative. The initiative will help states and school districts support great educators for the students who need them most.

“All children are 27 to a high-quality education regardless of their race, zip code or family income. It is 28 important that we provide teachers and principals the support they need to help students reach their full 29,” U.S. Secretary of Education Arne Duncan said. “Despite the excellent work and deep 30 of our nation’s teachers and principals, students in high-poverty, high-minority schools are unfairly treated across our country. We have to do better. Local leaders and educators will 31 their own creative solutions, but we must work together to 32 our focus on how to better recruit, support and 33 effective teachers and principals for all students, especially the kids who need them most.”

Today’s announcement is another important step forward in improving access to a

quality education, a 34 of President Obama's year of action. Later today, Secretary Duncan will lead a roundtable discussion with principals and school teachers from across the country about the 35 of working in high-need schools and how to adopt promising practices for supporting great educators in these schools.

- | | |
|---------------|-----------------|
| A) announcing | I) distributing |
| B) beneficial | J) enhance |
| C) challenges | K) entitled |
| D) commitment | L) potential |
| E) component | M) properly |
| F) contests | N) qualified |
| G) critically | O) retain |
| H) develop | |

Section B

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 Changes Facing Fast Food

- A) Fast-food firms have to be a thick-skinned bunch. Health experts regularly criticise them severely for selling food that makes people fat. Critics even complain that McDonald's, whose logo symbolises calorie excess, should not have been allowed to sponsor the World Cup. These are things fast-food firms have learnt to cope with. But not perhaps for much longer. The burger business faces more pressure from regulators at a time when it is already adapting strategies in response to shifts in the global economy.
- B) Fast food was once thought to be recession-proof. When consumers need to cut spending, the logic goes, cheap meals like Big Macs and Whoppers become even more attractive. Such "trading down" proved true for much of the latest recession, when fast-food companies picked up customers who could no longer afford to eat at casual restaurants. Traffic was boosted in America, the home of fast food, with discounts and promotions, such as \$1 menus and cheap combination meals.
- C) As a result, fast-food chains have weathered the recession better than their more expensive competitors. In 2009 sales at full-service restaurants in America fell by more

than 6%, but total sales remained about the same at fast-food chains. In some markets, such as Japan, France and Britain, total spending on fast food increased. Same-store sales in America at McDonald's, the world's largest fast-food company, did not decline throughout the downturn. Panera Bread, an American fast-food chain known for its fresh ingredients, performed well, too, because it offers higher-quality food at lower prices than restaurants.

- D) But not all fast-food companies have been as fortunate. Many, such as Burger King, have seen sales fall. In a severe recession, while some people trade down to fast food, many others eat at home more frequently to save money. David Palmer, an analyst at UBS, a bank, says smaller fast-food chains in America, such as Jack in the Box and Carl's Jr., have been hit particularly hard in this downturn because they are competing with the global giant McDonald's, which increased spending on advertising by more than 7% last year as others cut back.
- E) Some fast-food companies also sacrificed their own profits by trying to give customers better value. During the recession companies set prices low, hoping that once they had tempted customers through the door they would be persuaded to order more expensive items. But in many cases that strategy did not work. Last year Burger King *franchisees* (特许经营人) *sued* (起诉) the company over its double-cheeseburger promotion, claiming it was unfair for them to be required to sell these for \$1 when they cost \$1.10 to make. In May a judge ruled in favour of Burger King. Nevertheless, the company may still be cursing its decision to promote cheap choices over more expensive ones because items on its "value menu" now account for around 20% of all sales, up from 12% last October.
- F) Analysts expect the fast-food industry to grow modestly this year. But the downturn is making companies rethink their strategies. Many are now introducing higher-priced items to *entice* (引诱) consumers away from \$1 specials. KFC, a division of Yum! Brands, which also owns Taco Bell and Pizza Hut, has launched a chicken sandwich that costs around \$5. And in May Burger King introduced barbecue pork ribs at \$7 for eight.
- G) Companies are also trying to get customers to buy new and more items, including drinks. McDonald's started selling better coffee as a challenge to Starbucks. Its "McCafé" line now accounts for an estimated 6% of sales in America. Starbucks has sold rights to its Seattle's Best coffee brand to Burger King, which will start selling it later this year.
- H) As fast-food companies shift from "super size" to "more buys", they need to keep customer traffic high throughout the day. Many see breakfast as a big opportunity, and not just for fatty food. McDonald's will start selling *porridge* (粥) in America next year. Breakfast has the potential to be very profitable, says Sara Senatore of Bernstein, a research firm, because the margins can be high. Fast-food companies are also adding midday and late-night snacks, such as blended drinks and wraps. The idea is that by having a greater range of things on the menu, "we can sell to consumers products they

want all day,” says Rick Carucci, the chief financial officer of Yum! Brands.

- D) But what about those growing waistlines? So far, fast-food firms have cleverly avoided government regulation. By providing healthy options, like salads and low-calorie sandwiches, they have at least given the impression of doing something about helping to fight obesity. These offerings are not necessarily loss leaders, as they broaden the appeal of outlets to groups of diners that include some people who don't want to eat a burger. But customers cannot be forced to order salads instead of fries.
- J) In the future, simply offering a healthy option may not be good enough. “Every packaged-food and restaurant company I know is concerned about regulation right now,” says Mr. Palmer of UBS. America's health reform bill, which Congress passed this year, requires restaurant chains with 20 or more outlets to put the calorie content of items they serve on the menu. A study by the National Bureau of Economic Research, which tracked the effects on Starbucks of a similar calorie-posting law in New York City in 2007, found that the average calorie count per transaction fell 6% and revenue increased 3% at Starbucks stores where a Dunkin Donuts outlet was nearby—a sign, it is said, that menu labelling could favour chains that have more healthy offerings.
- K) In order to avoid other legislation in America and elsewhere, fast-food companies will have to continue innovating. Walt Riker of McDonald's claims the change it has made in its menu means it offers more healthy items than it did a few years ago. “We probably sell more vegetables, more milk, more salads, more apples than any restaurant business in the world,” he says. But the recent proposal by a county in California to ban McDonald's from including toys in its high-calorie “Happy Meals”, because legislators believe it attracts children to unhealthy food, suggests there is a lot more left to do.
36. Some people propose laws be made to stop McDonald's from attaching toys to its food specials for children.
37. Fast-food firms may not be able to cope with pressures from food regulation in the near future.
38. Burger King will start to sell Seattle's Best coffee to increase sales.
39. Some fast-food firms provide healthy food to give the impression they are helping to tackle the obesity problem.
40. During the recession, many customers turned to fast food to save money.
41. Many people eat out less often to save money in times of recession.

42. During the recession, Burger King's promotional strategy of offering low-priced items often proved ineffective.
43. Fast-food restaurants can make a lot of money by selling breakfast.
44. Many fast-food companies now expect to increase their revenue by introducing higher-priced items.
45. A newly-passed law requires big fast-food chains specify the calorie count of what they serve on the menu.

Section C

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 46 to 50 are based on the following passage.

If you think a high-factor *sunscreen* (防晒霜) keeps you safe from harmful rays, you may be wrong. Research in this week's *Nature* shows that while factor 50 reduces the number of *melanomas* (黑瘤) and delays their occurrence, it can't prevent them. Melanomas are the most aggressive skin cancers. You have a higher risk if you have red or blond hair, fair skin, blue or green eyes, or sunburn easily, or if a close relative has had one. Melanomas are more common if you have periodic intense exposure to the sun. Other skin cancers are increasingly likely with long-term exposure.

There is continuing debate as to how effective sunscreen is in reducing melanomas — the evidence is weaker than it is for preventing other types of skin cancer. A 2011 Australian study of 1,621 people found that people randomly selected to apply sunscreen daily had half the rate of melanomas of people who used cream as needed. A second study, comparing 1,167 people with melanomas to 1,101 who didn't have the cancer, found that using sunscreen routinely, alongside other protection such as hats, long sleeves or staying in the shade, did give some protection. This study said other forms of sun protection — not sunscreen — seemed most beneficial. The study relied on people remembering what they had done over each decade of their lives, so it's not entirely reliable. But it seems reasonable to think sunscreen gives people a false sense of security in the sun.

Many people also don't use sunscreen properly — applying insufficient amounts, failing to reapply after a couple of hours and staying in the sun too long. It is sunburn that is most worrying — recent research shows five episodes of sunburn in the teenage years increases

the risk of all skin cancers.

The good news is that a combination of sunscreen and covering up can reduce melanoma rates, as shown by Australian figures from their slip-slop-slap campaign. So if there is a heat wave this summer, it would be best for us, too, to slip on a shirt, *slop on* (抹上) sunscreen and slap on a hat.

46. What is people's common expectation of a high-factor sunscreen?
- A) It will delay the occurrence of skin cancer.
 - B) It will protect them from sunburn.
 - C) It will keep their skin smooth and fair.
 - D) It will protect people of any skin color.
47. What does the research in *Nature* say about a high-factor sunscreen?
- A) It is ineffective in preventing melanomas.
 - B) It is ineffective in case of intense sunlight.
 - C) It is ineffective with long-term exposure.
 - D) It is ineffective for people with fair skin.
48. What do we learn from the 2011 Australian study of 1,621 people?
- A) Sunscreen should be applied alongside other protection measures.
 - B) High-risk people benefit the most from the application of sunscreen.
 - C) Irregular application of sunscreen does women more harm than good.
 - D) Daily application of sunscreen helps reduce the incidence of melanomas.
49. What does the author say about the second Australian study?
- A) It misleads people to rely on sunscreen for protection.
 - B) It helps people to select the most effective sunscreen.
 - C) It is not based on direct observation of the subjects.
 - D) It confirms the results of the first Australian study.
50. What does the author suggest to reduce melanoma rates?
- A) Using both covering up and sunscreen.
 - B) Staying in the shade whenever possible.
 - C) Using covering up instead of sunscreen.
 - D) Applying the right amount of sunscreen.

Passage Two

Questions 51 to 55 are based on the following passage.

Across the rich world, well-educated people increasingly work longer than the less-

skilled. Some 65% of American men aged 62-74 with a professional degree are in the workforce, compared with 32% of men with only a high-school certificate. This gap is part of a deepening divide between the well-educated well-off and the unskilled poor. Rapid technological advance has raised the incomes of the highly skilled while squeezing those of the unskilled. The consequences, for individuals and society, are profound.

