

前言

全国英语等级考试 (Public English Test System, 简称PETS) 是含有五个级别的标准参照性考试体系。其设计目的是为了能够更好地服务于国家的改革开放政策及经济和社会的发展, 并为在适当时机进一步改革我国各种英语教育考试在技术层面奠定基础。

1999年6月, 教育部考试中心就PETS考试举行新闻发布会, 同年9月启动考试的试点和推广工作, 2003年首次在全国各省市自治区开考。截至2014年12月, 参加PETS各级别考试的考生累计已超过925万人次, 获证考生超过252万人次。

PETS全面考查考生的英语语言交际能力, 有效地促进了英语教学的改革。尤其是, 在各类英语考试中它率先推出口语考试, 对英语教学起到了良好的反拨作用, 引起了教学培训单位和广大师生的积极反响。PETS的建立也为改革原有的英语教育考试提供了一套科学、可行的评价标准和方法。从1999年9月开始, PETS-5级正式替代原有的公派出国留学人员英语水平考试 (WSK • EPT)。同年, 已通过PETS相应级别笔试的考生, 可以用此成绩替代高等教育自学考试专科或本科的公共英语考试成绩。从2008年起, 浙江、云南、贵州、重庆的高考英语学科陆续采信PETS-2级听力的成绩; 湖南和云南高考外语类考生的口试分别采用PETS-2级的现场口试和计算机辅助口试。

作为非学历英语能力考试, PETS向社会全方位开放, 改变了以往英语教育考试自我封闭、与社会需求脱节的被动局面。目前, 已有不少国家机关、事业单位、高等院校、企业和部队开始使用PETS相关级别成绩对其干部、教师或员工进行英语水平鉴定或考核 (用于聘用或职称评定)。

PETS在测试技术方面达到了世界先进水平, 其多级别标准的系统描述处于世界先进行列。它是目前国内唯一采用“项目反应理论” (又称“潜在特质理论”) 的大规模标准参照性考试, 采用这种测量模型可将考生成绩的认定固定在考试标准要求的能力值上, 而不是固定在某一分数上, 确保同级别不同考次对考生能力要求的相等, 实现了真正意义上的“水平考试”。在此基础上, PETS建立了国内第一个供多级别英语考试共同使用的“同一能力量表”, 统一了各层次英语考试的能力计量单位, 有效地保证了各级别能力考查的可比性。采用该量表还可以进行PETS与国内外其他英语考试的等值比较分析, 并推动海外机构对PETS成绩的认可。

PETS也是国内目前唯一进行严格试题试测并有现代化题库支持的大规模社会性考试。PETS题库不仅具有一般题库的试题储备和调用功能, 也是一个试卷生成和日常管理的工作平台。该平台的使用, 既可改善命题工作模式, 又可提高试题质量, 丰富试题的评价内涵。PETS试卷中的每道试题都会经受严格的试测。为取得每道试

题的相关参数，所有试题均在小规模的样本考生中进行试测。

PETS始终坚持考试与评价手段的创新。2006年，研究推出了低级别计算机辅助口语考试系统，丰富了口语考试形式，设计完成了旨在对考生英语能力进行分析性评价的成绩报告单，进一步完善了PETS的评价与服务功能；2011年，研究开发了口语考试自动评分系统和计算机自适应考试系统；2015年，完成了新一轮考试内容和形式改革的研究，对各级别考试的试卷结构进行了调整，做好了推出高级别计算机辅助考试的准备。

PETS的建立及考生人数的迅速增加，反映了学习型社会和改革开放的时代需要，它凝聚着设计开发者和许多英语教师的辛勤劳动。需要特别指出的是，PETS的设计还得到了英国国际发展部（DFID）和英国剑桥大学考试委员会（UCLES）的大力支持。在本大纲修订再版之际，谨向参加设计开发工作的英方专家，全国30多所大、中学校的英语教师及有关专家表示衷心的感谢。

教育部考试中心

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一 全国英语等级考试 (PETS)简介

全国英语等级考试(Public English Test System, 简称PETS, 下同)是教育部考试中心设计并实施的全国性英语能力评价体系。它根据我国英语教学实际及人才与社会发展的需要而建立, 在同一能力量表上设置了五个等级的评价标准, 全面考查考生在听、说、读、写诸方面的英语交际能力。

(一) PETS的建立、发展与改革

我国实行改革开放政策以来, 对外交往不断扩大, 急需大量不同层次、懂外语并能与外国人直接交流的专业技术人员和高素质的劳动者。与社会需求相比, 我国的英语教学现状并不十分理想, 大多数学生经过多年英语学习, 仍然不能熟练阅读英文书刊, 听不懂、说不出, 难以与外国人直接交流。

与之形成对照的是, 长期以来, 我国各层次、各类别的英语考试数量繁多。它们由各主管单位根据不同的政策需要单独设计, 专考专用, 之间没有可比性, 缺乏统一的系统评价标准。并且, 多数考试的考查内容局限于语法和阅读, 忽略或回避了听力与口语的考查。这种状况某种程度上给我国的英语教学造成了负面影响。

因此, 有识之士不断呼吁对英语考试进行研究和改革。提出的解决途径是: 建立一个全国性英语考试等级体系, 在同一能力量表上合理设置各级考试的评价标准; 完善各种考查手段, 对考生的听、说、读、写能力进行全面的科学的评价; 颁发水平鉴定证书, 发挥其在招生、聘用、职称评定等方面的社会功能; 并以此为基础, 在适当时机进一步改革我国的各项英语教育考试。

在此背景之下, PETS应运而生。它是由教育部考试中心设计、开发的, 开发过程中得到了英国国际发展部和英国剑桥大学考试委员会的大力支持。开发项目于1997年1月正式启动, 历时近三年时间。1999年6月, 教育部考试中心举行新闻发布会, 向社会正式介绍PETS, 同年9月, 在北京、天津、山东、浙江、辽宁、湖北、广东等地进行了各级别的首次考试试点。2003年首次在全国各省市开考。

十多年来, PETS向全社会开放, 考生不受职业、年龄和学历背景等方面的限制, 为评价考生英语水平、促进我国英语教学作出了巨大贡献。各级学校、机关、企事业单位、部队纷纷开始使用PETS相关级别的成绩对其教师、雇员或学员进行英语水平的鉴定或考核。

为构建一个更为完善的全国性英语能力评价体系, 更好地服务考生、教学和社会, 教育部考试中心于2012年—2015年对PETS进行了改革, 改革内容分为两个方面:

(1) 改进考试内容, 关注考试内容的全面性。改革后的PETS丰富了考试题型, 扩大了考查能力的覆盖面, 加大了对综合语言运用能力的考查。

(2) 研究开发计算机辅助考试，各级别逐步采用计算机辅助考试形式。计算机辅助考试首先在PETS高级别进行试验、试点和开考。各方面条件成熟后，将推广到低级别。

(二) PETS的设计原则

1. **以考查英语交际能力为核心，对考生运用英语开展交际活动的能力作出评价。**着重考查考生听、说、读、写各方面的交际能力，包括综合运用各项语言技能的能力，以此促进考生语言运用水平的提高，逐步解决我国英语学习者“听不懂、说不出，难以与外国人直接交流”的问题。
2. **构建同一能力量表，确保等级之间能力要求和考试难度的连贯有序。**等级划分科学、合理，既符合我国英语教学的客观实际，又与国际普遍认可的外语学习、教学和评价的框架相吻合。设计中充分注意了各级别同类知识或技能之间考查要求的递进，即低级别要求的能力包括在高级别要求的能力之中，高级别考查要求是低级别考查要求的纵、横两个方向的发展。此外，对同级别各种技能之间的考查关系也加以协调处理。
3. **采用专业的考试实施流程，确保考试的科学性和公平性。**利用先进的测量技术，确保相同级别不同考次之间考生成绩的等值。进行主观题网上统一阅卷，对评分过程加以监控，有效地控制评分误差。
4. **丰富考试评价功能，为考生和考试使用者提供良好的服务。**对考生英语能力作出分析性评价，考生可获知其总分和在各语言技能上的具体表现，并能获知其英语能力在PETS能力量表上的具体位置，从而对自己的英语能力有较全面深入的认识。丰富的成绩报告和分数解释也能帮助招生、教学部门及用人单位等考试使用者作出相关决定。
5. **运用计算机技术手段，使考试设计具有前瞻性。**建立现代化题库作为试卷生成和日常管理的工作平台，研发计算机辅助口语考试系统、口试自动评分系统和计算机自适应考试系统，为各级别实施计算机辅助考试奠定基础。

(三) PETS的级别设置

PETS在同一能力量表上设置了五个级别，各级别的级别描述如下：

级别	级别描述
五级 (最高级)	通过该级考试的考生，其英语水平基本满足在国外攻读非英语专业硕士研究生或从事学术研究工作的需要，同时也基本满足在国内攻读博士学位、从事专业和管理工作的语言需要。
四级 (中上级)	通过该级考试的考生，其英语水平基本满足攻读高等院校非英语专业硕士研究生的需要，基本符合一般专业技术人员或研究人员、现代企业经理等工作对英语的要求。
三级 (中间级)	通过该级考试的考生，其英语水平基本达到高等教育自学考试非英语专业本科毕业或普通高校非英语专业本科毕业的要求，基本满足企事业单位行政秘书、经理助理、一般管理人员或科技工作者、外企职员等工作在对外交往中的需要。
二级 (中下级)	通过该级考试的考生，其英语水平基本满足进入高等院校继续学习的需要，同时也基本满足宾馆前台服务员、一般银行职员、涉外企业一般员工等工作在对外交往中的需要。
一级 (初始级)	通过该级考试的考生，其英语水平基本满足进入高职院校继续学习的需要，同时也基本满足出租车司机、宾馆行李员等工作在对外交往中的需要。

（四）PETS的报考、成绩查询和合格证书

1. 任何人都可参加PETS考试。PETS在考生资格方面，无年龄、职业以及受教育程度的限制。
2. 考生可以根据自己的英语水平选择参加PETS任一级别的考试。不必按部就班，即具有低级别的证书后才能参加高级别的考试。但是，一次只能参加一个级别的考试。
3. 参加PETS任一级别笔试或口试的考生，均可在教育部考试中心指定的网站上查询到自己的成绩。
4. 考生还可在网站上查询到自己的笔试成绩分析报告。该报告详细介绍了考生在各部分的表现，呈现了考生各部分得分比潜在合格分数线高低的程度，并给出了考生在PETS能力量表上的位置，考生从中可以清楚地看到自己离本级别或上一级别合格分数线的距离，对自己的语言能力有较全

面的了解。

5. 考生的单项（笔试或口试）合格成绩将允许保留到下一考次。在同一次考试或相邻两次考试中，相同级别的笔试和口试成绩均合格的考生，由教育部考试中心核发相应级别的《全国英语等级考试合格证书》。在一次考试中没有获得《全国英语等级考试合格证书》而单项考试成绩合格的考生，将获得由教育部考试中心核发的相应合格项目的单项成绩合格证。

（五）PETS考试成绩的使用

1. 教育部考试中心负责PETS的设计和实施，提供分数解释和使用建议，而分数使用则由招生部门、用人单位等使用者自主决定。
2. PETS第一至第四级的考试成绩有效期由招生部门、用人单位等自行决定。PETS第五级的考试成绩对于公派出国留学人员有效期为两年；若作为其他用途，其有效期则和第一至第四级一样由招生部门、用人单位等自行决定。
3. 考虑到PETS有关级别的考试成绩会用于部分高校的招生录取，这些考试在给出考生标准参照性评价的同时，可根据各省、市招办和高校的需要给出常模参照性的分数解释，以便在有利于考生就业之需的同时，照顾到英语在现行录取机制中的权重。
4. 鉴于海外考试所属权方面的原因，PETS考试不能替代同类海外英语考试，但与它们具有一定的可比性。

（六）PETS考试的组织实施

PETS考试采用二级管理体制。教育部考试中心负责制定考试大纲、命题和试卷等值、考务管理和考生成绩认定、省级实施机构的审批等；省、市教育部门领导下的考试机构或有关单位负责具体实施。

有关PETS考试的考生报名、大纲教材、组织考试、成绩发放、证书获取等信息，请咨询省级考试承办机构和考点，也可浏览教育部考试中心网站（网址：<http://www.neea.edu.cn>）。



二 PETS 第四级考试的 级别标准

（一）概 述

PETS第四级的级别标准从**级别描述**、**语言运用**和**语言知识**三个方面定位。

级别描述对通过PETS第四级考试的考生的英语能力水平作了总体界定，并对其在工作、学习和社会交往中所能达到的英语水平作了解释。

PETS对于英语能力的定义建立在交际性语言模型的基础之上。这是近30年来国际外语教学与测试界采用的主要模型，它对交际性语言能力的内涵作出了科学界定，并阐述了语言运用的基本过程，即具备一定语言能力的语言使用者能够在一定的领域、话题和情景中开展交际活动，运用一定的语言技能和策略，处理交际话语，从而完成交际任务，达到交际目的。

交际性语言模型一般将交际活动分为四种：接受、产出、互动及中介活动。

接受活动包括听觉接受（如听广播）、视觉接受（如阅读书籍、报刊），以及视听接受（如看电影、电视）。语言使用者作为听众、读者或观看者接受并理解口头、书面或视听语言。

产出活动包括口语的产出（如演讲）及书面语的产出（如写报告）。语言使用者生成口语或书面语，被一个或多个听众或读者所接收。

在接受和产出活动中，语言使用者通常是语言的直接主导者，不受其他人的干扰。然而，许多交际活动是互动的（如面对面交谈、电子邮件往来），参与者轮流充当产出者和接受者，通过双方的合作共同构建交流。换言之，互动活动通常是参与者多次交替地进行产出和接受活动。

多数情况下，语言使用者产生口头或书面语言来表达自己的意思。但有些时候，也可能作为一种交流渠道，为两个或更多的由于语言不同或其他原因不能直接相互交流的人做中介。中介活动的例子包括口头翻译、书面翻译、改写、概述和解释等。中介的过程可以是互动的，也可以不是。