The world is facing an astonishing rise in the number of old people, and they will live longer than ever before. Over the next 20 years the global population of those aged 65 or more will almost double, from 600 million to 1.1 billion. The experience of the 20th century, when greater *longevity* (长寿) translated into more years in retirement rather than more years at work, has persuaded many observers that this shift will lead to slower economic growth, while the swelling ranks of pensioners will create government budget problems.

But the notion of a sharp division between the working young and the idle old misses a new trend, the growing gap between the skilled and the unskilled. Employment rates are falling among younger unskilled people, whereas older skilled folk are working longer. The divide is most extreme in America, where well-educated baby-boomers are putting off retirement while many less-skilled younger people have dropped out of the workforce.

Policy is partly responsible. Many European governments have abandoned policies that used to encourage people to retire early. Rising life expectancy, combined with the replacement of generous defined-benefit pension plans with less generous defined-contribution ones, means that even the better-off must work longer to have a comfortable retirement. But the changing nature of work also plays a big role. Pay has risen sharply for the highly educated, and those people continue to reap rich rewards into old age because these days the educated elderly are more productive than the preceding generation. Technological change may well reinforce that shift; the skills that complement computers, from management knowhow to creativity, do not necessarily decline with age.

51. What is happening in the workforce in rich countries?
- A) Younger people are replacing the elderly.
 - B) Well-educated people tend to work longer.
 - C) Unemployment rates are rising year after year.
 - D) People with no college degree do not easily find work.
52. What has helped deepen the divide between the well-off and the poor?
- A) Longer life expectancies.
 - B) A rapid technological advance.
 - C) Profound changes in the workforce.
 - D) A growing number of the well-educated.
53. What do many observers predict in view of the experience of the 20th century?
- A) Economic growth will slow down.
 - B) Government budgets will increase.

- C) More people will try to pursue higher education.
D) There will be more competition in the job market.
54. What is the result of policy changes in European countries?
A) Unskilled workers may choose to retire early.
B) More people have to receive in-service training.
C) Even wealthy people must work longer to live comfortably in retirement.
D) People may be able to enjoy generous defined-benefits from pension plans.
55. What is characteristic of work in the 21st century?
A) Computers will do more complicated work.
B) More will be taken by the educated young.
C) Most jobs to be done will be creative ones.
D) Skills are highly valued regardless of age.

Part IV

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**.*

据报道,今年中国快递服务(courier services)将递送大约 120 亿件包裹。这将使中国有可能超越美国成为世界上最大的快递市场。大多数包裹里装着网上订购的物品。中国给数百万在线零售商以极具竞争力的价格销售商品的机会。仅在 11 月 11 日,中国消费者就从国内最大的购物平台购买了价值 90 亿美元的商品。中国有不少这样的特殊购物日。因此,快递业在中国扩展就不足为奇了。

【听力文字稿】

Section A

Directions: *In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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.*

News Report One

Kenyan police say one person was killed and 26 injured in an explosion at a bus station in central Nairobi. The blast hit a bus about to set off for the Ugandan capital Kampala. Last July, the Somali group al-Shabab said it was behind the blasts in the Ugandan capital which killed more than 70 people. Will Ross reports from the Kenyan capital.

The explosion happened beside a bus which was about to set off for an overnight journey from Nairobi to the Ugandan capital Kampala. Some eyewitnesses report that a bag was about to be loaded on board, but it exploded during a security check. Windows of the red bus were left smashed, and blood could be seen on the ground beside the vehicle. Just hours earlier, Uganda's police chief had warned of possible Christmas-time attacks by Somali rebels.

Questions 1 and 2 are based on the news report you have just heard.

1. What is the news report mainly about?
2. When did the incident occur?

News Report Two

Woolworths is one of the best known names on the British High Street. It's been in business for nearly a century. Many of its 800 stores are likely to close following the company's decision to call in administrators after an attempt to sell the business for a token £1 failed.

The company has huge debts. The immediate cause for the collapse has been Britain's slide toward recession, which has cut into consumer spending. However, the business had been in trouble for years.

Known for low-priced general goods, Woolworths has struggled in the face of competition from supermarkets expanding beyond groceries and a new generation of internet retailers.

Many of the store group's 25,000 employees are likely to lose their jobs. Some profitable areas such as the DVD publishing business will survive.

Questions 3 and 4 are based on the news report you have just heard.

3. What do we learn about Woolworths from the news report?
4. What did Woolworths attempt to do recently?

News Report Three

Cairo is known not only for its overcrowded roads, irregular driving practices and shaky old vehicles, but also for its air pollution. In recent months, though, environmental studies indicate there have been signs of improvement. That's due in part to the removal of many of the capital's old-fashioned black and white taxis. Most of these dated back to the 1960s and 70s and were in a poor state of repair.

After new legislation demanded their removal from the roads, a low interest loan scheme was set up with three Egyptian banks so drivers could buy new cars. The government pays about \$900 for old ones to be discarded and advertising on the new vehicles helps cover repayments.

The idea has proved popular with customers — they can now travel in air-conditioned comfort and because the new cabs are metered, they don't have to argue over fares. Banks and car manufacturers are glad for the extra business in tough economic times. As for the taxi drivers, most are delighted to be behind the wheel of new cars, although there have been a few complaints about switching from black and white to a plain white colour.

Questions 5 to 7 are based on the news report you have just heard.

5. What change took place in Cairo recently?
6. What helped bring about the change?
7. Why do customers no longer argue with new cab drivers?

Section B

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation 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.*

Conversation One

W: Morning, this is TGC.

M: Good morning. Walter Barry here, calling from London. Could I speak to Mr. Grand, please?

W: Who's calling, please?

M: Walter Barry, from London.

W: What is it about, please?

M: Well, I understand that your company has a chemical processing plant. My own company, LCP, Liquid Control Products, is a leader in safety from leaks in the field of chemical processing. I would like to speak to Mr. Grand to discuss ways in which we could help TGC protect itself from such problems and save money at the same time.

W: Yes, I see. Well, Mr. Grand is not available at the moment.

M: Can you tell me when I could reach him?

W: He's very busy for the next few days — then he'll be away in New York. So it's difficult to give you a time.

M: Could I speak to someone else, perhaps?

W: Who in particular?

M: A colleague for example?

W: You're speaking to his personal assistant. I can deal with calls for Mr. Grand.

M: Yes, well, could I ring him tomorrow?

W: No, I'm sorry he won't be free tomorrow. Listen, let me suggest something. You send us details of your products and services, together with references from other companies and then we'll contact you.

M: Yes, that's very kind of you. I have your address.

W: Very good, Mr....

M: Barry. Walter Barry from LCP in London.

W: Right, Mr. Barry. We look forward to hearing from you.

M: Thank you. Goodbye.

W: Bye.

Questions 8 to 11 are based on the conversation you have just heard.

8. What do we learn about the woman's company?
9. What do we learn about the man?
10. What is the woman's position in her company?
11. What does the woman suggest the man do?

Conversation Two

M: You're going to wear out the computer's keyboard!

W: Oh, hi.

M: Do you have any idea what time it is?

W: About ten or ten-thirty?

M: It's nearly midnight.

W: Really? I didn't know it was so late.

M: Don't you have an early class to teach tomorrow morning?

W: Yes, at seven o'clock. My commuter class, the students who go to work right after their lesson.

- M: Then you ought to go to bed. What are you writing, anyway?
W: An article I hope I can sell.
M: Oh, another of your newspaper pieces? What's this one about?
W: Do you remember the trip I took last month?
M: The one up to the Amazon?
W: Well, that's what I'm writing about—the new highway and the changes it's making in the Amazon valley.
M: It should be interesting.
W: It is. I guess that's why I forgot all about the time.
M: How many articles have you sold now?
W: About a dozen so far.
M: What kind of newspapers buy them?
W: The papers that carry a lot of foreign news. They usually appear in the big Sunday editions where they need a lot of background stories to help fill up the space between the ads.
M: Is there any future in it?
W: I hope so. There's a chance I may sell this article to a news service.
M: Then your story would be published in several papers, wouldn't it?
W: That's the idea. And I might even be able to do other stories on a regular basis.
M: That would be great.

Questions 12 to 15 are based on the conversation you have just heard.

12. What is the woman's occupation?
13. What is the woman writing about?
14. Where do the woman's articles usually appear?
15. What does the woman expect?

Section C

Directions: *In this section, you will hear three passages. At the end of each passage, you will hear three or four 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

In today's class, we'll discuss Toni Morrison's novel *Beloved*. As I'm sure you all know, Morrison is both a popular and a highly respected author, and it's not easy to be both. Born in 1931, Morrison has written some of the most touching and intelligent works on the African-American experience ever written by anyone, and yet to call her an "African-

American writer” doesn’t seem to do her justice. In many ways, she’s simply an American writer—and certainly one of our best.

Beloved is a truly remarkable work. It was recommended for nearly every major literary prize, including the National Book Award and the National Book Critics Circle Award, and it in fact won the Pulitzer Prize for fiction in 1988. Morrison herself is distinguished for having won the Nobel Prize for literature in 1993.

What makes *Beloved* unique is the skillful, sure way in which Morrison blends intensely personal storytelling and American history, racial themes and gender themes, the experience of Blacks with the experience of all people everywhere, the down-to-earth reality of slavery with a sense of mysterious spirituality.

We’ll be paying special attention to these themes as we discuss this work. I’m particularly interested in your views on the relative importance of race and gender in this book. Is it more important that Sethe, the main character, is black or that she’s a woman? Which contributes more to her being? What does Morrison tell us about both?

Questions 16 to 18 are based on the passage you have just heard.

16. What do we learn about Toni Morrison?
17. What honor did Toni Morrison receive in 1993?
18. What does the speaker tell us about Sethe, the main character in Morrison’s novel *Beloved*?

Passage Two

The topic of my talk today is gift-giving. Everybody likes to receive gifts, right? So you may think that gift-giving is a universal custom. But actually, the rules of gift-giving vary quite a lot, and not knowing them can result in great embarrassment. In North America, the rules are fairly simple. If you’re invited to someone’s home for dinner, bring wine or flowers or a small item from your country. Among friends, family, and business associates, we generally don’t give gifts on other occasions except on someone’s birthday and Christmas. The Japanese, on the other hand, give gifts quite frequently, often to thank someone for their kindness. The tradition of gift-giving in Japan is very ancient. There are many detailed rules for everything from the color of the wrapping paper to the time of the gift presentation. And while Europeans don’t generally exchange business gifts, they do follow some formal customs when visiting homes, such as bringing flowers. The type and color of flowers, however, can carry special meaning.

Today we have seen some broad differences in gift-giving. I could go on with additional examples. But let’s not miss the main point here: If we are not aware of and sensitive to cultural differences, the possibilities for miscommunication and conflict are enormous. Whether we learn about these differences by reading a book or by living abroad, our goal must be to respect differences among people in order to get along successfully with our

global neighbors.

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

19. What does the speaker say about gift-giving of North Americans?
20. What do we learn about the Japanese concerning gift-giving?
21. What point does the speaker make at the end of the talk?

Passage Three

Hetty Green was a very spoiled, only child. She was born in Massachusetts, USA, in 1835. Her father was a millionaire businessman. Her mother was often ill, and so from the age of two her father took her with him to work and taught her about stocks and shares. At the age of six she started reading the daily financial newspapers and opened her own bank account.

Her father died when she was 21 and she inherited \$ 7.5 million. She went to New York and invested on Wall Street. Hetty saved every penny, eating in the cheapest restaurants for 15 cents. She became one of the richest and most hated women in the world. At 33 she married Edward Green, a multi-millionaire, and had two children, Ned and Sylvia.

Hetty's meanness was well known. She always argued about prices in shops. She walked to the local grocery store to buy broken biscuits which were much cheaper, and to get a free bone for her much loved dog. Once she lost a two-cent stamp and spent the night looking for it. She never bought clothes and always wore the same long, ragged black skirt. Worst of all, when her son Ned fell and injured his knee, she refused to pay for a doctor and spent hours looking for free medical help. In the end Ned lost his leg.

When she died in 1916 she left her children \$ 100 million. Her daughter built a hospital with her money.

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

22. What do we learn about Hetty Green as a child?
23. How did Hetty Green become rich overnight?
24. Why was Hetty Green much hated?
25. What do we learn about Hetty Green's daughter?

【参考答案】

Part II Listening Comprehension

Section A

1. B 2. C 3. A 4. D 5. D
6. A 7. C

Section B

8. D 9. B 10. B 11. C 12. A
13. B 14. C 15. D

Section C

16. A 17. B 18. D 19. D 20. C
21. B 22. B 23. A 24. D 25. C

Part III Reading Comprehension

Section A

26. A 27. K 28. G 29. L 30. D
31. H 32. J 33. O 34. E 35. C

Section B

36. K 37. A 38. G 39. I 40. B
41. D 42. E 43. H 44. F 45. J

Section C

46. B 47. A 48. D 49. C 50. A
51. B 52. B 53. A 54. C 55. D

Part IV Translation

It is reported that Chinese courier services will deliver about 12 billion parcels this year. This will enable China to overtake the US and become the world's biggest delivery market. The majority of courier packages contain items ordered online. China gives millions of online retailers the opportunity to sell goods at highly competitive prices. On 11 November alone, Chinese consumers bought \$9 billion worth of products on the country's biggest shopping platform. China has many special shopping holidays like this. So, it's no surprise the courier industry is expanding in China.

2. 全国大学英语四级考试(口试)样卷

Topic area: Daily Life

Topic: Travel

Hello, welcome to the CET Spoken English Test — Band Four. We wish you both good luck today. Now let's start by introducing yourselves.

Candidate A, would you please go first? (时间 20 秒)

Thank you. Candidate B, now it's your turn. (时间 20 秒)

Thank you. OK, now that we know each other, let's move on.

Task 1 Read Aloud

In this task, you will read aloud a short passage. You will have 45 seconds to go over the passage and one minute to read it aloud. Here is the passage.

(屏幕显示以下文字)

Many people would list San Francisco as one of the most delightful cities in the world. Sitting on the Pacific coast, it gives you a feeling of the sea. The sea breezes wake you up and make you eat well and sleep well. The city was planned with straight roads, and these roads cross each other at right angles, making squares as they do in many American cities. Very often you can find yourself on top of a hill in the city, looking down one of these straight roads as it rises and falls on its journey through the town. A good way to travel these roads is by cable car. These are buses that run on rails in the ground up and down the steep hills.

(考生准备时间 45 秒)

When you hear the beep, please start to read.

(考生 A 和 B 同时回答,时间 1 分钟)

Task 2 Question and Answer

In this task, you will answer two questions. For each question, you will have 20 seconds to respond. When you hear the beep, please start to speak.

(问题文字不显示在屏幕上)

Question 1:

What would many people think of San Francisco according to the passage?

(考生 A 和 B 同时回答,时间 20 秒)

Question 2:

Which coastal city in China do you like most? And why?

(考生 A 和 B 同时回答,时间 20 秒)

Task 3 Individual Presentation

In this task, you will talk about the picture displayed on the screen. You will have 45 seconds to prepare and one minute to talk about it. Now here is the picture.



(考生准备时间 45 秒)

When you hear the beep, please start to speak.

(考生 A 和 B 同时回答,时间 1 分钟)

Task 4 Pair Work

In this task, you will talk with your partner about a plan of travel. Suppose you have three days to go sightseeing together. Talk with each other and make a plan for your trip.

Your plan may include:

- place(s) to visit
- schedule
- means of transportation

You will have one minute to prepare and three minutes to talk. Remember, this is a pair activity and you need to interact with each other. Your performance will be judged according to your contribution to the pair work. Now please start to prepare.

(屏幕上显示以下文字)

Your plan may include:

- place(s) to visit
- schedule
- means of transportation

(考生准备时间 1 分钟)

When you hear the beep, please start to speak.

(考生 A 和 B 讨论,时间 3 分钟)

Thank you. That is the end of the test.

3. 全国大学英语六级考试(笔试)样卷

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay commenting on the saying "If you cannot do great things, do small things in a great way." You can cite examples to illustrate your point of view. You should write at least 150 words but no more than 200 words. Write your essay on **Answer Sheet 1**.

Part II

Listening Comprehension

(30 minutes)

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation 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.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) He invented the refrigerator.
B) He patented his first invention.
C) He was admitted to a university.
D) He got a degree in Mathematics.

2. A) He started to work on refrigeration.
B) He became a professor of Mathematics.
C) He fell in love with Natasha Willoughby.
D) He distinguished himself in low temperature physics.

3. A) Discovering the true nature of subatomic particles.
B) Their explanation of the laws of cause and effect.
C) Their work on very high frequency radio waves.
D) Laying the foundations of modern mathematics.

4. A) To have a three-week holiday.
B) To spend his remaining years.
C) To patent his inventions.
D) To teach at a university.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) The injury of some students.
B) A school bus crash on the way.
C) The collapse of a school building.
D) A fire that broke out on a school campus.
6. A) Teaching.
B) On vacation.
C) Having lunch.
D) Holding a meeting.
7. A) A malfunctioning stove.
B) Cigarettes butts left by workers.
C) Violation of traffic rules.
D) Negligence in school maintenance.
8. A) Sent a story to the local newspaper.
B) Threw a small Thanksgiving party.
C) Baked some cookies as a present.
D) Wrote a personal letter of thanks.

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear three or four 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.*

Questions 9 to 11 are based on the passage you have just heard.

9. A) It is a trait of a generous character.
B) It is a reflection of self-esteem.
C) It is an indicator of high intelligence.
D) It is a sign of happiness and confidence.
10. A) It was self-defeating.
B) It was aggressive.
C) It was the essence of comedy.
D) It was something admirable.
11. A) It is a double-edged sword.
B) It is a feature of a given culture.
C) It is a unique gift of human beings.
D) It is a result of both nature and nurture.

Questions 12 to 15 are based on the passage you have just heard.

12. A) She is a tourist guide.
B) She is an interpreter.
C) She is a domestic servant.
D) She is from the royal family.

13. A) It is situated at the foot of a beautiful mountain.
B) It was used by the family to hold dinner parties.
C) It was frequently visited by heads of state.
D) It is furnished like one in a royal palace.
14. A) It is elaborately decorated.
B) It has survived some 2,000 years.
C) It is very big, with only six slim legs.
D) It is shaped like an ancient Spanish boat.
15. A) They are interesting to look at.
B) They have lost some of their legs.
C) They do not match the oval table at all.
D) They are uncomfortable to sit in for long.

Section C

Directions: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played 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.*

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

16. A) They investigate the retirement homes in America.
B) They are on issues facing senior citizens in America.
C) They describe the great pleasures of the golden years.
D) They are filled with fond memories of his grandparents.
17. A) The loss of the ability to take care of himself.
B) The feeling of not being important any more.
C) Being unable to find a good retirement home.
D) Leaving the home he had lived in for 60 years.
18. A) The loss of identity and self-worth.
B) Fear of being replaced or discarded.
C) Freedom from pressure and worldly cares.
D) The possession of wealth and high respect.
19. A) The urgency of pension reform.

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.

Travel websites have been around since the 1990s, when Expedia, Travelocity, and other holiday booking sites were launched, allowing travelers to compare flight and hotel prices with the click of a mouse. With information no longer 26 by travel agents or hidden in business networks, the travel industry was revolutionized, as greater transparency helped 27 prices.

Today, the industry is going through a new revolution — this time transforming service quality. Online rating platforms — 28 in hotels, restaurants, apartments, and taxis — allow travelers to exchange reviews and experiences for all to see.

Hospitality businesses are now ranked, analyzed, and compared not by industry 29, but by the very people for whom the service is intended — the customer. This has 30 a new relationship between buyer and seller. Customers have always voted with their feet; they can now explain their decision to anyone who is interested. As a result, businesses are much more 31, often in very specific ways, which creates powerful 32 to improve service.

Although some readers might not care for gossipy reports of unfriendly *bellboys* (行李员) in Berlin or malfunctioning hotel hairdryers in Houston, the true power of online reviews lies not just in the individual stories, but in the websites' 33 to aggregate a large volume of ratings.

The impact cannot be 34. Businesses that attract top ratings can enjoy rapid growth, as new customers are attracted by good reviews and 35 provide yet more positive feedback. So great is the influence of online ratings that many companies now hire digital reputation managers to ensure a favorable online identity.