在不同的交际活动中，语言使用者会运用相应的语言技能。在视觉和听觉接受活动中，语言使用者分别运用“读”和“听”的技能，在视听接受活动中会同时运用“读”和“听”的技能。在书面和口头产出活动中，语言使用者分别运用“写”和“说”的技能。当在产出之前需要“读”或“听”一定的语言材料，并在产出中对其进行转述、总结和评论时，这样的交际活动就是对各项语言技能的综合运用。互动活动强调了交际中语言技能的交替使用。通过计算机等电子媒介开展的交际活动与面对面交际、书面交际虽然存在媒介上的差别，但所运用的语言技能是相似的。

语言运用描述了第四级考生运用各项语言技能所能够处理的话语类型和完成的交际任务。该级别的考生应具备正确地运用语言的各种功能和表达各种意念的能力。本大纲给出了一份功能意念表（见附录一），其中列出了基本的功

能意念项目及其表达示例。

语言知识是交际性语言能力的重要形成基础。英语学习者应注重学习和掌握词汇、语法、语篇和语用等方面的语言知识。词汇知识指单词的读音、拼写、意义、搭配和固定表达等。语法知识指单词、短语和句子等语言结构的构建规则。语篇知识指书面和口头语篇的组织结构、修辞及上下文的衔接与连贯。语用知识指不同语体或交际场合中语言的功能及恰当的表达方式。为帮助考生准备考试，本大纲对第四级考生应掌握的语法、词汇等语言知识作了说明，但考试不单独设置考查语言知识的部分。

(二) 级别标准

1. 级别描述

PETS第四级是PETS五个级别中的中上级。

通过该级考试的考生，其英语水平基本满足攻读高等院校非英语专业硕士研究生的需要，基本符合一般专业技术人员或研究人员、现代企业经理等工作对英语的要求。

2. 语言运用

PETS第四级考生应具备的各项语言技能描述如下：

1) 听力

能听懂日常生活中的通知、讲话、一般性谈话或讨论，还能听懂所熟悉领域的广播电视节目、讲座、演讲和论述。

2) 阅读

能读懂多种类型的文字材料，包括私人和正式信件、报刊文章、产品介绍和技术说明，以及与自身学习或工作有关的专业文章和书籍。

3) 写作

能写多种类型的文章，包括私人和正式信函、备忘录、小结和报告；同时也能写一般描述性、叙述性、说明性和论述性文章。

4) 口语

能参与一般性或专业学术话题的讨论，不仅能询问事实，还能询问抽象的信息；能就某一观点的正确与否进行争论，详细说明一个问题、一个过程或一个事件；此外还能就某个一般性话题或所熟悉领域的问题进行阐述。

3. 语言知识

PETS第四级考生应能熟练运用基本的语法知识。

PETS第四级考生应能掌握5500左右的词汇以及相关附表中的内容（见附

录二)。

在制定第四级词汇表时,除参照了国内外同层次教学中所用的词表,也参考了一些大型英语语料库的词频列表。同时,还考虑到了该级别考生在交际中的实际需要。第四级词汇表在包括了第三级词汇表中全部词汇的基础上增加了1500词。

第四级词汇表仅包含单词的基本词形,不包括单词的读音、词性、意义和用法,考生应学习和掌握这些内容。考生还应掌握基本的英语构词法,能够根据“词汇表附表五:词缀表”中的词缀进行单词的派生。此外,词汇表也未列出相关词组(包括动词词组、短语和习语等),考生应注意学习和掌握。

另外,考虑到交际的需要,考生还应掌握涉及个人好恶、生活习惯、宗教信仰,以及本人工作或学习等方面的特殊词汇。

在PETS第四级试卷中出现的超出该级词汇表的英语单词,不会给出中文注释,但会严格控制此类单词的数量。

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三 PETS 第四级考试的 形式、内容与结构

（一）概 述

1. 关于考试的组成

PETS第四级考试由笔试和口试两种独立考试组成。

2. 关于考试指导语和题目用语

PETS第四级考试中，笔试、口试的指导语均为英文。口试所提供的引导性材料中可能会涉及少量的中文。

3. 关于笔试答题卡和口试登分卡的使用

PETS第四级笔试使用一张答题卡，考生在卡上填涂和书写。

PETS第四级口试使用一张口试成绩登分卡。口试开始前考生在卡上填好自己的考号等有关信息，口试结束后口试教师在卡上填上考生的口试成绩。

4. 关于考试时间、题量和原始赋分

PETS第四级笔试包括听力、阅读和写作三部分，各部分及总体的答题时间、题量和原始赋分（除特殊情况外，每题1分）如下表所示：

部分	时间 (分钟)	题量	原始 赋分	备注
听力	30	20	25	B节每小题2分。
阅读	75	40	50	D节每小题3分。
写作	40	1	20	
总计	145	60+1	95	

PETS第四级口试包括三节，考试时间共计12分钟。

5. 关于笔试分数权重

为处理好考试中题目数量、赋分与各种技能的考查关系，PETS第四级笔试采用了分数加权的办法。即对各部分题目的原始赋分分别给予不同的权重，使之能够平衡各种技能的考查关系。

PETS第四级笔试中各部分所占分数权重如下表所示：

部分	权重(%)
听力	30
阅读	45
写作	25
合计	100

各部分赋分加权的总和为100分。考生得到的考试成绩是其各部分原始得分经过加权处理后的分数总和。如：

某考生听力部分原始得分为15分，经加权处理后的分数应为18分（ $15 \div 25 \times 30 = 18$ 分）；其阅读理解部分原始得分40分，经加权处理后的分数应为36分（ $40 \div 50 \times 45 = 36$ 分）；其写作部分原始得分16分，经加权处理后的分数应为20分（ $16 \div 20 \times 25 = 20$ 分）。该考生未经过加权的原始总分为71分，各部分经加权后的总分应为74分。

6. 关于合格成绩

PETS第四级笔试成绩是笔试各部分原始得分加权后的总和，满分100分，60分以上（含60分）为合格。

PETS第四级口试成绩是两名口试教师所给分数加权后的总和，满分5分，3分以上（含3分）为合格。

（二）笔试内容与结构

PETS第四级笔试的全部试题都在一份试卷中，包括听力、阅读和写作三个部分。考试时间为145分钟。

第一部分 听力

该部分由A、B、C三节组成，考查考生理解英语口语的能力。

A节（5题）：考查考生获取并记录事实性的具体信息的能力。要求考生根据所听到的一段180~220词的独白或对话，填补表格中的空白。录音材料播放两遍。

B节（5题）：考查考生理解主旨要义、获取并记录事实性的具体信息等能力。要求考生根据所听到的一段280~320词的独白或对话，补全所给句子或简要回答给出的问题。录音材料播放两遍。

C节（10题）：考查考生理解主旨要义，判断说话者的态度、意图，进行推理和引申等能力。要求考生根据所听到的3段录音材料（独白或对话，每段200~300词），从每题所给的4个选择项中选出最佳选项。每段录音材料只播

放一遍。

问题不在录音中播放,仅在试卷上印出。

每段录音材料播放前、后都有适当停顿,用作读题和答题时间。

听力考试进行时,考生将答案写或画在试卷上;听力部分结束前,考生有5分钟的时间将答案誊写或转涂到答题卡上。

该部分所需时间约为30分钟(含誊写和转涂时间)。

第二部分 阅读

该部分由A、B、C、D四节组成,考查考生理解书面英语的能力。

A节(15小题):考查考生对诸如连贯性和一致性等语段特征的辨识能力,还考查考生对用于一定语境中规范的语言成分的掌握,这些规范的语言成分包括词汇、表达方式和结构。在一篇240~280词的文章中留出15个空白,要求考生根据短文内容填空,使补全后的文章意思通顺、前后连贯、结构完整。其中约有9题考查语法和语段结构,6题考查词汇。

B节(15题):考查考生理解具体信息,把握文章大意,猜测生词词义并且进行推断等能力。要求考生根据所提供的3篇文章的内容(总长度约为1200词),从每题所给的4个选择项中选出最佳选项。

C节(5题):考查考生对诸如连贯性、一致性等语段特征及文章结构的理解。本节有3种备选题型。每次考试从这3种备选题型中选择一种进行考查。

备选题型有:

(1)在一篇总长度为500~600词的文章中有5段空白,文中后有6~7段文字。要求考生根据文章内容从这6~7段文字中选择能分别放进文章中空白处的5段。

(2)在一篇长度为500~600词的文章中,各段落的原有顺序已被打乱。要求考生根据文章的内容和结构将所列段落(7~8个)重新排序,其中有2~3个段落落在文章中的位置已给出。

(3)在一篇长度约500词的文章前或后有6~7段文字或6~7个概括句或小标题。这些文字分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容,从这6~7个选项中选出最恰当的5段文字或5个标题填入文章的空白处。

D节(5题):考查考生准确理解文章内容的能力。要求考生阅读一篇约400词的文章,将其中5处画线部分(约150词)翻译成中文。

该部分所需时间约为75分钟。

第三部分 写作

该部分考查考生的书面表达能力。

考生在读懂给出的一篇或两篇英语文章(共约300词)的基础上,根据文章内容写出一篇160~200词(标点符号不计算在内)的短文。要求考生根据所给文章内容提出自己的观点并对其作出评论或论证。

该部分所需时间约为40分钟。

PETS第四级笔试结构表

部分	节	为考生提供的信息	指导 语言	考查要点	题型	题量	原始 赋分	权重	时间 (分钟)
第一部分 听力	A	1段对话或独白 (180~220词) (放两遍录音)	英语	获取并记录事实性的具体信息	填充表格	5	5		
	B	1段对话或独白 (280~320词) (放两遍录音)	英语	理解主旨要义 获取并记录事实性的具体信息	补全句子或简答	5	10	30	30
	C	3段对话或独白 (每段200~300词) (放一遍录音)	英语	理解主旨要义 进行有关的判断、推理和引申 理解说话者的意图 理解说话者的态度和语气	多项选择 (四选一)	10	10		
第二部分 阅读	A	1篇文章 (240~280词)	英语	语法、词汇和结构	填空	15	15		
	B	3篇文章 (共约1200词)	英语	理解文中具体信息 根据上下文推测生词的词义	多项选择 (四选一)	15	15		
	C	1篇文章 (约500词或500~600词)	英语	理解文章的结构及单句之间、 段落之间的关系	补全文章 或段落排序 或选择标题(或 相关句)	5	5	45	75
	D	1篇文章(约400词) 5处画线部分(约150词)	英语	理解的准确性	英译汉	5	15		

部分	节	为考生提供的信息	指导语言	考查要点	题型	题量	原始赋分	权重	时间 (分钟)
第三部分 写作		1~2篇文章(约300词)	英语	根据文章内容提出观点并加以 评论或论证	综合写作 (160~200词)	1	20	25	40
总计						60+1	95	100	145

(三) 口试内容与结构

PETS第四级口试分为三节，考查考生用英语进行口头交际的能力。考试时间约12分钟。

口试采取两名口试教师和两名考生的形式¹。一名口试教师不参与交谈，专事评分；另一名口试教师主持口试，随时与考生交谈并评分。专事评分的教师所给分数的权重占考生口试成绩的三分之二，主持口试的教师所给分数的权重占考生口试成绩的三分之一。

A节：考查考生作自我介绍的能力。此节中两考生无需相互交流（如需要也可）。

该节约需2分钟时间。

B节：考查考生就信息卡上的图片讨论并解决相关问题的能力。本节的形式有解决问题、排序、讨论、决策，或就两个完全相反的观点阐述自己的观点等。

该节约需3分钟时间。

C节：考查考生针对信息卡上的图片进行连续表达及简短讨论的能力。

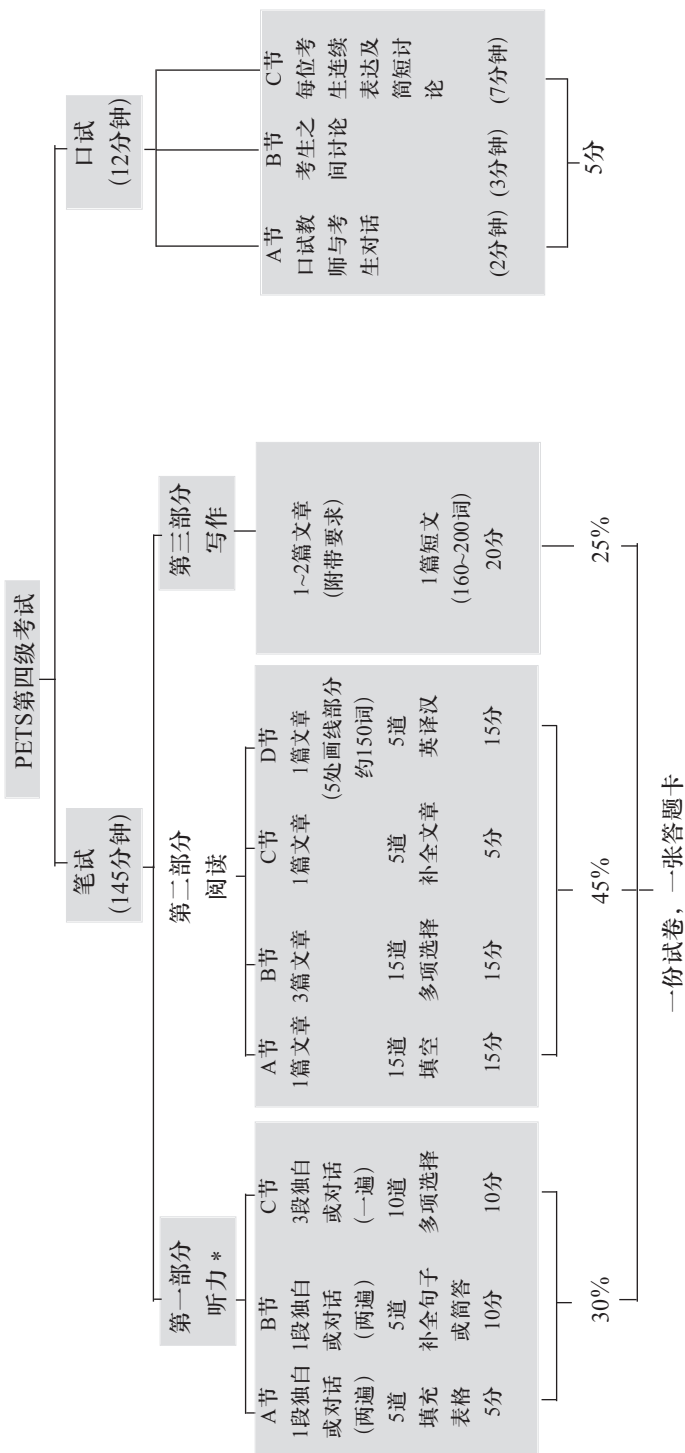
该节约需7分钟时间。

PETS第四级口试结构表

节	时间 (分钟)	形式	为考生提供的信息	考生需提供的信息	分数
A	2	口试教师与考生对话	口试教师提出的问题	<ul style="list-style-type: none"> 提供个人信息 谈论过去及现在的经历 谈论将来的打算 	5
B	3	考生之间讨论	图片	<ul style="list-style-type: none"> 交换信息 表达个人观点 	
C	7	考生分别就图片内容连续表达并进行简短讨论	图片	<ul style="list-style-type: none"> 连续表达个人观点并论证 	

¹ 如果某考点的实考人数为单数，最后一组考生人数应为3人。这种形式的考试所用材料与两名考生的形式基本相同。3人组的考试时间为18分钟：A节：3分钟；B节：5分钟；C节：10分钟。

(四) 考试结构图



* 问题不在录音中播放, 仅在试卷上印出。

四 PETS 第四级考试样卷

(一) 笔试样卷

××★启用前

××★长期

试卷号: S41501

总页数: 16页

考试时间: 145分钟

全国英语等级考试 第四级

PUBLIC ENGLISH TEST SYSTEM (PETS) LEVEL 4

姓名_____

准考证号_____

考生注意事项

1. 严格遵守考场规则, 考生得到监考人员指令后方可开始答题。
2. 答题前考生须将自己的姓名和准考证号写在试卷和答题卡上。
3. 各项填涂部分一律用2B铅笔按照答题卡上的要求填涂。如要改动, 必须用橡皮擦干净。
4. 书写部分必须用黑色签字笔直接答在答题卡上的相应位置。注意字迹清楚。
5. 考试结束时将试卷和答题卡放在桌上, 不得带走。待监考人员收毕清点后, 考生方可离场。

任何个人或机构不得保留、复制和出版本试卷, 不得以任何形式传播试卷内容。违者必究。

教育部考试中心
××××年×月

Section I Listening

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening section, you will have 5 minutes to transfer all your answers from your test booklet to the ANSWER SHEET.

*If you have any questions, you may raise your hand **now** as you will not be allowed to speak once the test has started.*

Now look at Part A in your test booklet.

Part A

Directions:

*For Questions 1–5, you will hear a talk about Buckingham Palace and Queen Elizabeth who lives in it. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table. Write **only 1 word or number** in each numbered box. You will hear the recording twice.*

Buckingham Palace and Queen Elizabeth		
the year when Buckingham Palace was built	1705	
the year when Elizabeth came to the throne		1
the floor on which the royal family live	2nd floor	
the season when garden parties are held		2
number of guests at each party	9,000	
number of people taking care of Queen Elizabeth		3
the meal during which Scottish music is played		4
places Queen Elizabeth often visits after lunch		5
	schools	

Part B

Directions:

For Questions 6–10, you will hear the life story of Alexander the Great. While you listen, complete the sentences or answer the questions. Use **not more than 3 words** for each answer. You will hear the recording twice.

Alexander was called a god because he was

	6
--	---

In which year did Alexander become king?

	7
--	---

In which country did Alexander found a new city?

	8
--	---

What kind of people did Alexander recruit to live in the cities he built?

	9
--	---

At what age did Alexander die?

	10
--	----

Part C

Directions:

You will hear three dialogues or monologues. Before listening to each one, you will have 5 seconds to read each of the questions which accompany it. While listening, answer each question by choosing A, B, C or D. After listening, you will have 10 seconds to check your answer to each question. You will hear each piece **once only**.

Questions 11–13 are based on the following conversation between a driver and a police officer.

11. Why did the police officer stop the driver?
[A] The driver exceeded the speed limit.
[B] The driver didn't stop at the zebra crossing.
[C] The officer was conducting a routine check.
[D] The officer found the car's brake lights were out.
12. Why did the driver mention his wife's cousin's husband?
[A] To prove his connection with the officer.
[B] To show himself as an influential man.
[C] To influence the police officer.
[D] To establish a new friendship.
13. What did the police officer threaten to do?
[A] Give the driver a ticket.
[B] Take the driver to court.
[C] Retain the driver's car.
[D] Take the driver to the police station.

Questions 14–16 are based on the following talk on Kwanzaa, an African American cultural holiday.

14. What is the origin of Kwanzaa related to?
[A] Religion.
[B] Family life.
[C] Agriculture.
[D] Community.
15. Which of the following colors is used for decoration in Kwanzaa?
[A] Yellow.
[B] Green.
[C] White.
[D] Blue.
16. What do the seven candles stand for?
[A] Principles.
[B] Cultures.
[C] Tribes.
[D] Colors.

Questions 17–20 are based on the following talk about the World Bank.

17. When was the World Bank officially founded?
- [A] In 1944.
 - [B] In 1946.
 - [C] In 1949.
 - [D] In 2000.
18. The World Bank dreams of a world without
- [A] inequality.
 - [B] poverty.
 - [C] oppression.
 - [D] conflicts.
19. What do we know about the World Bank member countries?
- [A] They have equal say.
 - [B] They decide on the bank's work.
 - [C] They are the board members.
 - [D] They are its shareholders.
20. How many leading contributors does the World Bank have?
- [A] 24.
 - [B] 19.
 - [C] 5.
 - [D] 3.

You now have 5 minutes to transfer all your answers from your test booklet to the ANSWER SHEET.

This is the end of the Listening Section.

Section II Reading

Part A

Directions:

Read the following text and fill each of the numbered spaces with ONE suitable word. Write your answers on the ANSWER SHEET.

When we get sick – whether it's with a cold or something more serious like a heart attack – most of us expect that there will be a medicine to help us get better. (21)_____ you want to know how researchers develop new medicines or why this process can (22)_____ a long time, this booklet aims to answer your questions about where medicines come (23)_____.

Scientists need to understand how the body works when it is healthy and (24)_____ happens when something goes wrong. The study of different chemicals and how they work (25)_____ scientists, doctors, nurses, and pharmacists what a medicine will do and which one is best for our illness.

Life-enhancing medical advances have come from centuries (26)_____ research on chemicals, cells, animals and the human body. The living body (27)_____ hundreds of billions of cells and is very complex, (28)_____ there is still a lot we don't know. Even today it can take decades to develop a new and effective medicine.

Studies (29)_____ place in many research laboratories – both academic and commercial – are looking (30)_____ new ways to understand diseases (31)_____ cancer, Alzheimer's disease and asthma. The carefully regulated use of animals is a key part of this.

It can take a decade or more to get from identifying a potential new medicine to the point (32)_____ your doctor or nurse can prescribe it. When trying to find solutions (33)_____ medical problems, scientists use many different types of research, including animal studies. This process reduces hundreds of thousands of possible new medicines to the handful (34)_____ have a chance of being successful.

Research into new medicines is a lengthy and costly process. It (35)_____ the combined efforts of pharmaceutical and biotechnology companies, universities, charities, research institutes, hospitals and government.

Part B

Directions:

Read the following three texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on the ANSWER SHEET.

Text 1

Conventional wisdom has long held that mammals stayed millions of years on earth. As long as dinosaurs roamed the lands, our distant ancestors never got to be much more than chicken-hearted creatures that sneaked out at night to grab bits of plants when the terrible lizards were asleep. Only when they were wiped out did mammals begin to earn a little evolutionary respect.

But that picture changed dramatically with the announcement in *Nature* of two impressive fossils. One, of a brand-new species named *R. giganticus*, broke apart the notion that most dinosaur-age mammals were never larger than squirrels. The animal had the dimensions of a midsize dog – by far the biggest dinosaur-age mammal ever found. And the second, a new specimen of a previously discovered species called *R. robustus*, refuted the notion that it was always the mammals that got eaten. Inside the skeleton where the animal's stomach would have been are the fossilized remains of a baby dinosaur. "This discovery was the chance of a lifetime," says Jin Meng, scientist and co-author of the paper.

Indeed, Meng didn't expect to find things like this at all. The smaller skeleton was discovered about two years ago by villagers in China's Liaoning province, site of some of the richest fossil beds in the world. They brought it to the attention of scientists, who took it to an institute for examination. "We didn't see the stomach contents at first," says Meng.

After they did, however, it didn't take them long to realize they had struck scientific gold. On closer examination, the scientists determined that the remains were those of a juvenile dinosaur. Some of the arm and leg bones were still attached to each other, suggesting that *R. robustus* didn't chew its food thoroughly but wolfed it down in large chunks.

Taken together, the finds overturn the already eroded idea that early mammals were tiny and timid. Now paleontologists can stop cooking up theories to explain why mammals were so little – that they had to be small to avoid being found, for example, or they couldn't grow larger because dinosaurs already occupied those ecological spaces.

But it's now clear that mammals did fill some of the spaces reserved for larger animals. "It's quite possible," says paleontologist Anne Weil, "that they competed with dinosaurs for the same prey." And because they ate dinosaurs, they may even have had an influence on dinosaur evolution. What sort of influence? "We don't know," she says. "That's how it is with the best finds. They leave you with more questions than answers."

36. Mammals in the dinosaur age used to be described as
[A] fierce and dangerous.
[B] shrewd and swift.
[C] doglike and sneaky.
[D] small and cowardly.
37. The fossil of a baby dinosaur in the skeleton of *R. robustus* indicates that
[A] *R. robustus* must have died in its pregnancy.
[B] this mammal could have died while fighting with dinosaurs.
[C] *R. robustus* swallowed the baby dinosaur as its food.
[D] mammals would eat their young when starved.
38. By saying “they had struck scientific gold” (Line 1, Paragraph 4), the author means that
[A] their discovery earned them great fame.
[B] their findings enjoyed enormous market value.
[C] they acquired valuable resources for their studies.
[D] they had made a significant discovery in their research.
39. The expression “cooking up” (Line 2, Paragraph 5) indicates that the author
[A] doubts the validity of the previous scientific explanations.
[B] thinks the new discoveries have practical significance.
[C] regards previous ecological studies as simply story-making.
[D] considers those new discoveries no longer hold water.
40. What is the possible connection between mammals and dinosaurs according to the text?
[A] Mammals were under dinosaurs’ rule most of the time.
[B] Mammals might have contributed to the evolution of dinosaurs.
[C] Dinosaurs failed in the competition with mammals for food.
[D] Baby dinosaurs were the main source of food for mammals.

Text 2

Schools of education have long been objects of criticism. From James Koerner's 1963 book, *The Miseducation of America's Teachers*, up through two recent reports by national commissions, critics have complained about the intellectual emptiness of the curriculum at ed schools and the lack of connection between what is taught and the realities teachers face in the classroom. A recent survey of teachers about their graduate-school training drew comments like "the shabbiest psychobabble imaginable" and "a waste of time".

With an estimated 2 million new teachers needed over the next decade, the shortcomings in education schools are a practical concern. In what is a generally bleak landscape, a small number of schools stand out as innovators. Two key qualities distinguish these exemplars. First, they require that students master the subjects they will be teaching and structure their curricula accordingly. Second, these programs put a premium on hands-on experience. While traditional ed-school curricula are filled with courses on theory, the new approach places much greater emphasis on learning by doing.

At Ohio State University in Columbus, students in the one-year master's program spend half their time teaching in one of 55 Franklin County public schools, where they are paired with experienced teachers.

"You are immersed from Day 1," says OSU graduate student Kelley Crockett, a 37-year-old former businesswoman who does practical training at Gables Elementary School. "And that forces you to be intimately involved."

In New York City, the Bank Street College of Education – a two-year program – runs its own junior high. "That keeps us honest," says the school's president, Augusta Kappner. "We are encouraging students to see how they function in school settings so they can constantly improve."

Comparable programs exist at some other institutions, including the University of Virginia and Trinity University in San Antonio. But Linda Darling-Hammond, a professor at Columbia University's Teachers College who is an expert on teacher training, estimates that only 40 percent of the 1,200 teacher-education programs in the country have met national accreditation standards. Most education schools, she says, "have operated bureaucratically, assuming that teachers didn't need to know many things, 'Just give them a textbook and send them on.'"

41. By saying “intellectual emptiness of the curriculum” (Line 3, Paragraph 1) the critics mean to argue that
- [A] there were not sufficient items in the curriculum.
 - [B] the curriculum was poorly designed academically.
 - [C] the training based on the curriculum was hardly imaginable.
 - [D] the curriculum did not sufficiently address learners’ needs.
42. According to the author, the concern over the current situation in ed schools is
- [A] well-grounded.
 - [B] unnecessary.
 - [C] widespread.
 - [D] ill-founded.
43. The word “premium” (Line 5, Paragraph 2) probably means
- [A] difficulty.
 - [B] emphasis.
 - [C] limitation.
 - [D] reward.
44. It can be inferred from Linda Darling-Hammond’s comment that
- [A] most ed schools should undergo fundamental reform.
 - [B] it is too difficult for ed schools to overcome bureaucracy.
 - [C] teachers at ed schools emphasize too much the value of a textbook.
 - [D] most ed school teachers are unwilling to participate in the innovations.
45. Which of the following would be the best title for the text?
- [A] A Bird’s Eye View on Teacher Training Programs
 - [B] Traditional Versus Modern Schools of Education
 - [C] Innovation at Some Schools of Education
 - [D] Comparison Between Teacher Training Programs

Text 3

Advances in interfaces – the physical way we react with computers – and other techniques of controlling computers will supplement the role of the traditional keyboard and mouse. Technologies in development include surfaces that allow fingertip control of on-screen objects and devices that sense – and react to – movement.