- | | |
|-----------------|------------------|
| A) accountable | I) persisting |
| B) capacity | J) pessimistic |
| C) controlled | K) professionals |
| D) entail | L) slash |
| E) forged | M) specializing |
| F) incentives | N) spectators |
| G) occasionally | O) subsequently |
| H) overstated | |

Section B

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.*

Plastic Surgery

A better credit card is the solution to ever larger hack attacks

- A) A thin magnetic stripe (magstripe) is all that stands between your credit-card information and the bad guys. And they've been working hard to break in. That's why 2014 is shaping up as a major showdown: banks, law enforcement and technology companies are all trying to stop a network of hackers who are succeeding in stealing account numbers, names, email addresses and other crucial data used in identity theft. More than 100 million accounts at Target, Neiman Marcus and Michaels stores were affected in some way during the most recent attacks, starting last November.
- B) Swipe is the operative word: cards are increasingly vulnerable to attacks when you make purchases in a store. In several recent incidents, hackers have been able to obtain massive information of credit-, *debit-* (借记) or prepaid-card numbers using malware, i. e. malicious software, inserted secretly into the retailers' point-of-sale system—the checkout registers. Hackers then sold the data to a second group of criminals operating in shadowy corners of the web. Not long after, the stolen data was showing up on fake cards and being used for online purchases.
- C) The solution could cost as little as \$ 2 extra for every piece of plastic issued. The fix is a security technology used heavily outside the U.S. While American credit cards use the 40-year-old magstripe technology to process transactions, much of the rest of the world uses smarter cards with a technology called EMV (short for Europay, MasterCard, Visa) that employs a chip embedded in the card plus a customer PIN (personal identification number) to *authenticate* (验证) every transaction on the spot. If a purchaser fails to punch in the correct PIN at the checkout, the transaction gets rejected. (Online purchases can be made by setting up a separate transaction code.)
- D) Why haven't big banks adopted the more secure technology? When it comes to mailing out new credit cards, it's all about relative costs, says David Robertson, who runs the *Nilson Report*, an industry newsletter: "The cost of the card, putting the sticker on it, coding the account number and expiration date, *embossing* (凸印) it, the small envelope—all put together, you're in the dollar range." A chip-and-PIN card currently costs closer to \$ 3, says Robertson, because of the price of chips. (Once large issuers convert together, the chip costs should drop.)

- E) Multiply \$ 3 by the more than 5 billion magstripe credit and prepaid cards in circulation in the U.S. Then consider that there's an estimated \$ 12.4 billion in card fraud on a global basis, says Robertson. With 44% of that in the U.S., American credit-card fraud amounts to about \$ 5.5 billion annually. Card issuers have so far calculated that absorbing the liability for even big hacks like the Target one is still cheaper than replacing all that plastic.
- F) That leaves American retailers pretty much alone the world over in relying on magstripe technology to charge purchases—and leaves consumers vulnerable. Each magstripe has three tracks of information, explains payments security expert Jeremy Gumbley, the chief technology officer of CreditCall, an electronic payments company. The first and third are used by the bank or card issuer. Your vital account information lives on the second track, which hackers try to capture. “Malware is scanning through the memory in real time and looking for data,” he says. “It creates a text file that gets stolen.”
- G) Chip-and-PIN cards, by contrast, make fake cards or skimming impossible because the information that gets scanned is *encrypted* (加密). The historical reason the U.S. has stuck with magstripe, ironically enough, is once superior technology. Our cheap, ultra-reliable wired networks made credit-card authentication over the phone frictionless. In France, card companies created EMV in part because the telephone monopoly was so maddeningly inefficient and expensive. The EMV solution allowed transactions to be verified locally and securely.
- H) Some big banks, like Wells Fargo, are now offering to convert your magstripe card to a chip-and-PIN model. (It's actually a hybrid that will still have a magstripe, since most U. S. merchants don't have EMV terminals.) Should you take them up on it? If you travel internationally, the answer is yes.
- I) Keep in mind, too, that credit cards typically have better liability protection than debit cards. If someone uses your credit card fraudulently, it's the issuer or merchant, not you, that takes the hit. Debit cards have different liability limits depending on the bank and the events surrounding any fraud. “If it's available, the logical thing is to get a chip-and-PIN card from your bank,” says Eric Adamowsky, a co-founder of CreditCardInsider.com. “I would use credit cards over debit cards because of liability issues.” Cash still works pretty well too.
- J) Retailers and banks stand to benefit from the lower fraud levels of chip-and-PIN cards but have been reluctant for years to invest in the new infrastructure needed for the technology, especially if consumers don't have access to it. It's a chicken-and-egg problem: no one wants to spend the money on upgraded point-of-sale systems that can read the chip cards if shoppers aren't carrying them—yet there's little point in consumers' carrying the fancy plastic if stores aren't equipped to use them. (An earlier effort by Target to move to chip and PIN never gained progress.) According to Gumbley,

there's a "you-first mentality. The *logjam* (僵局) has to be broken."

- K) JPMorgan Chase CEO Jamie Dimon recently expressed his willingness to do so, noting that banks and merchants have spent the past decade suing each other over interchange fees—the percentage of the transaction price they keep—rather than deal with the growing hacking problem. Chase offers a chip-enabled card under its own brand and several others for travel-related companies such as British Airways and Ritz-Carlton.
- L) The Target and Neiman hacks have also changed the cost calculation: although retailers have been reluctant to spend the \$ 6.75 billion that Capgemini consultants estimate it will take to convert all their registers to be chip-and-PIN-compatible, the potential liability they now face is dramatically greater. Target has been hit with class actions from hacked consumers. "It's the ultimate nightmare," a retail executive from a well-known chain admitted to *TIME*.
- M) The card-payment companies MasterCard and Visa are pushing hard for change. The two firms have warned all parties in the transaction chain—merchant, network, bank—that if they don't become EMV-compliant by October 2015, the party that is least compliant will bear the fraud risk.
- N) In the meantime, app-equipped smartphones and digital wallets—all of which can use EMV technology—are beginning to make *inroads* (侵袭) on cards and cash. PayPal, for instance, is testing an app that lets you use your mobile phone to pay on the fly at local merchants—without surrendering any card information to them. And further down the road is biometric authentication, which could be encrypted with, say, a fingerprint.
- O) Credit and debit cards, though, are going to be with us for the foreseeable future, and so are hackers, if we stick with magstripe technology. "It seems crazy to me," says Gumbley, who is English, "that a cutting-edge-technology country is depending on a 40-year-old technology." That's why it may be up to consumers to move the needle on chip and PIN. Says Robertson: "When you get the consumer into a position of worry and inconvenience, that's where the rubber hits the road."

36. It is best to use an EMV card for international travel.

37. Personal information on credit and debit cards is increasingly vulnerable to hacking.

38. The French card companies adopted EMV technology partly because of inefficient telephone service.

39. While many countries use the smarter EMV cards, the U.S. still clings to its old magstripe technology.

40. Attempts are being made to prevent hackers from carrying out identity theft.

41. Credit cards are much safer to use than debit cards.
42. Big banks have been reluctant to switch to more secure technology because of the higher costs involved.
43. The potential liability for retailers using magstripe is far more costly than upgrading their registers.
44. The use of magstripe cards by American retailers leaves consumers exposed to the risks of losing account information.
45. Consumers will be a driving force behind the conversion from magstripe to EMV technology.

Section C

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

I'll admit I've never quite understood the obsession surrounding genetically modified (GM) crops. To environmentalist opponents, GM foods are simply evil, an understudied, possibly harmful tool used by big agricultural businesses to control global seed markets and crush local farmers. They argue that GM foods have never delivered on their supposed promise, that money spent on GM crops would be better channeled to organic farming and that consumers should be protected with warning labels on any products that contain genetically modified ingredients. To supporters, GM crops are a key part of the effort to sustainably provide food to meet a growing global population. But more than that, supporters see the GM opposition of many environmentalists as fundamentally anti-science, no different than those who question the basics of man-made climate change.

For both sides, GM foods seem to act as a symbol: you're pro-agricultural business or anti-science. But science is exactly what we need more of when it comes to GM foods, which is why I was happy to see *Nature* devote a special series of articles to the GM food controversy. The conclusion; while GM crops haven't yet realized their initial promise and have been dominated by agricultural businesses, there is reason to continue to use and develop them to help meet the enormous challenge of sustainably feeding a growing planet.

That doesn't mean GM crops are perfect, or a one-size-fits-all solution to global

agriculture problems. But anything that can increase farming efficiency—the amount of crops we can produce per acre of land—will be extremely useful. GM crops can and almost certainly will be part of that suite of tools, but so will traditional plant breeding, improved soil and crop management—and perhaps most important of all, better storage and transport infrastructure, especially in the developing world. (It doesn't do much good for farmers in places like sub-Saharan Africa to produce more food if they can't get it to hungry consumers.) I'd like to see more non-industry research done on GM crops—not just because we'd worry less about bias, but also because seed companies like Monsanto and Pioneer shouldn't be the only entities working to harness genetic modification. I'd like to see GM research on less commercial crops, like corn. I don't think it's vital to label GM ingredients in food, but I also wouldn't be against it—and industry would be smart to go along with labeling, just as a way of removing fears about the technology.

Most of all, though, I wish a tenth of the energy that's spent endlessly debating GM crops was focused on those more pressing challenges for global agriculture. There are much bigger battles to fight.

46. How do environmentalist opponents view GM foods according to the passage?
- A) They will eventually ruin agriculture and the environment.
 - B) They are used by big businesses to monopolize agriculture.
 - C) They have proved potentially harmful to consumers' health.
 - D) They pose a tremendous threat to current farming practice.
47. What does the author say is vital to solving the controversy between the two sides of the debate?
- A) Breaking the GM food monopoly.
 - B) More friendly exchange of ideas.
 - C) Regulating GM food production.
 - D) More scientific research on GM crops.
48. What is the main point of the *Nature* articles?
- A) Feeding the growing population makes it imperative to develop GM crops.
 - B) Popularizing GM technology will help it to live up to its initial promises.
 - C) Measures should be taken to ensure the safety of GM foods.
 - D) Both supporters and opponents should make compromises.
49. What is the author's view on the solution to agricultural problems?
- A) It has to depend more and more on GM technology.
 - B) It is vital to the sustainable development of human society.
 - C) GM crops should be allowed until better alternatives are found.

D) Whatever is useful to boost farming efficiency should be encouraged.

50. What does the author think of the ongoing debate around GM crops?

A) It arises out of ignorance of and prejudice against new science.

B) It distracts the public attention from other key issues of the world.

C) Efforts spent on it should be turned to more urgent issues of agriculture.

D) Neither side is likely to give in until more convincing evidence is found.

Passage Two

When the right person is holding the right job at the right moment, that person's influence is greatly expanded. That is the position in which Janet Yellen, who is expected to be confirmed as the next chair of the Federal Reserve Bank (Fed) in January, now finds herself. If you believe, as many do, that unemployment is the major economic and social concern of our day, then it is no stretch to think Yellen is the most powerful person in the world right now.

Throughout the 2008 financial crisis and the recession and recovery that followed, central banks have taken on the role of stimulators of last resort, holding up the global economy with vast amounts of money in the form of asset buying. Yellen, previously a Fed vice chair, was one of the principal architects of the Fed's \$3.8 trillion money dump. A star economist known for her groundbreaking work on labor markets, Yellen was a kind of prophetess early on in the crisis for her warnings about the *subprime* (次级债的) meltdown. Now it will be her job to get the Fed and the markets out of the biggest and most unconventional monetary program in history without derailing the fragile recovery.

The good news is that Yellen, 67, is particularly well suited to meet these challenges. She has a keen understanding of financial markets, an appreciation for their imperfections and a strong belief that human suffering is more related to unemployment than anything else.

Some experts worry that Yellen will be inclined to chase unemployment to the neglect of inflation. But with wages still relatively flat and the economy increasingly divided between the well-off and the long-term unemployed, more people worry about the opposite, *deflation* (通货紧缩) that would aggravate the economy's problems.

Either way, the incoming Fed chief will have to walk a fine line in slowly ending the stimulus. It must be steady enough to *deflate bubbles* (去泡沫) and bring markets back down to earth but not so quick that it creates another credit crisis.

Unlike many past Fed leaders, Yellen is not one to buy into the finance industry's argument that it should be left alone to regulate itself. She knows all along the Fed has been too slack on regulation of finance.

Yellen is likely to address the issue right after she pushes unemployment below 6%, stabilizes markets and makes sure that the recovery is more inclusive and robust. As Princeton Professor Alan Blinder says, "She's smart as a whip, deeply logical, willing to

argue but also a good listener. She can persuade without creating hostility.” All those traits will be useful as the global economy’s new power player takes on its most annoying problems.

51. What do many people think is the biggest problem facing Janet Yellen?
A) Lack of money. C) Unemployment.
B) Subprime crisis. D) Social instability.
52. What did Yellen help the Fed do to tackle the 2008 financial crisis?
A) Take effective measures to curb inflation.
B) Deflate the bubbles in the American economy.
C) Formulate policies to help financial institutions.
D) Pour money into the market through asset buying.
53. What is a greater concern of the general public?
A) Recession. C) Inequality.
B) Deflation. D) Income.
54. What is Yellen likely to do in her position as the Fed chief?
A) Reform the credit system. C) Tighten financial regulation.
B) Restore public confidence. D) Develop a new monetary program.
55. How does Alan Blinder portray Yellen?
A) She possesses strong persuasive power.
B) She has confidence in what she is doing.
C) She is one of the world’s greatest economists.
D) She is the most powerful Fed chief in history.

Part IV

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**.

中国传统的待客之道要求饭菜丰富多样,让客人吃不完。中国宴席上典型的菜单包括开席的一套凉菜及其后的热菜,例如肉类、鸡鸭、蔬菜等。大多数宴席上,全鱼被认为是必不可少的,除非已经上过各式海鲜。如今,中国人喜欢把西方特色菜与传统中式菜肴融于一席,因此牛排上桌也不少见。沙拉也已流行起来,尽管传统上中国人一般不吃任何未经烹饪的菜肴。宴席通常至少有一道汤,可以最先或最后上桌。甜点和水果通常标志宴席的结束。

【听力文字稿】

Section A

Directions: *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation 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.*

Conversation One

W: Hello.

M: Hello, is that the reference library?

W: Yes. Can I help you?

M: I hope so. I rang earlier and asked for some information about Denys Hawtin, the scientist. You asked me to ring back.

W: Oh, yes. I *have* found something.

M: Good. I've got a pencil and paper. Perhaps you could read out what it says.

W: Certainly. Hawtin, Denys. Born: Darlington 1836; died New York 1920.

M: Yes. Got that.

W: Inventor and physicist. The son of a farm worker, he was admitted to the University of London at the age of fifteen.

M: Yes.

W: He graduated at seventeen with a first class degree in Physics and Mathematics. All right?

M: Yes, all right.

W: He made his first notable achievement at the age of eighteen. It was a method of refrigeration which arose from his work in low temperature physics. He became professor of Mathematics at the University of Manchester at twenty-four, where he remained for twelve years. During that time he married one of his students, Natasha Willoughby.

M: Yes. Go on.

W: Later, working together in London, they laid the foundation of modern Physics by showing that normal laws of cause and effect do not apply at the level of subatomic particles. For this he and his wife received the Nobel Prize for Physics in 1910, and did so again in 1912 for their work on very high frequency radio waves. In his lifetime Hawtin patented 244 inventions. Do you want any more?

M: Yes. When did he go to America?

W: Let me see. In 1920 he went to teach in New York, and died there suddenly after only three weeks. Still, he was a good age.

M: Yes. I suppose so. Well, thanks.

Questions 1 to 4 are based on the conversation you have just heard.

1. What do we learn about Denys Hawtin when he was 15?
2. What did Denys Hawtin do at the age of 24?
3. For what were Denys Hawtin and his wife awarded the Nobel Prize a second time?
4. Why did Denys Hawtin go to New York?

Conversation Two

W: This is Lisa Meyer in the WBZ newsroom, talking with Mike Bassichis, who is the director of the Gifford School, about the cleanup from last week's fire and what the possible cause of that blaze may have been.

M: We're getting ready for our entire staff to return early from vacation tomorrow whereupon we are going to move into temporary classrooms. And the other buildings that did not burn are being de-smoked. As to the cause of the fire, all we know is that we were having trouble with the pilot lights since we bought the stove in July and it had been serviced three times. Well, as a matter of fact, we think it was a malfunctioning stove that may have caused the fire. Nothing definite yet has been determined.

W: Have you heard from other schools or other institutional users of this stove that have had the same problem?

M: No. I wouldn't know anything more about the stove itself. All I know is that this fire went up so quickly that there's been a suspicion about why it went up so quickly. And it may be that there was a gas blast. But, again, this has not been determined officially by anybody.

W: I got you. When do kids come back to school?

M: Next Monday, and we will be ready for them. Monday January 4. We're just extremely thrilled that no one was hurt and that's because of the fire fighters that were here, nine of them. They're wonderful.

W: And I'm sure you send your thanks out to them, uh?

M: Well, we're sending out thanks to them in a letter or in any other way we can. I heard a story today where one of our kids actually baked some cookies and is taking it to the fire department, to give it to them.

Questions 5 to 8 are based on the conversation you have just heard.

5. What were the speakers talking about?
6. What were the school staff doing at the time of the accident?
7. What was supposed to be the cause of the accident?
8. What did one of the kids do to show gratitude?

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear three or four 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

In today's personality stakes, nothing is more highly valued than a sense of humor. We seek it out in others and are proud to claim it in ourselves, perhaps even more than good looks or intelligence. If someone has a great sense of humor, we reason, it means that they are happy, socially confident and have a healthy perspective on life.

This attitude would have surprised the ancient Greeks, who believed humor to be essentially aggressive. And in fact, our admiration for the comically gifted is relatively new, and not very well-founded, says Rod Martin, a psychologist at the University of Western Ontario. Being funny isn't necessarily an indicator of good social skills and well-being, his research has shown. It may just as likely be a sign of personality flaws.

He has found that humor is a double-edged sword. It can forge better relationships and help you cope with life, or it can be corrosive, eating away at self-esteem and irritating others. "It's a form of communication, like speech, and we all use it differently," says Martin. We use bonding humor to enhance our social connections, but we also may employ it as a way of excluding or rejecting an outsider.

Though humor is essentially social, how you use it says a lot about your sense of self. Those who use self-defeating humor, making fun of themselves for the enjoyment of others, tend to maintain that hostility toward themselves even when alone. Similarly, those who are able to view the world with amused tolerance are often equally forgiving of their own shortcomings.

Questions 9 to 11 are based on the passage you have just heard.

9. How do people today view humor according to the speaker?
10. What did the ancient Greeks think of humor?
11. What has psychologist Rod Martin found about humor?

Passage Two

And now, if you'll walk this way, ladies and gentlemen, the next room we're going to see is the room in which the family used to hold their formal dinner parties and even occasionally entertain heads of state and royalty. However, they managed to keep this room friendly and intimate and I think you'll agree it has a very informal atmosphere, quite unlike some grand houses you visit. The curtains were never drawn, even at night, so guests got a

view of the lake and fountains outside, which were lit up at night. A very attractive sight.

As you can see, ladies and gentlemen, the guests were seated very informally around this oval table, which would add to the relaxed atmosphere. The table dates from the eighteenth century and is made of Spanish oak. It's rather remarkable for the fact that although it is extremely big, it's supported by just six rather slim legs. However, it seems to have survived like that for two hundred years, so it's probably going to last a bit longer. The chairs which go with the table are not a complete set—there were originally six of them. They are interesting for the fact that they are very plain and undecorated for the time, with only one plain central panel at the back and no arm-rests. I myself find them rather uncomfortable to sit in for very long, but people were used to more discomfort in the past.

And now, ladies and gentlemen, if you'd like to follow me into the Great Hall...

Questions 12 to 15 are based on the passage you have just heard.

12. What do we learn about the speaker?
13. What does the speaker say about the room they are visiting?
14. What is said about the oval table in the room?
15. What does the speaker say about the chairs?

Section C

Directions: *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played 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.*

Recording One

Moderator:

Hello Ladies and Gentleman, it gives me great pleasure to introduce our keynote speaker for today's session, Dr. Howard Miller. Dr. Miller, Professor of Sociology at Washington University, has written numerous articles and books on the issues facing older Americans in our graying society for the past 15 years. Dr. Miller:

Dr. Miller:

Thank you for that introduction. Today, I'd like to preface my remarks with a story from my own life which I feel highlights the common concerns that bring us here together. Several years ago when my grandparents were well into their eighties, they were faced with the reality of no longer being able to adequately care for themselves. My grandfather spoke of his greatest fear, that of leaving the only home they had known for the past 60 years. Fighting back the tears, he spoke proudly of the fact that he had built their home from the

ground up, and that he had pounded every nail and laid every brick in the process. The prospect of having to sell their home and give up their independence, and move into a retirement home was an extremely painful experience for them. It was, in my grandfather's own words, like having a limb cut off. He exclaimed in a forceful manner that he felt he wasn't important anymore.

For them and some older Americans, their so-called "golden years" are at times not so pleasant, for this period can mean the decline of not only one's health but the loss of identity and self-worth. In many societies, this self-identity is closely related with our social status, occupation, material possessions, or independence. Furthermore, we often live in societies that value what is "new" or in fashion, and our own usage of words in the English language is often a sign of bad news for older Americans. I mean how would your family react if you came home tonight exclaiming, "Hey, come to the living room and see the OLD black and white TV I brought!" Unfortunately, the word "old" calls to mind images of the need to replace or discard.