But we should assess human-computer interaction (HCI) to ensure that we retain control of key decision-making processes, one report suggests.

Display technologies will soon allow us to fix screens of all sizes in a variety of fabrics. In the near future we will still be reading paper books and magazines; but we'll also be using paper-like digital screens to distribute content.

Cheap and easily-accessed digital storage allows consumers to electronically record and store more aspects of our lives – allowing us to share information and interact with people across the globe. This hyper-connectivity liberates us from fixed telephone lines, desks and offices, while advances in robotics develop the computer's ability to learn and make decisions.

“New computing technology is tremendously exciting,” said Tom Rodden, Professor at the University of Nottingham. “But the interaction between humans and computers is evolving into a complex ecosystem where small changes can have far-reaching consequences. While new interfaces and hyper-connectivity mean we are increasingly mobile, we can see that they are obscuring the line between work and personal space.”

“Huge storage capabilities raise fundamental privacy issues around what we should be recording and what we should not. The potential of machine learning might well result in computers increasingly making decisions on our behalf. It is imperative that we combine technological innovations with an understanding of their impact on people.”

The report argues that without proper monitoring and assessment it is possible that we may no longer be in control of ourselves or the world around us. This potentially places the computer on a collision course with basic human values and concepts such as personal space, society, identity, independence, perception, intelligence and privacy.

The report gives recommendations for the HCI community to adopt to ensure that human values inform future development. These include educating young people so that they understand HCI and the impact of computer advances early on and engaging with governments, policy-makers and society as a whole to provide counsel and give advance warning of the emerging implications of new computing ecosystems.

“Computing has the potential to enhance the lives of billions of people around the world. We believe that if technology is to truly bring benefit to humanity, then human values and the impact of technology must be considered at the earliest possible opportunity in the technology design process,” said Abigail Sellen, one of the editors of the report.

46. New technologies will make a computer
 - [A] less complex in structure.
 - [B] less varied in appearance.
 - [C] more automatic in operation.
 - [D] more user friendly in future.

47. Tom Rodden is worried that new interfaces and hyper-connectivity will
 - [A] result in greater interest in machine learning.
 - [B] impose more interference on our privacy.
 - [C] disturb our existing ecological system.
 - [D] lead to the need of huge storage.

48. The word “imperative” (Line 3, Paragraph 6) is closest in meaning to
 - [A] urgent.
 - [B] difficult.
 - [C] appropriate.
 - [D] extraordinary.

49. When left unmonitored, technological innovations may bring about
 - [A] collision in human society.
 - [B] decrease in working efficiency.
 - [C] threat to human values.
 - [D] poorer governmental administration.

50. The text focuses on
 - [A] the complex ecosystem of humans and computers.
 - [B] the potentials of new computer technology.
 - [C] the improvement of technology on computers.
 - [D] the individualized function of computer technology.

Part C

Directions:

In the following text, some sentences have been removed. For Questions 51 – 55, choose the most suitable one from the list A – G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on the ANSWER SHEET.

Spam e-mails changed the life of Jeffrey Beall. It was 2008, and Beall, an academic librarian and a researcher at the University of Colorado in Denver, started to notice an increasing flow of messages from new journals soliciting him to submit articles or join their editorial boards. “I immediately became fascinated because most of the e-mails contained numerous grammatical errors,” Beall says. He started browsing the journals’ websites, and was soon convinced that many of the journals and their publishers were not quite what they claimed. (51) _____

Since then, Beall has become a relentless watchdog for what he describes as “potential, possible or probable predatory scholarly open-access publishers,” listing and scrutinizing them on his blog, Scholarly Open Access. Open-access publishers often collect fees from authors to pay for peer review, editing and website maintenance. (52) _____

Beall says that he regularly receives e-mails from researchers unhappy about their experiences with some open-access journals. Some say that they thought their papers had been poorly peer reviewed or not peer reviewed at all, or that they found themselves listed as members of editorial boards they had not agreed to serve on. Others feel they were not informed clearly, when submitting papers to publishers, that publication would entail a fee – only to face an invoice after the paper had been accepted. (53) _____

Beall’s list and blog are widely read by librarians, researchers and open-access advocates, many of whom applaud his efforts to reveal shady publishing practices – ones that, they worry, could taint the entire open-access movement. (54) _____

Beall says that he has been the target of vicious online comments, and last December he was the subject of an online campaign to create the false impression that he was extorting fees from publishers to re-evaluate their status on his list. The Canadian Center of Science and Education, a company based in Toronto that publishes many open-access journals and is on Beall’s list, is now threatening to sue him for alleged defamation and libel. (55) _____ Matthew Cockerill, managing director of BioMed Central, an open-access publisher based in London, says that Beall’s list “identifies publishers which Beall has concerns about. These concerns may or may not be justified.”

- [A] New publishing outfits may legitimately use aggressive marketing tactics to recruit authors, and they may have yet to polish their websites, editorial boards and peer-review procedures.
- [B] Beall asserts that the goal of predatory open-access publishers is to exploit this model by charging the fee without providing all the expected publishing services. These publishers, Beall says, typically display “an intention to deceive authors and readers, and a lack of transparency in their operations and processes.”
- [C] Beall says that he usually gives blog posts a “cooling-off” period between writing and publishing them. Last month, he announced an appeals process in which a three-person advisory board will conduct a blinded review and then recommend whether the publisher or journal should stay on the list.
- [D] According to Beall, whose list now includes more than 300 publishers, collectively issuing thousands of journals, the problem is getting worse. “2012 was basically the year of the predatory publisher; that was when they really exploded,” says Beall. He estimates that such outfits publish 5–10% of all open-access articles.
- [E] The names often sounded grand – adjectives such as “world”, “global” and “international” were common – but some sites looked amateurish or gave little information about the organization behind them.
- [F] “I think Beall has taken a brave and principled stand in publishing this, at no small risk to himself,” says Douglas Sipp, an expert in science policy and ethics at the RIKEN Center for Developmental Biology in Kobe, Japan, who studies the open-access movement in Asia.
- [G] But even some experts in scholarly publishing are uncomfortable with Beall’s blacklist, arguing that it runs the risk of lumping publishers that are questionable together with those that could be bona fide start-ups simply lacking experience in the publishing industry.

Part D

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Write your translation clearly on the ANSWER SHEET.

Ecological economics recognizes that humans and their economies are parts of larger natural ecosystems and co-evolve with those natural systems. (56) There is a material and energy basis for the relations between human economies and their ecosystems, defining not only economic, but social, structures and processes. Economies possess general ecosystem properties, such as dynamism, evolution, integrity, stability and sustenance. Economies are embedded in larger natural ecosystems, and exchange flows of materials and energy with natural systems.

(57) What makes humans and their economies unique as a sub-ecosystem is their ability, through willful effort, ignorance and human designed tools, to dramatically restructure and reform processes in ecosystems of which they are a part; The ability is to such a magnitude that human welfare can be diminished or enhanced by those original actions. Some types of economic activities, and the welfare that originates from them, would not be sustainable if they substantially adversely impact natural systems.

(58) The willful effort to extract useful things from natural systems is motivated by the satisfaction of basic biological needs and the seemingly limitless search for pleasure through consumption of goods and through social associations. The magnitude of potential impact on their own welfare through effects on natural systems requires that human decisions be guided by some notion of the value of their actions and the value of their impacts on ecosystems, either in terms of benefits of use or costs of abuse. Some concept of value is required for rational activities of human economies within their natural systems.

Both the structures and processes of natural systems have identifiable instrumental value to the human economy. These narrow use values may be reflected by the summation of individual values, to the extent they are private. However, natural systems also have aesthetic, moral and cultural values. These values are more intrinsic and unmeasurable using traditional human preferences.

(59) Valuation is made more complicated by the fact that our natural environment is highly likely to shape values through establishing social and economic relations, aesthetic standards and culture. If so, our decisions now about the natural environment will shape future value systems, making values endogenous and, therefore, a poor guide to behavior. (60) A way out of this dilemma is to make valuations of natural systems based on “What we would like to see society become,” rather than to ask what current valuations are. The value of natural systems is then based on their ability to assist us in becoming what we wish to be.

Section III Writing

Directions:

61. Read the following text(s) and write an essay to

- 1) summarize the main points of the text(s),
- 2) make clear your own viewpoint, and
- 3) justify your stand.

In your essay, make full use of the information provided in the text(s). If you use more than three consecutive words from the text(s), use quotation marks (“ ”).






You should write 160–200 words on the ANSWER SHEET.

There is a paradox in people's thinking about the wilderness. They think uninhabited wildernesses have a value simply in not being touched by humans and thus seek to preserve them – at the same time wanting to visit them. In practice, the desire to visit tends to win, which puts the preservationist in a bind. If people visit, they put a value on what they visit that may make them more interested in its conservation. But what is being conserved is no longer wilderness.

The preservation of truly untouched wilderness has to put a value on nature over and above what nature may offer to humans. And such a value system imposes real costs. The earth has resources that people need, especially at a time when the population is still growing and billions are desperately poor. Should some of those resources be put off-limits because some people place an aesthetic or moral value on the wildernesses where they are to be found? Or should a utilitarian approach be taken, accepting that human needs come before the needs that humans imagine for nature? Some might even argue that wildernesses are particularly good places for mines and oilfields – better, if something goes wrong, that there be no humans around to get hurt.

If resources are taken from the wilderness something is gained. But is something also lost – even if the resources are taken out cleanly and without degradation, and if the resulting human presence is respectful? That is the question at the heart of this debate: what, exactly, is lost in such circumstances, and what is its value?

全国英语等级考试
PUBLIC ENGLISH TEST SYSTEM (PETS)
第四级 答题卡 LEVEL 4 ANSWER SHEET

填涂要求	1. 书写部分用黑色签字笔填写，填涂部分用2B铅笔填涂。 2. 此卡不准弄脏、弄皱或弄破，严禁折叠。 3. 修改时用橡皮擦干净！	
	有效填涂 	无效填涂    

[illegible]

Part A		Part B		Part C	
1		6		11	[A] [B] [C] [D]
2		7		12	[A] [B] [C] [D]
3		8		13	[A] [B] [C] [D]
4		9		14	[A] [B] [C] [D]
5		10		15	[A] [B] [C] [D]
				16	[A] [B] [C] [D]
				17	[A] [B] [C] [D]
				18	[A] [B] [C] [D]
				19	[A] [B] [C] [D]
				20	[A] [B] [C] [D]

Part A			Part B		
21	26	31	36	41	46
22	27	32	37	42	47
23	28	33	38	43	48
24	29	34	39	44	49
25	30	35	40	45	50
			Part C		
			51	56	61
			52	57	62
			53	58	63
			54	59	64
			55	60	65

56	
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[illegible]

(三) 笔试样卷听力部分录音稿

全国英语等级考试第四级听力部分开始试音。

(略)

试音到此结束。

(Pause 00'02")

Section I Listening

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening section, you will have 5 minutes to transfer all your answers from your test booklet to the ANSWER SHEET.

*If you have any questions, you may raise your hand **now** as you will not be allowed to speak once the test has started.*

(Pause 00'15")

(Tone)

Now look at Part A in your test booklet.

Part A

Directions:

*For Questions 1–5, you will hear a talk about Buckingham Palace and Queen Elizabeth who lives in it. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table. Write **only 1 word or number** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below.*

(Pause 00'25")

(Tone)

Buckingham Palace is in London, England. It was built around 1705. It is famous because Queen Elizabeth of England lives there. She became queen in 1952.

Buckingham Palace is a big and beautiful building. A flag flies at the palace. It flies on the top of the palace when the queen is there. Queen Elizabeth and her family live on the second floor of the palace. The queen also has her office at the palace, where she meets with presidents, kings, and politicians. Queen Elizabeth often asks important people to have dinner at the palace. She also has three garden parties in the summer. She invites 9,000 people to each party!

Queen Elizabeth's day starts at 7:00 in the morning. Seven people take care of her. One person prepares her clothes. Another person takes care of her dogs. The queen loves dogs. Right now, she has eight dogs. Every day, a man brings food for the dogs to Queen Elizabeth's room. The queen puts the food in the bowls with a silver spoon.

At 8:30 every morning, the queen has breakfast with her husband, Prince Philip. They drink a special coffee with hot milk. During breakfast, a musician plays Scottish music outside. Then Queen Elizabeth works in her office the rest of the morning. After lunch, she visits hospitals or schools.

You now have 30 seconds to check your answers to Questions 1–5.

(Pause 00'30")

(Tone)

Now you will hear the recording again.

(The recording is repeated.)

You now have 20 seconds to check your answers to Questions 1–5.

(Pause 00'20")

(Tone)

This is the end of Part A.

Part B

Directions:

*For Questions 6–10, you will hear the life story of Alexander the Great. While you listen, complete the sentences or answer the questions. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below.*

(Pause 00'25")

(Tone)

He was a king, a commander, and a conqueror. Alexander the Great was so powerful some people called him a god. He was one of the greatest generals in history.

Alexander was born in 356 BC. His father, King Philip II, hired the famous Greek philosopher Aristotle to tutor young Alexander. In the summer of 336 BC, his father was murdered by one of his bodyguards. Alexander then became king.

Many people inside and outside his country plotted against the young king, but Alexander was shrewd. He quickly ordered the execution of all those who were against him, crushed the rebellions and restored his rule.

Next, in 334 BC, Alexander turned his attention toward the Persian Empire in southwest Asia. Their armies met in 333 BC, and fought a fierce battle. Alexander won, and the Persian emperor fled.

Alexander then led his soldiers south, into Egypt, where he seized power. At the mouth of the Nile River in northern Egypt, Alexander founded a new city. He named the city Alexandria.