Now, many of the lectures given at this conference have focused on the issues of pension reform, medical care, and the development of public facilities for senior citizens. And while these are vital issues that must be addressed, I'd like to focus my comments on an important issue that will affect the overall success of the other programs mentioned. This has to do with changing our perspectives on what it means to be a part of this group, and finding meaningful roles the elderly can play and should play in our societies.

First of all, I'd like to talk about ...

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

16. What does the introduction say about Dr. Howard Miller's articles and books?
17. What is the greatest fear of Dr. Miller's grandfather?
18. What does Dr. Miller say the "golden years" can often mean?
19. What is the focus of Dr. Miller's speech?

Recording Two

The 2010 Global Hunger Index report was released today by the International Food Policy Research Institute (IFPRI). It notes that, in recent years, experts have come to the conclusion that undernourishment between conception and a child's second birthday can have serious and long-lasting impacts.

Undernourishment during this approximately 1,000-day window can seriously check the growth and development of children and render them more likely to get sick and die than well-fed children. Preventing hunger allows children to develop both physically and mentally.

Says IFPRI's Marie Ruel, "They will be more likely to perform well in school. They will stay in school longer. And then in adulthood, IFPRI has actually demonstrated that children who were better nourished have higher wages, by a pretty large margin, by 46

percent.”

Ruel says that means the productivity of a nation’s future generations depends in a large part on the first 1,000 days of life.

“This is why we’re all on board in focusing on those thousand days to improve nutrition. After that, the damage is done and is highly irreversible.”

The data on nutrition and childhood development has been slowly coming together for decades. But Ruel says scientific consensus alone will not solve the problem.

“It’s not enough that nutritionists know you have to intervene then, if we don’t have the politicians on board, and also the...people that implement programs in the field.”

Ruel says there are encouraging signs that politicians and implementers are beginning to get on board. Many major donors and the United Nations are targeting hunger-relief programs at pregnant women and young children. They focus on improving diets or providing micro-food supplements. They improve access to pre-birth care and encourage exclusive breastfeeding for the first six months of a child’s life.

Ruel says in the 1980s Thailand was able to reduce child undernourishment by recruiting a large number of volunteers to travel the countryside teaching about health and nutrition.

“They really did very active promotion of diversity in the diet and good eating habits. So they were providing more food to people, but also educating people on how to use them, and also educating people on how to feed their young children.”

Ruel says countries may take different approaches to reducing child undernutrition. But she says nations will not make progress fighting hunger and poverty until they begin to focus on those critical first thousand days.

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

20. What is the experts’ conclusion regarding children’s undernourishment in their earliest days of life?
21. What does IFPRI’s Marie Ruel say about well-fed children in their adult life?
22. What did Thailand do to reduce child undernourishment in the 1980s?

Recording Three

I’d like to look at a vital aspect of e-commerce, and that is the nature of the product or service. There are certain products and services that are very suitable for selling online, and others that simply don’t work.

Suitable products generally have a high value-to-weight ratio. Items such as CDs and DVDs are obvious examples. Books, although heavier and so more expensive to post, still have a high enough value-to-weight ratio, as the success of Amazon, which started off selling only books, shows. Laptop computers are another good product for selling online.

Digital products, such as software, films and music, can be sold in a purely virtual environment. The goods are paid for by online transactions, and then downloaded onto the

buyer's computer. There are no postage or delivery costs, so prices can be kept low.

Many successful virtual companies provide digital services, such as financial transactions, in the case of Paypal, or means of communication, as Skype does. The key to success here is providing an easy-to-use, reliable service. Do this and you can easily become the market leader, as Skype has proved.

Products which are potentially embarrassing to buy also do well in the virtual environment. Some of the most profitable e-commerce companies are those selling sex-related products or services. For a similar reason, online gambling is highly popular.

Products which are usually considered unsuitable for selling online include those that have a taste or smell component. Food, especially fresh food, falls into this category, along with perfume. Clothes and other items that need to be tried on such as diamond rings and gold necklaces are generally not suited to virtual retailing, and, of course, items with a low value-to-weight ratio.

There are exceptions, though. Online grocery shopping has really taken off, with most major supermarkets offering the service. The inconvenience of not being able to see the food you are buying is outweighed by the time saved and convenience of having the goods delivered. Typical users of online supermarkets include the elderly, people who work long hours and those without their own transport.

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

- 23. What is important to the success of an online store?
- 24. What products are unsuitable for selling online?
- 25. Who are more likely to buy groceries online?

【参考答案】

Part II Listening Comprehension

Section A

- 1. C 2. B 3. C 4. D 5. D
- 6. B 7. A 8. C

Section B

- 9. D 10. B 11. A 12. A 13. B
- 14. C 15. D

Section C

- 16. B 17. D 18. A 19. C 20. A
- 21. B 22. C 23. D 24. A 25. B

Part III Reading Comprehension

Section A

- | | | | | |
|-------|-------|-------|-------|-------|
| 26. C | 27. L | 28. M | 29. K | 30. E |
| 31. A | 32. F | 33. B | 34. H | 35. O |

Section B

- | | | | | |
|-------|-------|-------|-------|-------|
| 36. H | 37. B | 38. G | 39. C | 40. A |
| 41. I | 42. D | 43. L | 44. F | 45. O |

Section C

- | | | | | |
|-------|-------|-------|-------|-------|
| 46. B | 47. D | 48. A | 49. D | 50. C |
| 51. C | 52. D | 53. B | 54. C | 55. A |

Part IV Translation

Traditional Chinese hospitality requires that guests be offered a rich variety of dishes which are more than they could possibly finish. Typical menus in a Chinese banquet include a set of cold dishes to begin with, followed by hot dishes, such as meats, chicken, duck, and vegetables. A whole fish is considered essential for most banquets unless various seafoods have already been served. Nowadays the Chinese like to mix Western specialties with traditional Chinese dishes, so it's not unusual to see beefsteaks served. Salads have also come into fashion even though traditionally Chinese tend to refuse anything uncooked. A banquet usually includes at least one soup, which is likely to be served as the first or the last course. Desserts and fruits generally signal the end of a banquet.

4. 全国大学英语六级考试(口试)样卷

Topic Area: Social Issues

Topic: Stress

Hello, welcome to the CET Spoken English Test—Band Six. Now let's start by introducing yourselves. Candidate A, would you please go first? (倒计时 20 秒)

Thank you. Candidate B, now it's your turn. (倒计时 20 秒)

Thank you. OK, now that we know each other, let's move on. First, I'd like to ask you a question.

Q: Do you think college life is challenging? Why do you say so?

(两位考生同步回答问题, 倒计时 30 秒)

Now let's move on to something more specific. The topic for our discussion today is "Stress". Each of you will see a card with instructions for your presentation. You'll have one minute to prepare, and each of you will have one and a half minutes to give your presentation. Now look at your card. (考生屏幕上只显示各人自己的卡片, 倒计时 60 秒)



Topic: Stress



Topic: Stress

For Candidate A

The following is a topic concerning stress. Please talk about it.

What causes stress in students' life?

For Candidate B

The following is a topic concerning stress. Please talk about it.

What are the consequences of a stressful life?

Now Candidate A, please begin. (倒计时 1 分 30 秒)

Candidate B, now it's your turn. (倒计时 1 分 30 秒)

两位考生依次根据图片或卡片作陈述

Right. Now that we've talked briefly about stress, I'd like you to develop this topic further and have a discussion for about three minutes. During the discussion you may argue and ask each other questions. Our discussion is about the best way to manage stress. (屏幕上显示 The best way to manage stress)

Remember, this is a pair activity and you need to interact with each other. So don't keep talking without giving the other a chance. Now let's begin. (倒计时 3 分)

All right, that's the end of the discussion.

Now I'd like to ask you just one last question on the topic of "Stress".

Q: When are you most likely to experience stress? Please say something about it.

(两位考生同步回答问题,倒计时 45 秒)

OK, that's the end of the test. Thank you.

答题卡1

必须使用黑色字迹签字笔书写。非作文答题内容或超出以下红色矩形边框限定区域的作答均为无效。

Writing

Part II

Listening Comprehension


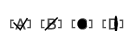
(25 minutes)

听力录音播放完毕后, 监考员将立即回收此卡。

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| 1. [A] [B] [C] [D] | 6. [A] [B] [C] [D] | 11. [A] [B] [C] [D] | 16. [A] [B] [C] [D] | 21. [A] [B] [C] [D] |
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| 4. [A] [B] [C] [D] | 9. [A] [B] [C] [D] | 14. [A] [B] [C] [D] | 19. [A] [B] [C] [D] | 24. [A] [B] [C] [D] |
| 5. [A] [B] [C] [D] | 10. [A] [B] [C] [D] | 15. [A] [B] [C] [D] | 20. [A] [B] [C] [D] | 25. [A] [B] [C] [D] |

此处请勿作答

全国大学英语四级考试答题卡2

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| 学校： 姓名： | 填涂要求 正确填涂方式  错误填涂方式  | 准考证号 <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td><td>[0]</td></tr> <tr><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td><td>[1]</td></tr> <tr><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td><td>[2]</td></tr> <tr><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td><td>[3]</td></tr> <tr><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td><td>[4]</td></tr> <tr><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td><td>[5]</td></tr> <tr><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td><td>[6]</td></tr> <tr><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td><td>[7]</td></tr> <tr><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td><td>[8]</td></tr> <tr><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td><td>[9]</td></tr> </table> | | | | | | | | | | | | | | | | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] |
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Part III Reading Comprehension (40 minutes)

- 26. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O)
- 27. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O)
- 28. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O)
- 29. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O)
- 30. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O)

- 31. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O)
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- 33. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O)
- 34. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O)
- 35. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O)

- 36. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S)
- 37. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S)
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- 39. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S)
- 40. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S)

- 41. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S)
- 42. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S)
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- 46. (A) (B) (C) (D)
- 47. (A) (B) (C) (D)
- 48. (A) (B) (C) (D)
- 49. (A) (B) (C) (D)
- 50. (A) (B) (C) (D)

- 51. (A) (B) (C) (D)
- 52. (A) (B) (C) (D)
- 53. (A) (B) (C) (D)
- 54. (A) (B) (C) (D)
- 55. (A) (B) (C) (D)

切莫涂

答题卡2

Part IV

Translation

(30 minutes)

必须使用黑色字迹签字笔书写。非翻译答题内容或超出以下红色矩形边框限定区域的作答均为无效。

翻译题从此处开始作答

Translation

SY-16030063

答题卡1

必须使用黑色字迹签字笔书写。非作文答题内容或超出以下红色矩形边框限定区域的作答均为无效。

Writing

Part II

Listening Comprehension

(30 minutes)

听力录音播放完毕后，监考员将立即回收此卡。

- | | | | | |
|--------------------|---------------------|---------------------|---------------------|---------------------|
| 1. [A] [B] [C] [D] | 6. [A] [B] [C] [D] | 11. [A] [B] [C] [D] | 16. [A] [B] [C] [D] | 21. [A] [B] [C] [D] |
| 2. [A] [B] [C] [D] | 7. [A] [B] [C] [D] | 12. [A] [B] [C] [D] | 17. [A] [B] [C] [D] | 22. [A] [B] [C] [D] |
| 3. [A] [B] [C] [D] | 8. [A] [B] [C] [D] | 13. [A] [B] [C] [D] | 18. [A] [B] [C] [D] | 23. [A] [B] [C] [D] |
| 4. [A] [B] [C] [D] | 9. [A] [B] [C] [D] | 14. [A] [B] [C] [D] | 19. [A] [B] [C] [D] | 24. [A] [B] [C] [D] |
| 5. [A] [B] [C] [D] | 10. [A] [B] [C] [D] | 15. [A] [B] [C] [D] | 20. [A] [B] [C] [D] | 25. [A] [B] [C] [D] |

此处请勿作答

全国大学英语六级考试答题卡2

| |
|------|
| 学 校: |
| 姓 名: |

| |
|--------|
| 填涂要求 |
| 正确填涂方式 |
| — |
| 错误填涂方式 |
| |

| 准考证号 | | | | | | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] | [0] |
| [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] | [1] |
| [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] | [2] |
| [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] | [3] |
| [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] | [4] |
| [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] | [5] |
| [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] | [6] |
| [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] | [7] |
| [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] | [8] |
| [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] | [9] |

Part III Reading Comprehension (40 minutes)

- 26. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]
- 27. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]
- 28. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]
- 29. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]
- 30. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]

- 31. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]
- 32. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]
- 33. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]
- 34. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]
- 35. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O]

- 36. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]
- 37. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]
- 38. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]
- 39. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]
- 40. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]

- 41. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]
- 42. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]
- 43. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]
- 44. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]
- 45. [A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [K] [L] [M] [N] [O] [P] [Q] [R] [S]

- 46. [A] [B] [C] [D]
- 47. [A] [B] [C] [D]
- 48. [A] [B] [C] [D]
- 49. [A] [B] [C] [D]
- 50. [A] [B] [C] [D]

- 51. [A] [B] [C] [D]
- 52. [A] [B] [C] [D]
- 53. [A] [B] [C] [D]
- 54. [A] [B] [C] [D]
- 55. [A] [B] [C] [D]

答题卡2

Part IV

Translation

(30 minutes)

必须使用黑色字迹签字笔书写。非翻译答题内容或超出以下红色矩形边框限定区域的作答均为无效。

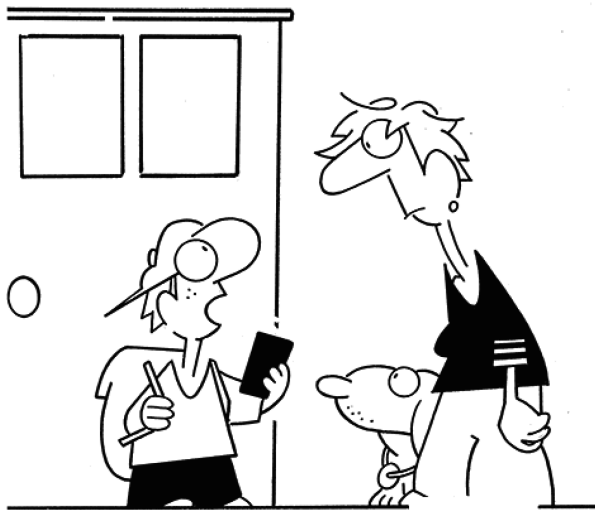
翻译题从此处开始作答

Translation

SY-16030065

7. 全国大学英语四级考试作文评分样卷

Directions: For this part, you are allowed 30 minutes to write an essay based on the picture below. You should start your essay with a brief description of the picture and comment on the kid's understanding of going to school. You should write at least 120 words but no more than 180 words. Write your essay on **Answer Sheet 1**.



“Why am I going to school if my phone already knows everything?”

14 points

As is demonstrated in the picture, despite his mother's angry face, the kid is unwilling to go to school, arguing that since he can get everything he wants to know through his phone, there's no need going to school and acquiring them in class. It's not uncommon to hear such argument among young students nowadays.

However, this kid's understanding of going to school can be potentially harmful for following reasons. First, more than merely acquiring knowledge, going to school is also an act to get involved in society. We'll learn how to build friendship and develop interpersonal skills, which is valuable experience in our life that cannot be learnt from phones. Besides, school also teaches us how to think, how to pursue knowledge actively, which can not be replaced by cellphones because we can only gain knowledge passively from cellphones.

For reasons above, it's high time that young students realized the value of school. Put down their phones and interact with others, and a bigger world is waiting for us to explore.

11 points

This picture describes a conversation between a child and his mother. The child thinks it

is not necessary to attend school because almost all information can be obtained from cell phone with Internet. That seems make sense, whereas, in my perspective, it is still essential for us to go to school.

We live in an information age when books and articles are available to everyone on the Internet. Knowledge becomes public. If we want to learn something such as mathematics, we can easily find some related books online. However, knowledge online isn't your knowledge. You will need to learn it and turn it to your own knowledge. Schools, or maybe teachers, can conduct you how to learn well. Actually, they develop your study habits and tell you some methods when dealing with new difficult problems. How to learn is absolutely more important than what to learn. Although there are huge amounts of knowledge online, we still need to know how to master it. That's why we go to school.

8 points

The carton reveals a young boy who takes a phone and show his doubting, and a man with a dog is listening his question, "Why am I going to school if my phone already knows everything?" Nowadays, a great amount of students use electronics like mobile phone. It seems we can acknowledge all information through internet, but something we ignored.

First of all, if we have already got a phone and don't need to go to school, so how about improve our communication skills? There is no platform for students to know each other.

Secondly, how to create a team work? We only know ourselves, and don't know sharing, don't know help others, don't know 1 + 1 more than 2.

Last but not least, we can learn not only knowledge, but also music, computer, and language.

All reasons show why we should go to school. Although it is convenient for us to acknowledge information through phone, but lost happiness of learning and exploring with others which is the most important.

5 points

In our daily life, more and more morden method can start. Just like the picture said "why am I going to school if my phone already knows everything?" As we knows, we can start from our phones. But I think there is a misunderstanding said about this. The reasons are above of.

Going to school, we can start all subjects, example, Chinese, Math, Music and so on. When we not understand, we can ask for teachers. We can receive all kinds of knowledge from the school. Going to school, we have communicate with teacher and classmate, these can help us improving our communicate skills, which can help we when we go to sociate. If you have this communicate relationship, we will have good job.

In all, learning from the phone can not steady of learning from school. In our life, the phone knowledge is limit. In our limited education condition, going to school will learn more knowledge. It can take us all knowledge, communication skills, people's relationship.

2 points

Why I going to school if my phone already knows everything? But you phone can't teacher you how leaning.

For some reason, in we are a child, we must going to school, to study, to leaning, to player. But if this IT time, this Bigdate time, my phone can knows everything. He can teacher you, can easy call everone, can giving you happying from something game.

Because, the school can give more. First, let you going to school, is in government idea, in very long time is away in they. Two, you father and mother, he want to you going to school, because, in him we are child, in him we be going to school. So, where you phone can already knows everything. But this is just phone he can't chang we are school. For something reason, school away is school, wherer IT time, Bigdate time, school is nobody can easy chang. Because, this is school, by learn, by funing, giving you friend the school.

8. 全国大学英语六级考试作文评分样卷

Directions: For this part, you are allowed 30 minutes to write an essay commenting on the saying “If you cannot do great things, do small things in a great way.” You can cite examples to illustrate your point of view. You should write at least 150 words but no more than 200 words. Write your essay on *Answer Sheet 1*.

14 points

We all remember a time when we spoke proudly about becoming the next Bill Gates, or Stephen Hawking, and it's never wrong to dream big. As time passes by, we gradually realize that most of us are bound to stay ordinary. Yet there's still a way of achieving excellency. As the saying goes, “If you cannot do great things, do small things in a great way.”

A perfect life doesn't have to be so glorious or sparkling as grand plays performed in theatres. The true value lies in our attitude towards tiny daily issues, of which the repairman working in our community is an ideal example. Bicycle-repairing is certainly not the brightest or best-paid profession to many, but this man puts his heart and soul into it and views it as his way of serving for people in the community, which is why he earns high reputation.

As a generation about to step into the fiercely competitive society, we are haunted by the feeling of worry and helplessness. If we strive for accomplishing remarkable success and becoming world-renowned, we'll probably feel frustrated and disappointed. Only by realizing “Excellency derives from small matters” can we survive and thrive.

11 points

“If you cannot do great things, do small things in a great way” is the greatest saying I've ever heard. I admire many people. Some of them are heroes who do great things, but some of them are ordinary people. They do small things which seems simple and boring.

To illustrate it, I show an example first. My Chinese teacher, Miss Chen, is an ordinary senior high school teacher. She teaches everyday. However, in my eyes, she's a great teacher. She really loves her students and her courses are wonderful. She will spend her spare time to prepare a good class. She's always willing to help students. As a result, she's a very popular teacher in our school.

Miss Chen doesn't do great things, but she tries to make her job great. When you do things wholeheartedly, you are great person. Obviously, not everyone has the chance to be a hero, but when we do our small things in great way, we succeed.

This is an amazing quality. So we shouldn't complain that we can't do great things. Let's

do small things in a great way to be our own hero.

8 points

A successful great man said: “a soldier who don’t want to be a general is not a good soldier”. We can find that most of men want to become great man, and do great things! But an army has only one general, most of soldiers can only be a normal soldier. So should the soldiers all go back home, just because they can’t become a general? Of course not!

Everyone has his value in his position. An army can’t win battle if has only a general but no soldiers. If you are a soldier, just do your best, stay in your position and everyone will respect you include the general. As my father, although he’s working in the government as a normal public servant not an officer, but he did his best in work. He solved lots of questions for his department, and served for hundreds of people a week to help them, he feels that he’s successful because his leader and all the people he served said to him: “you are a great man”.