Alexander was a military genius and a great explorer. He also had a grand ambition. He wanted to rule a world empire where people could live in peace with one another. As he traveled, he built more cities. He recruited soldiers, merchants, and scholars from many lands to settle in them.

In 326 BC, Alexander turned south, into India, but by then his men were tired and weak. The soldiers rebelled and refused to go farther. Although he was not willing, Alexander had to turn back. By 323 BC, he reached Babylon in Iraq. When he was in Iraq, he caught a fever and died at the age of 33. His empire was divided up.

You now have 50 seconds to check your answers to Questions 6–10.

(Pause 00'50")

(Tone)

Now you will hear the recording again.

(The recording is repeated.)

You now have 30 seconds to check your answers to Questions 6–10.

(Pause 00'30")

(Tone)

That is the end of Part B.

Part C

Directions:

*You will hear three dialogues or monologues. Before listening to each one, you will have 5 seconds to read each of the questions which accompany it. While listening, answer each question by choosing A, B, C or D. After listening, you will have 10 seconds to check your answer to each question. You will hear each piece **once only**.*

Questions 11–13 are based on the following conversation between a driver and a police officer. You now have 15 seconds to read Questions 11–13.

(Pause 00'15")

(Tone)

W: Okay. May I see your driver's license please?

M: What? Did I do anything wrong?

W: License, please. And your car registration.

M: Oh, yeah. It's here somewhere in the glove compartment. Yeah, here it is.

W: Sir, did you realize you were speeding in a school zone?

M: What? No, I didn't, but that's probably because my meter is broken, I mean, malfunctioning.

W: Yes, you were going 50 miles per hour in a 20 miles per hour zone. And [**M:** *What?*], you failed to come to a complete stop at the crossroad back there.

M: Rolling stops don't count?

W: And, one of your brake lights is out, [**M:** *Huh?*], you're not wearing a seat belt, and your driver's license expired six months ago.

M: And your name is... Officer Smith? Hey, are you related to the Smiths in town? My wife's cousin's husband (I think his name is Fred) works for the police department here. Or was that the fire department. Anyway, I thought you might be good friends, and you know...

W: Hey, what do you want to do with that? I could have this car withheld right now because of these violations.

M: No, of course not.

W: Okay, then. Here's your ticket. You can either appear in court to pay the fine or

mail it in. Have a nice day.

M: Do you take cash?

You now have 30 seconds to check your answers to Questions 11–13.

(Pause 00'30")

(Tone)

Questions 14–16 are based on the following talk on Kwanzaa, an African American cultural holiday. You now have 15 seconds to read Questions 14–16.

(Pause 00'15")

(Tone)

Kwanzaa is an African American cultural holiday. It begins on December 26th and lasts seven full days, through January 1st. Kwanzaa celebrates family, community, and African heritage and culture.

Millions of people celebrate Kwanzaa every year in the United States. African communities in many other parts of the world also celebrate the holiday.

The word Kwanzaa, pronounced *KWAHN zuh*, comes from a Swahili phrase that means *first fruits*. Swahili is one of the most widely spoken languages in Africa. The first fruits are the first crops harvested at the end of the year's growing season.

Harvest celebrations in Africa date back thousands of years. Modern harvest celebrations still take place in many parts of Africa.

An African American scholar named Maulana Karenga developed Kwanzaa in the United States in 1966. Karenga wanted a special time for African Americans to honor their African heritage and their own African American culture. Karenga wanted Kwanzaa to be a time of gathering for families and friends and for giving thanks. Since the 1960s, Kwanzaa has spread to many other parts of the world.

The colors of Kwanzaa are black, red, and green. These colors were important symbols in ancient Africa. People celebrating Kwanzaa often decorate their homes in these colors. Other decorations include traditional African crafts, such as colorful cloth and woven baskets. In many homes, families exchange gifts.

A major part of Kwanzaa is the lighting of seven candles, called the *mishumaa*. Each day a candle is lit to represent one of the seven principles of black culture developed by Karenga. These principles encourage people to live well according to African ideals.

You now have 30 seconds to check your answers to Questions 14–16.

(Pause 00'30")

(Tone)

Questions 17–20 are based on the following talk about the World Bank. You now have 20 seconds to read Questions 17–20.

(Pause 00'20")

(Tone)

The World Bank is a UN organization. It was set up to finance projects that further the economic development of its member nations. Its foundations were laid at the UN monetary and financial conference at Bretton Woods in 1944. It officially came to life in 1946.

Back in the post-war era, the bank made loans for the reconstruction of Europe. Later, the emphasis shifted from Europe to the developing world. In 2000, the bank lent almost \$16 billion to its client countries. It says that its dream is “a world free of poverty”.

Much of the money, then, goes toward efforts to strengthen banks and capital markets. Another slice of money is loaned for projects such as water supply and sanitation.

There are three main sources of funds for the bank: subscriptions paid up by member countries, bond issues on the world's financial markets, and net earnings on the bank's assets.

The world bank has 183 member countries. All members must first join the International Monetary Fund. Members are shareholders in the bank. They do not all pull equal weight within the organization. The leading contributors are the United States, Japan, Germany, France and the United Kingdom. They have the biggest say in World Bank policy. Each of these five countries has a nominee on the bank's board of executive directors. The remaining 178 countries are between them allowed to nominate a total of 19 other board members. It is this select board that decides on the bank's work.

You now have 40 seconds to check your answers to Questions 17–20.

(Pause 00'40")

(Tone)

This is the end of Part C.

You now have 5 minutes to transfer all your answers from your test booklet to the ANSWER SHEET.

(Pause 05'00")

(Music 00'05")

This is the end of the Listening Section.

(四) 笔试样卷答案

Section I Listening

Part A

1. 1952
2. summer/Summer
3. 7/seven/Seven
4. breakfast/Breakfast
5. hospitals/Hospitals

Part B

以下答案可得2分		以下答案可得1分
6.	<ul style="list-style-type: none">• (so/very) powerful• a powerful man• a powerful general	<ul style="list-style-type: none">• the greatest general
7.	<ul style="list-style-type: none">• 336 BC	
8.	<ul style="list-style-type: none">• (in) Egypt	<ul style="list-style-type: none">• egypt• Northern Egypt
9.	<ul style="list-style-type: none">• soldiers, merchants, scholars	<ul style="list-style-type: none">• 写出soldiers, merchants, scholars中的任意两个
10.	<ul style="list-style-type: none">• 33• thirty-three• 33 years old	

Part C

11. A
12. D
13. C
14. C
15. B
16. A
17. B
18. B
19. D
20. C

Section II Reading

Part A

21. Whether/If
22. take/occupy/last
23. from
24. what

- | | |
|--|--------------------|
| 25. tells/shows/informs/advises | 26. of |
| 27. contains/has/creates/includes/owns/possesses | |
| 28. so/and/therefore | 29. taking |
| 30. at/to/into/for | 31. like/including |
| 32. when/where/that | 33. to |
| 34. that/which | |
| 35. involves/needs/requires/demands/takes/means/includes | |

Part B

- | | | | | |
|-------|-------|-------|-------|-------|
| 36. D | 37. C | 38. D | 39. A | 40. B |
| 41. D | 42. A | 43. B | 44. A | 45. C |
| 46. D | 47. B | 48. A | 49. C | 50. A |

Part C

- | | | | | |
|-------|-------|-------|-------|-------|
| 51. E | 52. B | 53. D | 54. F | 55. G |
|-------|-------|-------|-------|-------|

Part D

56. 人类经济与其生态系统之间的关系以物质和能量为基础，这一基础不仅规定了经济的，而且规定了社会的架构和（发展）过程。
57. 人类及其经济又是一个独特的次生态系统，因为人类有能力靠主观的努力，或出于无知，或使用自己设计的工具来明显地重构或改变他们所处生态系统（发展）过程。
58. 通过自己的主观努力从自然生态系统中提取有用的东西，这一行为的动机是通过商品消费和社会交往来满足人类基本的生理需要和满足人类看似无止境的对快乐的追求。
59. 我们的自然环境极有可能通过建立社会和经济关系、审美标准和文化来形成价值观，这就使得（价值的）评估变得愈加复杂了。
60. 走出这种两难境地的出路是在对自然系统进行（价值）评估时应以“我们希望看到社会变成什么样子”为基础，而不是去探讨当前的评估标准是什么。

Section III Writing

61. (略)

(五) 主观题评分方法与评分标准

阅读部分D节英译汉和写作部分需要人工阅卷,具体评分原则与标准如下:

一、英译汉:

1. 评分过程和方法

- 1) 命制英译汉试题时,命题小组制定出参考答案和评分细则。
- 2) 考试结束以后,随机抽取一定数量的考生试卷,由部分命题教师对它们进行评析,制定出具体的评分执行细则。制定具体评分执行细则的做法是:根据五处画线部分(五道小题)各个句子的情况,将3分(每一题得分)进一步分解,综合分析考生的答题情况,尽可能多地列举出可接受的译法和不可接受的译法,并列举出各分数段的整句示例。

2. 评分原则

- 1) 五个翻译试题每题3分,总分15分。
- 2) 如果一道题只译出部分词语,或整句译错、部分词语译对,给分最多不超过1分。
- 3) 如果考生就一个题目提供了两个或两个以上的译法,并且都译对了,给满分;如果其中一个译法有错,应根据错误的严重性进行扣分,但扣分不超过1分。
- 4) 译文中错别字按每题累计扣分。三个及以上错别字扣0.5分,否则不扣分。

二、写作:

PETS第四级考试使用的写作评分标准分为评分标准和评分细则。评分标准对PETS第四级考试所有写作试题的评分都适宜,而具体的评分细则是考试结束后通过对考生答卷的分析,针对具体写作题目制定的评分细则。

1. 评分原则和方法

- 1) 本题总分为20分,按5个档次给分。
- 2) 评分时,先根据文章的内容和语言初步确定其所属档次,然后以该档次的要求来衡量,确定或调整档次,最后给分。
- 3) 评分时,主要依据写作内容的完整性与文章的组织连贯性、语言的准确性、格式和语域*的恰当性、结构与词汇的多样性评分。
- 4) 文章长度超过200词或少于160词的,酌情从总分中减去2分。
- 5) 拼写与标点符号是语言准确性的一个方面,评分时,应视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可接受。
- 6) 如书写较差,以致影响交际,将分数降低一个档次。

* 指在书面和口语表达中根据不同的交际对象,所采用的话语方式,即正式、一般、非正式的话语。

2. 各档次的给分范围和要求

第五档	很好地完成了试题规定的任务：
(17 ~ 20分)	<ul style="list-style-type: none"> • 包含所有内容要点； • 使用丰富的语法结构和词汇； • 语言自然流畅，语法错误极少； • 有效地采用了多种衔接手法，文字连贯，层次清晰； • 格式与语域恰当贴切； <p>对目标读者*完全产生了预期的效果。</p>
第四档	较好地完成了试题规定的任务：
(13 ~ 16分)	<ul style="list-style-type: none"> • 包含所有内容要点，允许漏掉1或2个次重点； • 使用较丰富的语法结构和词汇； • 语言基本准确，只有在试图使用较复杂结构或较高级词汇时才有个别错误； • 采用了适当的衔接手法，层次清晰，组织较严密； • 格式与语域较恰当； <p>对目标读者产生了预期的效果。</p>
第三档	基本完成了试题规定的任务：
(9 ~ 10分)	<ul style="list-style-type: none"> • 虽漏掉一些内容，但包含多数内容要点； • 应用的语法结构和词汇能满足任务的需求； • 有一些语法及词汇错误，但不影响理解； • 采用了简单的衔接手法，内容较连贯，层次较清晰； • 格式和语域基本合理； <p>对目标读者基本产生了预期的效果。</p>
第二档	未能按要求完成试题规定的任务：
(5 ~ 8分)	<ul style="list-style-type: none"> • 漏掉或未能有效阐述一些内容要点，写了一些无关内容； • 语法结构单调、词汇项目有限； • 有较多语法结构或词汇方面的错误，影响了对写作内容的理解； • 未采用恰当的衔接手法，内容缺少连贯性； • 格式和语域不恰当； <p>未能清楚地传达信息给目标读者。</p>

* 即语言接受对象。

第一档	未完成试题规定的任务：
(1~4分)	<ul style="list-style-type: none"> • 明显遗漏主要内容，且有许多不相关的内容； • 语法项目和词汇的使用单调、重复； • 语言错误多，有碍读者对内容的理解，语言运用能力差； • 未使用任何衔接手法，内容不连贯，缺少组织、分段，或引用题目中材料内容过多； • 无格式与语域概念； 未能传达信息给目标读者。
零档	<ul style="list-style-type: none"> • 所传达的信息或所用语言太少（少于50词），无法评价；内容与要求无关，或完全抄袭题目中的材料内容，或无法辨认。
0分	

3. 写作试题具体评分细则

1) 内容要点

考生应综述题目中材料大意，由此引出并表明自己的观点，最后进行具体阐述。

2) 多样性

使用论述性的语言。能够使用不同的句式，具备使用复杂句表述的能力。所用词汇应达到PETS-4级对词汇应用的要求。

3) 结构和连贯性

结构完整，合理引用题目材料信息，过渡自然，层次清楚，观点明确。

4) 格式和语域

一般性文体。

5) 目标读者

读者能清楚地了解作者对此话题所持的观点以及论证思路。

4. 考生写作样文点评

Sample script 1

People respect the wilderness. But when it comes to a balance between a heart willing to preserve untouched wilderness and the reality every nation on this planet tends to exploit more for the survival of an increasing number of humanity, everything becomes a dilemma.

The text demonstrates this prevament full of concerns and worries. Should we impose our needs on these places by stretching them to limit and transplanting industrious risks on them for the security of human? If we do that, what if the result pays little? But if we don't, what about our needs?

Personally speaking, it's an issue of value and needs, especially for the uncertainty. When we have needs, we are saturated with strong desires to meet and fulfill them. So we turn into external for help and assistance. However, not everything can be used and employed. We are bound to make evaluation. By which I mean, we have to appraise those we can find and make sure it is worthwhile to make use of them. Yet under lots of circumstances, we have such an obscure vision that hardly can we judge the value. In this case, such as the wilderness we have been discussing, we begin to ponder a situation, where we make exploitation and perhaps do harm to them only to find that it's not worth it.

However, as far as I can see, we have to make that choice. Without any doubt should we determine to make use of untouched wilderness for our needs. On the one hand, our fellow's survival goes first. We have to make sure they can survive. On the other hand, taking risks to use them is the only opportunity for us to discover more valuable things for the development of progression of the human race. To end the essay, I want to say that, the wilderness values only when we need it.

评语

内容 内容完整，综述清楚，主旨明确，阐述合理充分。

多样性 句式结构多样；较灵活地使用了简单句和复合句等句式；使用了丰富的单词和词组，如：“dilemma”“are saturated with”“are bound to”“obscure”等。

结构与连贯性 结构完整，条理清楚。正确使用了恰当的衔接手段，如：“however”“yet”“On the one hand”“On the other hand”等。

格式与语域 符合语域要求，格式正确。

目标读者 信息传达清晰，读者可完全理解作者的意图。

准确性 语言准确性高，但有个别语法错误，如拼写错误：“prevament”。

档次 5

Sample script 2

People often have paradox thinking about things around them. On one hand they want to get value from things. On the other hand they don't want thing go wrong. protect them from bad to wrose.

Some time we can't live without the resources but we aslo don't want to make our life too simple. so we should balance the value and lost between what we get and what we will lost from what we have done.

We can never make thing prefect, but we can choose which is the most importment. Sometimes we may have a long eye from the future. We can find a better ansower. We should think how to make thing better.

评语

内容 提及了试题的要点，但对材料内容的概述不够清楚，自己观点的分析和论述不充分。

多样性 语法结构简单，词汇使用有限。

结构与连贯性 结构尚完整；因缺少恰当的衔接手法，连贯性差。

格式与语域 格式一般，语域基本恰当。

目标读者 大部分语句尚可理解，但由于语言使用能力较差，语言错误较多，导致表述含混不清，影响理解。

准确性 语言运用存在较多语法和词汇问题，如：“...want thing go wrong” “protect them from bad to wrose” “importment” 等。

档次 2

(六) 口试样卷

××★启用前

××★长期

试卷号: 400

PETS 第四级口试试卷 (××××年×月)

(Pages 1—4 for Interlocutor)

Part A (2 minutes)

Interlocutor:

- Good morning / afternoon. Could I have your mark sheets, please? Thank you.
(Hand over the mark sheets to the Assessor.)
- My name is... and this is my colleague... He / she will just listen to us. So, you are... (name of Candidate A) and... (name of Candidate B)? Thank you.
- First of all, we'd like to know something about you, so I'm going to ask you some questions.
- (Name of Candidate A),
(Select two or more questions from each of the following categories for Candidate A.)

Hometown

- What can you tell me about your hometown?

Work / Study

- Are you still a student or have you already got a job?

(To a student)

- What do you specialize in?
- What do you enjoy most about your studies?
- What subject(s) do you like best?
- Have you ever worked during the vacation?
- What kind of job did you do?
- How did you like it?

(To an adult who has already got a job)

- What job do you do?
- Do you like it? And why?
- What qualifications did you need in order to get your "job"?

- Thank you. Now, (name of Candidate B),
(Select two or more questions from each of the following categories for Candidate B.)

Family

- What can you tell me about your family?

Leisure

- Do you have any hobbies?
- How did you become interested in ... (whatever hobby the candidate enjoys)?
- Which do you prefer, watching TV or going to the cinema? What sort of program / film do you like to watch?
- What kinds of sports are you interested in? Why?
- What kinds of music do you enjoy most? Why?
- How do you usually spend your holidays?
- Is there any place you would particularly like to visit? Why?

××★启用前

××★长期

试卷号: 400

Part B (3 minutes)

Interlocutor:

● Now I'd like you to talk about something between yourselves. Please speak loudly so that we can hear you. You should take care to share the opportunity of speaking.

(Put the **Picture for Candidates** [p. 7] in front of both candidates and give instructions with reference to the picture.)

● Suppose you are to take a **survival test** by staying on a **deserted island** for ten days. What do you want to take along with you? Choose five of the things in the picture, and give reasons for your choices.

● This picture is for your reference. You have three minutes for this. Would you like to begin now, please?

Picture



Part C (7 minutes)**Interlocutor:**

● I'm going to give each of you a picture and I'd like you to first describe it briefly and then **give your comment** on what you see in the picture.

*(Put **Picture 1 for Candidates** [p. 8] in front of both candidates.)*

● *(Name of Candidate A)*, this is your picture. You have three minutes to talk about it.

● *(Name of Candidate B)*, listen carefully while *(name of Candidate A)* is speaking. When he / she has finished, I'd like you to ask him / her a question about what he / she has said.

● *(Name of Candidate A)*, would you like to begin now, please?

Candidate A: (about 3 minutes)

Interlocutor:

● Thank you. Now, *(name of Candidate B)*, could you please ask your partner a question?

(Half a minute for asking and answering the question.)

*(Take back Picture 1 and put **Picture 2 for Candidates** [p. 9] in front of both candidates.)*

● Ok, *(name of Candidate B)*, here is your picture. You also have three minutes to talk about your picture.

● *(Name of Candidate A)*, listen carefully while *(name of Candidate B)* is speaking. When he / she has finished, I'd like you to ask him / her a question about what he / she has said.

● *(Name of Candidate B)*, would you like to begin now, please?

Candidate B: (about 3 minutes)

Interlocutor:

● Thank you. Now, *(name of Candidate A)*, could you please ask your partner a question?

(Half a minute for asking and answering the question.)

● Thank you. That is the end of the test.

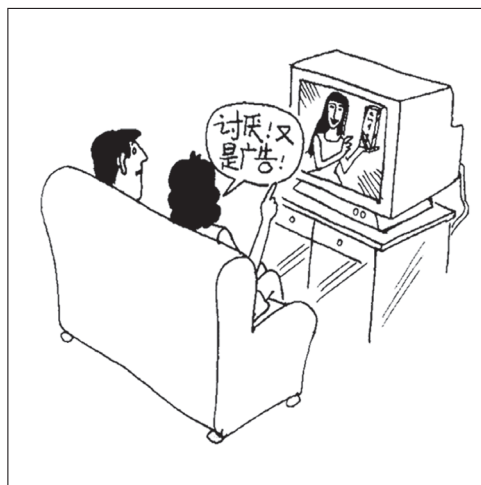
Part C (7 minutes)

Picture 1

内外有别



Picture 2



××★启用前

××★长期

试卷号: 400

(Pages 5—6 for Assessor)

Part B (3 minutes)

Interlocutor:

● Now I'd like you to talk about something between yourselves. Please speak loudly so that we can hear you. You should take care to share the opportunity of speaking.

(Put the **Picture for Candidates** [p. 7] in front of both candidates and give instructions with reference to the picture.)

● Suppose you are to take a **survival test** by staying on a **deserted island** for ten days. What do you want to take along with you? Choose five of the things in the picture, and give reasons for your choices.

● This picture is for your reference. You have three minutes for this. Would you like to begin now, please?

Picture



××★启用前

××★长期

试卷号: 400

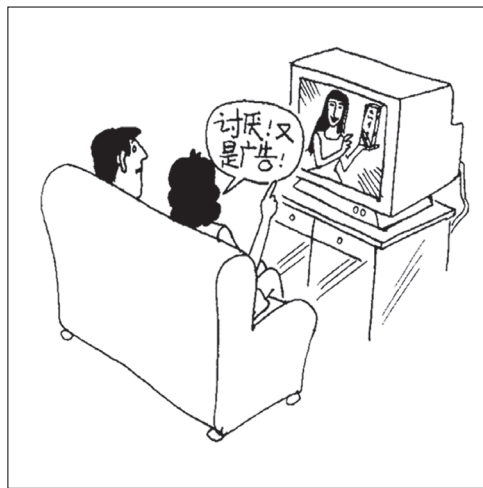
Part C (7 minutes)

Picture 1

内外有别



Picture 2



××★启用前

××★长期

试卷号: 400

(Pages 7—10 for Candidates)

Part B Picture for Candidates



试卷号: 400

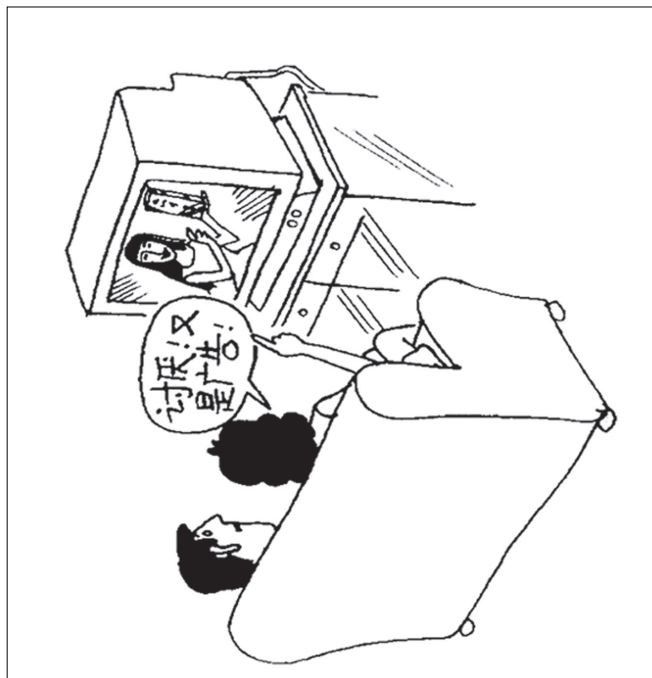
××★启用前 ××★长期

Part C Picture 1 for Candidates

内外有别



Part C Picture 2 for Candidates



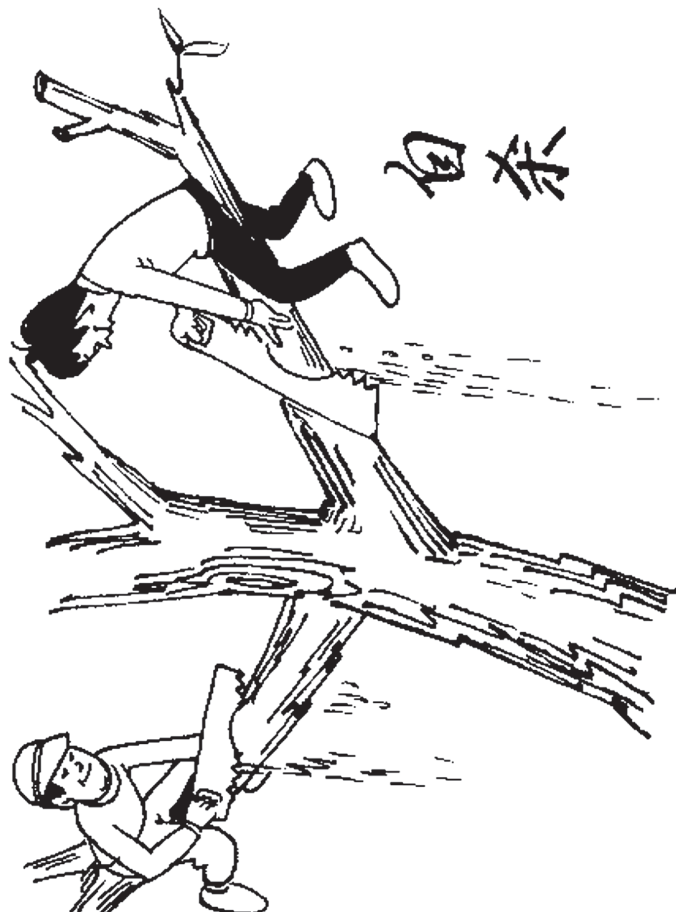
试卷号: 400

××★长期

××★启用前

(Only for 3-Candidate Format)

Part C Picture 3 for Candidates



(七) 口试登分卡

全国英语等级考试口试卡 Mark Sheet
3级、4级、5级

____月____日 上/下 午

姓 名	准 考 证 号											
填 涂 说 明 书写部分用黑色签字笔 填写，填涂部分用2B铅 笔填涂。 有效填涂 ■ 无效填涂 ☐ ☒ ☓ ☔	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]
	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]
	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]
	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]
	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]
	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]
	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]
	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]
	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]
	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]

试卷代码	Grammar & Vocabulary		[0]	[1]	[2]	[3]	[4]	[5]				
	Discourse Management		[0]	[1]	[2]	[3]	[4]	[5]				
	Pronunciation		[0]	[1]	[2]	[3]	[4]	[5]				
	Interactive Communication		[0]	[1]	[2]	[3]	[4]	[5]				
	Assessor Code		[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
			[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
			[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
			[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
	Assessor Signature											
	Global Achievement		[0]	[1]	[2]	[3]	[4]	[5]				
	Interlocutor Code		[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
			[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
			[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
		[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	
	Interlocutor Signature											

(八) 口试评分方法与合格标准

1. 评分原则与方法

在口试过程中口试教师依照口试评分标准进行评分，而不对两考生的口试情况作任何比照。口试教师依照口试各节的全部考查内容对考生进行口语评价，而不依照其中的某一部分独立评分。

口试时由两名口试教师对考生的口语能力进行评价。不参与交谈的教师根据评分标准中列出的四项内容分项给分。参与交谈的教师只给出一个总体分。

2. 合格标准

口试教师从以下四个方面评价考生的口语能力：

语法词汇

根据考生使用语法和词汇的恰当性和准确性评分。要求考生能够运用准确的语法和丰富的词汇进行表达，允许存在一些不影响理解的错误。

话语运用

根据考生话语的条理性和连贯性评分。要求考生具有较强的语言运用能力，能够连贯地传递信息、阐述观点等。允许有个别的不连贯之处。

语音语调

根据考生为完成口试任务所产出语言的可理解程度评分。其中包括单音的清晰度、连读以及重音、节奏、语调运用的恰当程度。只要不对理解造成影响，允许考生在英语表达中带有母语口音。

互动交际

根据考生通过相互交流和连续表达完成交际任务的情况进行评分。要求考生能恰当地进行应答和导入话题。其中包括使用功能性语言和方法维持交流或进行交流补救，并能主动地进行讨论和展开话题。允许在交际中因组织思路 and 语言而出现个别停顿。

本大纲配套数字资源中的口试实考录像收录了二人组及三人组的考试过程。其中二人组考生代表第四级合格以上（含合格）的标准。口试成绩以5分计，3分以上（含3分）为合格。

附录

附录一 功能意念表

1. 友好往来

(1) 问候

Hello. / Hi.