So we just do our best in our work, do more for the others! We are all the great man!

5 points

As show in this saying, Recently many people, especially young person, think it is certainly do good to do great things, rather than small things. Moreover, they often think do small things has no value and boring.

The saying above tries to criticize the phenomenon that most people want do great things rather than small things. It’s really a wrong views. After carefully consideration, I have state that the saying is more biased. It given following reasons. Firstly, There not only great things but also small things in every project. Besides, the small things can do very excellent too, if you can make your minds to do it. Further, If you can’t do a small things well, neither great things.

From what discussed above, we conclude that question quite depends on choice. In my own eyes, no matter what ability we have, how excellent we are. Because if you want walk thousands miles, you have to do every step in you foot. Only if do small things well, do great things in the same time.

2 points

Nowadays, everybody want do great things, such as student we would rather to elect the hot of sauce rather than study the useful teknologe. But, as show in the eassy that it saying “If you cannot do great things, do small things in a great way”.

There are some reasons we should do some small things. To begin with, nothing is

distinguish by great things and small things. To sum up the small thing. It is also a great thing. And the great thing is own to people's opinion. Then, if want to be success, the small things will help to you. Further more, the most of all famous people is grown in small things. Finally, the things must said to yourself. If you unable to do, you should give up quickly.

In short, it is time to do some things no matter how great things or small things. When we growing up, we are get benefited from those small things. Every is important. Every things is benefit to your future. Only by this way we can successful and more happy.

9. 全国大学英语四级考试翻译评分样卷

据报道,今年中国快递服务(courier services)将递送大约 120 亿件包裹。这将使中国有可能超越美国成为世界上最大的快递市场。大多数包裹里装着网上订购的物品。中国给数百万在线零售商以极具竞争力的价格销售商品的机会。仅在 11 月 11 日,中国消费者就从国内最大的购物平台购买了价值 90 亿美元的商品。中国有不少这样的特殊购物日。因此,快递业在中国扩展就不足为奇了。

【参考译文】

It is reported that Chinese courier services will deliver about 12 billion parcels this year. This will enable China to overtake the US and become the world's biggest delivery market. The majority of courier packages contain items ordered online. China gives millions of online retailers the opportunity to sell goods at highly competitive prices. On 11 November alone, Chinese consumers bought \$9 billion worth of products on the country's biggest shopping platform. China has many special shopping holidays like this. So, it's no surprise the courier industry is expanding in China.

14 points

It is reported that the courier services in China will deliver about 12 billion pieces of package, which indicates that China may surpass the U.S. to become the largest market for courier services. Most packages contain products ordered from the Internet. China has provided millions of online retailers with opportunities to sell their products at an extremely competitive price. On November 11th alone, Chinese consumers have purchased products that valued up to 9 billion dollars from the largest shopping platform in the country. Since there are quite a few special shopping festivals in China, it is not particularly surprising that courier services have expanded rapidly in China.

11 points

It is reported that Chinese courier services will send about 12 billion packages this year, which may make China become the biggest courier market in the world in the place of America. Most of the packages carry the items bought on the Internet. China gives millions of retailers online the opportunities to sell products in extremely competitive prices. Only on November 11th, Chinese consumers bought products valued 9 billion dollars from the biggest shopping platform in China. There are many special shopping days in China. Therefore, it is not strange that courier services have been developing fast in China.

8 points

It is reported that the courier services in China will deliver about 12 billion packages this year which may show that China would beat the USA to be the biggest courier market in the world. Most packages covers the products which are bought on-line, for China gives millions of companies online opportunities to sell products in competitive prices. Just in November 11th, the cosumers in China bought more than 9 billion prices products from the largest business floor. China has many other unique cosuming day like this, therefore, it's not surprising the courier services expand in China.

5 points

According to the report, this year courier services in China will send about 12 billion packets. It will make China over America to become the biggest courier market in the world. Most of packets are the things which buy from the Internet. China gives the opportunities to the millions of salesmen to use the competitive price selling things. Just on Nov. 11th, Chinese comasters bought 9 billion dollars things from the biggest shopping markets. China has many special shopping days like this. So it is not surprise that the courier services can extend quickly in China.

2 points

From the report, China courier services will delivey about 120 million packages in this year. China will beyond America become most biggest courier all over the world. Most packages are goods of online shop. China offer for billions of detial shops that price of competitive sale the goods for a chance. On November 11st, the Chinese consumer who bought 90 million dollars goods on biggest China shop platform. China have many extraordinary shopping day. Eventhough, couries services will expand that not extrordinary in China.

10. 全国大学英语六级考试翻译评分样卷

中国传统的待客之道要求饭菜丰富多样,让客人吃不完。中国宴席上典型的菜单包括开席的一套凉菜及其后的热菜,例如肉类、鸡鸭、蔬菜等。大多数宴席上,全鱼被认为是必不可少的,除非已经上过各式海鲜。如今,中国人喜欢把西方特色菜与传统中式菜肴融于一席,因此牛排上桌也不少见。沙拉也已流行起来,尽管传统上中国人一般不吃任何未经烹饪的菜肴。宴席通常至少有一道汤,可以最先或最后上桌。甜点和水果通常标志宴席的结束。

【参考译文】

Traditional Chinese hospitality requires that guests be offered a rich variety of dishes which are more than they could possibly finish. Typical menus in a Chinese banquet include a set of cold dishes to begin with, followed by hot dishes, such as meats, chicken, duck, and vegetables. A whole fish is considered essential for most banquets unless various seafoods have already been served. Nowadays the Chinese like to mix Western specialties with traditional Chinese dishes, so it's not unusual to see beefsteaks served. Salads have also come into fashion even though traditionally Chinese tend to refuse anything uncooked. A banquet usually includes at least one soup, which is likely to be served as the first or the last course. Desserts and fruits generally signal the end of a banquet.

14 points

The traditional Chinese way of treating guests requires hosts to prepare abundant and various dishes, and make the guests unable to finish them all. The typical menu for a Chinese feast consists of a set of cold dishes, which are served at the beginning and some hot dishes after that, such as meat, chicken, ducks and vegetables. In most feasts, a complete fish is considered necessary unless various kinds of seafood have been served. Nowadays, Chinese people like to mix western special dishes with traditional Chinese cuisine, so it is not rare to find steak on the table. In addition, salad has gained its popularity constantly, even though Chinese people are not likely to eat dishes that have not been cooked in tradition. There is generally a soup in a feast, which can be served at the beginning or the end of the meal. Besides, desserts and fruits often mark the end of a feast.

11 points

The traditional Chinese way to treat guests demands a variety of food which won't be eaten up. A typical menu of Chinese dinner contains a series of cold dishes at the beginning and cooked food later, such as meat, chicken, duck and vegetables. Fish is thought to be necessary in most formal dinners unless different kinds of seafood has been served.

Nowadays, Chinese people like to combine special food from Western countries with traditional Chinese food. As a result, beef is not rare at Chinese dinner. Salad has been more and more popular, although Chinese don't eat any uncooked food traditionally. There will be at least one soup at dinner, which can be served at first or at last. Desserts and fruits are usually a sign of the end of dinner.

8 points

The Chinese traditional way of treating guests requires that the food in a dinner should be various and more than what guests could eat up. A typical list of a Chinese dinner including a set of cold dishes at the beginning, followed by hot dishes such as meat, chicken, vegetables and so on. In most dinners, it is thought that an entire fish is unlackable except that all kinds of seafood have been provided. Nowadays, Chinese people prefer to combine western typical food with traditional Chinese food in a dinner. So it's not rare to see steak being provided. Salad is beginning to become popular as well, even though traditional Chinese people don't eat anything uncooked. There should usually be a kind of soup at least, which can be served at the beginning or at the end of a dinner. Deserts and fruits usually mark the end of dinner.

5 points


The tradition of Chinese treatment to guests is that the food must be much enough to let guests be unable to finish. The traditional food in China includes the beginning cool food and hot food next, such as meat, chicken, vegetables and etc. In most parties, fish is considered to be important, except that the sea food has been given. Nowadays, Chinese like to mix Western food and traditional Chinese food together, thus the pearl can be seen frequently on the table. Sala has also gained its popularity, even though traditionally, Chinese people don't eat any food without being fired. There's at least one kind of soup on the table. It can be taken into the table firstly or lastly. Desserts and fruits often mark the ending of the party.

2 points

In the way of Chinese traditional treat, the food should be many and too much to eat. Classical Chinese treat includes some cold dishes in the beginning, and than some hot dishes, like meat, vegetable and chiken. Often, the fish is must provided, expect there are many sea foods, now, Chinese like mix some west dishes in a Chinese traditional treat. So, beef is a often dish. Salad also start to be popular. Although Chinese don't eat any food not be cooked. Usually, there is at least a soup, in the start or the last. Dessert or fruit usually symbles that treat will be over.

11. 全国大学英语四级考试成绩报告单样张

**全国大学英语四级考试
成绩报告单**



姓名：
学校：
院系：
身份证号：

笔 试

准考证号：
考试时间：


| 总分 | 听力 (35%) | 阅读 (35%) | 写作和翻译 (30%) |
|----|-------------|-------------|----------------|
| | | | |

口 试

准考证号：
考试时间：

| 等级 |
|----|
| |

成绩报告单编号：




说 明

1. 全国大学英语四、六级考试 (CET) 是由教育部主办的全国统一考试, 考试对象为在校大学生。考试内容涵盖听、说、读、写、译等语言技能。
2. CET 笔试考试时间为每年6月和12月, CET 口试考试时间为每年5月和11月。
3. 本成绩报告单遗失或损毁后不予补发, 考生可登录教育部考试中心综合查询网 (chaxun.neea.edu.cn) 自行办理成绩证明。成绩证明与本成绩报告单有同等效力。

12. 全国大学英语六级考试成绩报告单样张

**全国大学英语六级考试
成绩报告单**



姓名：
学校：
院系：
身份证号：

笔 试

准考证号：
考试时间：


| | | | |
|----|-------------|-------------|----------------|
| 总分 | 听力 (35%) | 阅读 (35%) | 写作和翻译 (30%) |
| | | | |

口 试

准考证号：
考试时间：

| | |
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| 等级 | |
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成绩报告单编号：



说 明

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2. CET 笔试考试时间为每年6月和12月, CET 口试考试时间为每年5月和11月。
3. 本成绩报告单遗失或损毁后不予补发, 考生可登录教育部考试中心综合查询网 (chaxun.neea.edu.cn) 自行办理成绩证明。成绩证明与本成绩报告单有同等效力。