Good morning / afternoon / evening, etc.

(2) 寒暄

Nice day, isn't it?

What a lovely day today!

(3) 告辞

I'm afraid I must be going now.

I think it's time for us to leave now.

I've really got to go now.

It's time I went home.

(4) 告别

Good-bye. / Bye. / Bye-bye.

Good night.

See you tomorrow.

(5) 介绍

A. This is Tom (, and this is Amy).

I'd like you to meet Mary.

May I introduce (you to) Mr. / Mrs. / Miss / Ms. Smith?

B. How do you do?

Glad to meet you.
Nice meeting you, Fred.

(6) 感谢和应答

- A. Thank you (very much).
(Many) thanks.
I'm really grateful to you for your help.
- B. Not at all.
You're welcome.
Don't mention it.
That's all right.

(7) 祝愿和祝贺

- A. Good luck!
Best wishes for your holiday.
Have a good time.
Please give my best wishes to Linda.
Please remember me to your family.
- B. Congratulations (on your success).

(8) 道歉和应答

- A. Sorry.
Excuse me.
- B. Never mind.
It doesn't matter.
That's nothing.

(9) 邀请和应答

- A. Come in and have a cup of tea.
What about having a drink?
Would you like some ice cream?
- B. Thank you (very much).
Yes, I'd love to.
That's very kind of you (, but I'm on a diet).

(10) 提议、接受和谢绝

- A. Can I help you?
Is there anything I can do for you?
Shall I carry the box for you?
- B. Yes, please.
No, thank you (, just the same).
That's very kind of you, but I can

manage it myself.

2. 交流补救

- | | |
|-------------|--|
| (1) 请求重复和解释 | Uh, excuse me, could you repeat it?
Could you say that again? |
| (2) 定义 | Linguistics may be defined as the science of language. |
| (3) 确认理解 | Got it?
Do you see what I mean? |
| (4) 犹豫 | Let me see.
How can I put it? |
| (5) 更正 | What I meant was that we should go on with the work. |
| (6) 补充 | In addition, I think we should take the cost into account. |
| (7) 插话 | Excuse me. Did you say that the party had to be put off? |

3. 态度

- | | |
|--------|---|
| (1) 意愿 | I'm willing / ready to take the job.
I will buy a new pair of glasses. |
| (2) 希望 | I wish to see you again.
I hope you will get better soon.
I wish I were younger. |
| (3) 意向 | I'm planning to move somewhere downtown.
I feel like taking a hot bath now. |
| (4) 责任 | Do I have to finish it today?
Should I look after the baby this evening?
Is it necessary for me to clean the room?
I'm afraid you must / will have to stay home. |
| (5) 能力 | I can manage the job without help.
I'm capable of running a mile in four minutes. |

- (6) 允许和不允许 Sure, go ahead.
I'd rather you didn't.
- (7) 同意和不同意 That's a good point.
I'm afraid you're not quite right.
- (8) 喜欢和不喜欢 I like English poems very much.
She loves doing shopping alone.
He doesn't like wearing his hair long.
I don't care much for hot food.
- (9) 偏爱 I prefer tea to coffee.
I'd rather go by train than by plane.
- (10) 原谅 It's not your fault.
Please don't blame yourself.
- (11) 后悔 I should have finished my essay earlier.
- (12) 慰问和同情 I'm so sorry.
Please accept my deep sympathy.
- (13) 兴趣 That's quite tempting.
I'm curious about that.
- (14) 决心 She's determined to go to Australia.
I insist everybody be here at six sharp.
Nothing will prevent me from accomplishing the task.
- (15) 责怪和批评 You are late again.
Why didn't you tell me the truth?
You shouldn't have done that.
- (16) 抱怨 I hate to have to say this, but it's too noisy here.
- (17) 否定 I don't think you are right.

- | | |
|---------|---|
| (18) 让步 | Even so / But it's still a fact. |
| (19) 怀疑 | I doubt if we can finish it on time.
I suspect the truth of her statement. |
| (20) 犹豫 | Well, let me see. |
| (21) 坚持 | But you know that she's innocent. |
| (22) 忍受 | Well, we just have to accept that sort of thing. |
| (23) 冷淡 | I don't care what you do.
It doesn't matter to me. |

4. 可能程度

- | | |
|------------|---|
| (1) 肯定和不肯定 | We are sure / certain of success.
I'm not quite sure whether it will rain today.
I doubt if he knows the truth. |
| (2) 可能和不可能 | It is possible that he is out.
It is unlikely that he should be at home. |
| (3) 预测 | It will be fine tomorrow. |
| (4) 猜测和相信 | I guess that he has got it.
He must have read it before.
We all believe that you are right. |
| (5) 看似、好像 | He seems to be ignorant about it.
She appears to be unwilling to go.
It looks as if he knew a lot about it. |

5. 情感

- | | |
|--------|--|
| (1) 惊奇 | What a surprise!
I can hardly believe my ears / eyes. |
|--------|--|

- | | |
|------------|---|
| (2) 满意和高兴 | It is well done.
I'm pleased to know that.
How wonderful! |
| (3) 愤怒或恼怒 | Isn't it annoying / irritating!
What a stupid idiot! |
| (4) 悲伤 | Oh, no! How could this happen to me?
I can't take much more of this. |
| (5) 愿望 | I wish I were young again. |
| (6) 悔恨和失望 | Oh, what a pity / shame!
That's too bad. |
| (7) 需求 | I need your help.
I want you to read this report. |
| (8) 焦虑 | I'm so anxious about my job.
She is rather worried about his health. |
| (9) 加重感情色彩 | What a wonderful day!
Thank you ever so much.
It is far, far too expensive. |
| (10) 担心和挂念 | I'm so worried about you.
She is anxious to know the result. |
| (11) 害怕和恐惧 | Don't be afraid.
I was frightened to death when a tall man ran
towards me. |
| (12) 期望 | I'm expecting a call.
We're looking forward to hearing from you soon. |
| (13) 钦佩 | What a marvelous play!
I like your haircut. |

6. 告诉

- | | |
|---------|---|
| (1) 提醒 | Make sure you'll be there on time.
Don't forget about your study. |
| (2) 请求 | Will you do me a favor?
Would you mind helping me with the desk? |
| (3) 建议 | You'd better take an umbrella.
I'd rather you did it again.
Why don't you have a try?
Let's take a short break.
Shall we start now? |
| (4) 推荐 | I recommend this book. |
| (5) 指导 | The first thing you have to do is open the cover, and then don't forget to press the button "ON". |
| (6) 警告 | Be careful!
Take care!
If you don't do it properly, I'll make you do it again. |
| (7) 劝说 | Don't you think it would be better to leave right now? |
| (8) 命令 | Be quiet.
Don't shout in the corridor. |
| (9) 禁止 | You can't smoke here.
You are not allowed to smoke here. |
| (10) 许诺 | I will pay you back next time.
I give you my word that the goods will arrive on time. |

7. 时间

- | | |
|--------|---|
| (1) 时刻 | She gets up at 7:00 every morning.
The school will begin in September. |
|--------|---|

- | | |
|--------|--|
| (2) 时段 | The concert lasted two hours.
His father will stay in Paris for five years. |
| (3) 频度 | He should take the medicine twice a day.
She usually wrote home every other week. |
| (4) 时序 | The cat ran here and there, first on this side, then on that. |
| (5) 速度 | The students can read English at the speed of 200 words per minute. |
| (6) 同时 | Strike while the iron is hot. |
| (7) 持续 | The professor has been teaching at the university for over thirty years. |

8. 存在

- | | |
|------------|--|
| (1) 存在和不存在 | Air exists nearly everywhere.
There is not a soul in the room. |
| (2) 有和没有 | The people in this country enjoy free medical care.
The factory ran out of raw materials. |

9. 空间描述

- | | |
|--------|---|
| (1) 位置 | He sits at the back of the room.
The lab lies in the center of the university. |
| (2) 方向 | The post office is two blocks straight ahead.
Turn left at the corner and go straight forward. |
| (3) 动向 | The train is leaving for Beijing.
He walked towards the door.
The plane flew from Vancouver to Toronto. |
| (4) 距离 | The school is within walking distance. |
| (5) 体积 | The two rooms are of the same size. |

The swimming pool is 25 meters in width, 50 meters in length and 2 meters in depth.

10. 数量

(1) 数

There are 20 students in the class.

(2) 量

She has collected a great number of foreign stamps.

There was a great amount of rain last month.

(3) 足量和不足量

They have ample food and clothing.

The pot plant died from want of water.

(4) 过量

The shirt is too large for Tom to wear.

11. 质

(1) 形状

It is a U-shaped road.

(2) 颜色

The leaves turn yellow in autumn.

(3) 材料

The box is made of wood.

(4) 感觉

The blind man has to feel his way forward.

He has no sense of music.

(5) 质地

The silk feels very smooth.

(6) 价值

A peasant woman found a priceless stone in her land.

(7) 自然状况

I don't feel well, just because of the jet lag.

12. 方法和手段

The sheets are usually folded in this way.

He decided to treat the patient surgically.

The dumb can make themselves understood by means of gestures.

13. 功用

The knife is used to cut things.

The computer performs an important function in modern society.

14. 立论

- | | |
|--------|---|
| (1) 例证 | The language skills, for example, speaking and writing, need to be practiced.
This relationship can be exemplified by the following graph.
namely; as follows |
| (2) 概括 | Generally speaking, job chances are much better for manual workers than for office workers. |
| (3) 推论 | It is argued that books will no longer be necessary after each family owns a computer. |
| (4) 结论 | To sum up, it is no easy job to learn a foreign language.
all in all; in conclusion; to conclude by saying |
| (5) 阐明 | It means you mustn't overtake. |

15. 计算和测量

- | | |
|--------------------|---|
| (1) 基础运算 | If you multiply 3 by 4, you get 12. |
| (2) 倍数和百分比 | In this school men constitute only 40 percent of the teaching staff.
This book is twice as thick as that one. |
| (3) 增加和减少 | The export increased in volume by 10 percent over last year.
There is a sharp drop of birth rate in this area. |
| (4) 基础测量
(长、宽等) | The table is 4 feet in length.
The garden measures 40 feet across. |
| (5) 近似值 | about; approximately |
| (6) 平均值 | On the average, the author writes two books a year.
to have an average of |
| (7) 比率和比例 | 16 to 8 is in the ratio of 6 to 3.
The proportion of A to B is X to Y. |
| (8) 最大值和最小值 | The train has the maximum speed of 250 miles per hour. |

The minimum number of students in each room will be five.

(9) 估计

The estimated quantity of rice per acre is 5 tons.

It is estimated that the work will take three months.

16. 结构

(1) 部分和整体

The committee comprises 9 professors.

Our class consists of 40 students.

(2) 部分之间的联系

The staircase leads from here to the balcony.

17. 关系

(1) 行为中和事物中的联系

They showed sympathy to the child.

These facts are known by all the school-teachers.

(2) 对比关系

on the one hand ..., on the other hand ...;

in spite of; on the contrary

(3) 比较关系

He speaks English as well as she does.

He is the slower of the two children.

That is the most wonderful play I have ever seen.

(4) 所属关系

the boy's painting; her promotion; a woman's college

(5) 逻辑关系

As it was raining hard, we didn't go out yesterday.

Nothing more was heard from him so that we began to wonder if he was dead.

Though it was already midnight, he went on working.

He failed the exam as a result of bad preparation.

(6) 分类

English can be further divided into several sub-varieties.

附录二 词汇表

A

a / an	accent
abandon	accept
abdomen	access
abide	accessory
ability	accident
able	accidental
abnormal	acclaim
aboard	accommodate
abolish	accommodation
abort	accompany
about	accomplish
above	accord
abroad	accordance
abrupt	according (to)
absence	accordingly
absent	account
absolute	accountant
absorb	accumulate
abstract	accuracy
absurd	accurate
abundance	accuse
abundant	accustom
abuse	accustomed
academic	ache
academy	achieve
accelerate	acid

acknowledge	advance
acquaint	advanced
acquaintance	advantage
acquire	advantageous
acquisition	advent
acre	adventure
acrobat	adverb
across	adverse
act	advertise (-ze)
action	advice
activate	advisable
active	advise
activity	advocate
actor	aerial
actress	aerospace
actual	affair
acute	affect
adapt	affection
add	affiliate
addict	affirm
addition	affirmative
address	afford
adequate	afraid
adhere	after
adjacent	afternoon
adjective	afterward(s)
adjoin	again
adjust	against
administer	age
administrate	agency
administration	agenda
admire	agent
admission	aggravate
admit	aggressive
adolescent	agitate
adopt	ago
adult	agony

agree	aloud
agreeable	alphabet
agreement	already
agriculture	also
ahead	alter
aid	alteration
aim	alternate
air	alternative
air-conditioning	although
aircraft	altitude
airline	altogether
airmail	alumin(i)um
airplane (aero-)	always
airport	amateur
aisle	amaze
alarm	ambassador
album	ambiguous
alcohol	ambition
alert	ambitious
alien	ambulance
alike	amend
alive	amid
all	among(st)
allege	amount
allergic	ampere
alleviate	ample
alliance	amplifier
allied	amplify
allocate	amuse
allow	analog(ue)
allowance	analogy
alloy	analyse (-ze)
ally	analysis
almost	analytic(al)
alone	ancestor
along	anchor
alongside	ancient

and	appear
anecdote	appearance
angel	appendix
anger	appetite
angle	applaud
angry	applause
anguish	apple
animal	appliance
ankle	applicable
anniversary	application
announce	apply
annoy	appoint
annual	appointment
anonymous	appraisal
another	appreciable
answer	appreciate
ant	apprehension
antenna	approach
anticipate	appropriate
antique	approval
anxiety	approve
anxious	approximate
any	apt
anybody	arbitrary
anyhow	arch
anyone	architect
anything	architecture
anyway	area
anywhere	argue
apart	argument
apartment	arise
apologise (-ze)	arithmetic
apology	arm
appal(l)	army
apparatus	around
apparent	arouse
appeal	arrange

array	associate
arrest	association
arrival	assume
arrive	assumption
arrogant	assurance
arrow	assure
art	astonish
artery	astray
article	astronaut
articulate	astronomy
artificial	at
artist	athlete
artistic	atmosphere
as	atom
ascend	attach
ascertain	attack
ash	attain
ashamed	attempt
ashore	attend
aside	attendance
ask	attendant
asleep	attention
aspect	attentive
aspire	attitude
assassinate	attorney
assault	attract
assemble	attractive
assembly	attribute
assert	audience
assess	audio
asset	audit
assign	auditorium
assignment	augment
assimilate	aunt
assist	aural
assistance	authentic
assistant	author

authority	avoid
auto(mobile)	await
automatic	awake
automation	award
autumn	aware
auxiliary	away
avail	awe
available	awful
avenue	awkward
average	ax(e)
avert	axis
aviation	

B

baby	ballot
bachelor	ban
back	banana
background	band
backward(s)	bandage
bacon	bang
bacterium	bank
bad	bankrupt
badge	bankruptcy
badly	banner
badminton	banquet
bag	bar
baggage	barbeque
bait	barber
bake	bare
bakery	barely
balance	bargain
balcony	bark
bald	barn
ball	barrel
ballet	barrier
balloon	base

baseball
 basement
 basic
 basin
 basis
 basket
 basketball
 bat
 batch
 bath
 bathe
 bathroom
 battery
 battle
 bay
 be (am, are, is)
 beach
 beam
 bean
 bear
 beard
 beast
 beat
 beautiful
 beauty
 because
 become
 bed
 bedroom
 bee
 beef
 beer
 before
 beforehand
 beg
 begin
 beginning

behalf
 behave
 behavio(u)r
 behind
 being
 belief
 believe
 bell
 belly
 belong
 beloved
 below
 belt
 bench
 bend
 beneath
 beneficial
 benefit
 bent
 berry
 beside
 besides
 best
 bet
 betray
 better
 between
 beverage
 beware
 bewilder
 beyond
 bias
 Bible
 bibliography
 bicycle (=bike)
 bid
 big

bill	blunt
billion	blur
bind	blush
biography	board
biology	boast
bird	boat
birth	body
birthday	boil
biscuit	bold
bit	bolt
bite	bomb
bitter	bond
black	bone
blackboard	bonus
blade	book
blame	boom
blank	boost
blanket	boot
blast	booth
blaze	border
bleak	bore
bleed	bored
blend	boring
bless	born
blessing	borrow
blind	bosom
block	boss
blog	botany
blood	both
bloody	bother
bloom	bottle
blossom	bottom
blouse	bough
blow	bounce
blue	bound
blueprint	boundary
blunder	bow

bowl	broad
bowling	broadcast
box	brochure
boy	broker
boycott	bronze
brace	brook
bracket	broom
brain	brother
brake	brow
branch	brown
brand	browse
brandy	bruise
brass	brush
brave	brutal
breach	bubble
bread	bud
breadth	budget
break	buffet
breakdown	bug
breakfast	build
breakthrough	building
breast	bulb
breath	bulk
breathe	bull
breed	bullet
bribe	bulletin
brick	bump
bride	bunch
bridegroom	bundle
bridge	burden
brief	bureau
bright	burglar
brilliant	burn
brim	burst
bring	bury
brisk	bus
brittle	bush

business
busy
but
butcher
butter
butterfly

button
buy
by
bye
bypass
by-product

C

cab
cabbage
cabin
cabinet
cable
café
cafeteria
cage
cake
calculate
calendar
call
calm
calorie
camel
camera
camp
campaign
campus
can
canal
cancel
cancer
candidate
candle
candy
cannon
canoe

canteen
canvas
cap
capable
capacity
capital
capitalism
capsule
captain
captive
capture
car
carbon
carbon dioxide
card
cardinal
care
career
careful
careless
cargo
carpenter
carpet
carriage
carrier
carrot
carry
cart

cartoon
 carve
 case
 cash
 cashier
 cassette
 cast
 castle
 casual
 casualty
 cat
 catalog(ue)
 catch
 category
 cater
 cathedral
 Catholic
 cattle
 cause
 caution
 cautious
 cave
 cease
 ceiling
 celebrate
 celebrity
 cell
 cellar
 cellphone (=cellular phone)
 cement
 census
 cent
 centigrade
 centimetre (-er)
 central
 centre (-er)
 century

ceremony
 certain
 certainly
 certainty
 certificate
 certify
 chain
 chair
 chairman
 chalk
 challenge
 chamber
 champagne
 champion
 chance
 chancellor
 change
 channel
 chaos
 chapter
 character
 characterise (-ze)
 characteristic
 charge
 charity
 charm
 charming
 chart
 charter
 chase
 chat
 cheap
 cheat
 check
 cheek
 cheer
 cheese

chef	circulate
chemical	circumstance
chemist	circus
chemistry	cite
cheque	citizen
cherish	city
cherry	civil
chess	civilian
chest	civilisation (-zation)
chestnut	civilise (-ze)
chew	claim
chicken	clap
chief	clarify
child	clarity
childhood	clash
chill	clasp
chimney	class
chin	classic
china	classical
chip	classification
chocolate	classify
choice	classmate
choke	classroom
choose	clause
chop	claw
chopsticks	clay
chorus	clean
Christian	clear
Christmas	clergy
chronic	clerk
church	clever
cigar	click
cigaret(te)	client
cinema	cliff
circle	climate
circuit	climax
circular	climb

cling
 clinic
 clip
 cloak
 clock
 clockwise
 clone
 close
 closet
 cloth
 clothes
 clothing
 cloud
 cloudy
 club
 clue
 clumsy
 cluster
 clutch
 coach
 coal
 coarse
 coast
 coat
 cock
 code
 coffee
 coherent
 coil
 coin
 coincide
 coincidence
 coke
 cold
 collaborate
 collapse
 collar

colleague
 collect
 collection
 collective
 college
 collide
 collision
 colo(u)r
 colonel
 colonial
 colony
 column
 comb
 combat
 combination
 combine
 come
 comedy
 comfort
 comic
 command
 commemorate
 commence
 commend
 comment
 commerce
 commercial
 commission
 commit
 committee
 commodity
 common
 commonplace
 commonsense
 communicate
 communication
 communism

communist	compound
community	comprehend
commute	comprehension
compact	comprehensive
companion	compress
company	comprise
comparable	compromise
comparative	compulsory
compare	compute
comparison	computer
compartment	conceal
compass	conceive
compatible	concentrate
compel	concept
compensate	conception
compete	concern
competent	concerning
competition	concert
competitive	concession
competitor	concise
compile	conclude
complain	conclusion
complaint	concrete
complement	condemn
complete	condense
completion	condition
complex	conditional
complexity	conduct
complicate	conductor
complicated	confer
complication	conference
compliment	confess
comply	confidence
component	confident
compose	confidential
composite	configure
composition	confine

confirm
conflict
conform
confront
confuse
confusion
congratulate
congratulation
congress
conjunction
connect
conquer
conquest
conscience
conscientious
conscious
consensus
consent
consequence
consequently
conservation
conservative
consider
considerable
considerate
consideration
consist
consistent
console
consolidate
conspicuous
constant
constituent
constitute
constitution
construct
consult

consultant
consume
consumption
contact
contain
container
contaminate
contemporary
contempt
contend
content
contest
context
continent
continual
continue
continuous
contract
contradict
contrary
contrast
contribute
contribution
contrive
control
controversial
convenience
convenient
convention
conventional
conversation
conversely
conversion
convert
convey
convict
conviction

convince	counsel
cook	count
cookie	counter
cool	counterpart
cooperate	country
cooperation	countryside
cooperative	county
coordinate	couple
cop	coupon
cope	courage
copper	course
copy	court
cord	courtesy
cordial	courtyard
core	cousin
corn	cover
corner	cow
corporation	coward
correct	crab
correspond	crack
correspondence	cradle
correspondent	craft
corresponding	crane
corridor	crash
corrode	crawl
corrupt	crazy
cosmic	cream
cost	create
costly	creative
costume	creature
cosy (-zy)	credit
cottage	creep
cotton	crew
couch	cricket
cough	crime
could	criminal
council	cripple

crisis
 crisp
 criterion
 critic
 critical
 criticise (-ze)
 crop
 cross
 crossing
 crow
 crowd
 crown
 crucial
 crude
 cruel
 crush
 crust
 cry
 crystal
 cube
 cubic
 cucumber
 cue

cultivate
 culture
 cunning
 cup
 cupboard
 cure
 curiosity
 curious
 curl
 currency
 current
 curriculum
 curse
 curtain
 curve
 cushion
 custom
 customer
 cut
 cute
 cyber
 cycle
 cylinder

D

dad
 daily
 dairy
 dam
 damage
 damp
 dance
 danger
 dangerous
 dare
 dark

darling
 dart
 dash
 data
 database
 date
 daughter
 dawn
 day
 daylight
 daytime

dazzle	defect
dead	defence (-se)
deadline	defend
deadly	deficiency
deaf	deficit
deal	define
dealer	definite
dean	definition
dear	deform
death	defy
debate	degenerate
debt	degree
decade	delay
decay	delegate
deceit	delegation
deceive	delete
decent	deliberate
decide	delicate
decimal	delicious
decision	delight
decisive	deliver
deck	delivery
declaration	demand
declare	democracy
decline	democratic
decompose	demonstrate
decorate	denial
decorative	denote
decrease	denounce
dedicate	dense
deduce	density
deed	dentist
deem	deny
deep	depart
deepen	department
deer	departure
defeat	depend

dependence
dependent
depict
deposit
deposition
depress
deprive
depth
deputy
derive
descend
descendant
descent
describe
description
desert
deserve
design
designate
desirable
desire
desk
desolate
despair
desperate
despise
despite
dessert
destination
destiny
destroy
destruction
destructive
detach
detail
detain
detect

detective
detector
deteriorate
determine
develop
deviate
device
devil
devise
devote
devotion
dew
diagnose
diagnosis
diagram
dial
dialect
dialog(ue)
diameter
diamond
diary
dice
dictate
dictation
dictator
dictionary
die
diet
differ
difference
different
differentiate
difficult
difficulty
diffuse
dig
digest

digital	discuss
dignity	discussion
dilemma	disease
diligent	disgrace
dilute	disguise
dim	disgust
dimension	dish
diminish	dishono(u)r
dine	dislike
dinner	dismay
dip	dismiss
diploma	disorder
diplomatic	disperse
direct	displace
direction	display
director	disposal
directory	dispose
dirt	dispute
dirty	disregard
disable	dissatisfy
disadvantage	dissolve
disagree	distance
disappear	distant
disappoint	distil(l)
disaster	distillation
disastrous	distinct
disc (=disk)	distinction
discard	distinguish
discern	distort
discharge	distract
discipline	distress
disclose	distribute
discount	district
discourage	disturb
discover	disturbance
discovery	ditch
discriminate	dive

diverse
 diversion
 divert
 divide
 division
 divorce
 dizzy
 do
 dock
 doctor
 doctrine
 document
 documentary
 dog
 doll
 dollar
 domain
 dome
 domestic
 dominant
 dominate
 donate
 donkey
 doom
 door
 doorway
 dorm (=dormitory)
 dose
 dot
 double
 doubt
 dove
 down
 download
 downstairs
 downtown
 downward(s)

doze
 dozen
 draft
 drag
 dragon
 drain
 drama
 dramatic
 drastic
 draw
 drawback
 drawer
 drawing
 dread
 dreadful
 dream
 dress
 drift
 drill
 drink
 drip
 drive
 driver
 drop
 drought
 drown
 drug
 drum
 drunk
 dry
 dubious
 duck
 due
 dull
 dumb
 dump
 duplicate

durable
duration
during
dusk
dust
dusty
duty

dwarf
dwell
dwelling
dye
dying
dynamic
dynasty

E

each
eager
eagle
ear
early
earn
earnest
earth
earthenware
earthquake (=quake)
ease
east
Easter
eastern
eastward
easy
eat
eccentric
echo
eclipse
ecology
economic
economical
economics
economy
edge
edible

edit
edition
editor
editorial
educate
education
effect
effective
efficiency
efficient
effort
egg
ego
either
eject
elaborate
elapse
elastic
elbow
elder
eldest
elect
election
electric
electrical
electrician
electricity

electrify
 electron
 electronic
 electronics
 elegant
 element
 elementary
 elephant
 elevate
 elevator
 eligible
 eliminate
 elite
 eloquent
 else
 elsewhere
 email
 embark
 embarrass
 embassy
 embody
 embrace
 emerge
 emergency
 emigrate
 eminent
 emission
 emit
 emotion
 emperor
 emphasis
 emphasise (-ze)
 empire
 empirical
 employ
 employee
 employer

employment
 empty
 enable
 enclose
 enclosure
 encounter
 encourage
 encyclop(a)edia
 end
 endanger
 endeavo(u)r
 ending
 endow
 endurance
 endure
 enemy
 energetic
 energy
 enforce
 engage
 engagement
 engine
 engineer
 engineering
 enhance
 enjoy
 enlarge
 enlighten
 enormous
 enough
 enquire (in-)
 enrich
 enrol(l)
 ensure
 enter
 enterprise
 entertain

entertainment	esteem
enthusiasm	esthetic (=aesthetic)
enthusiastic	estimate
entire	eternal
entitle	ethnic
entrance	evaluate
entrepreneur	evaluation
entry	evaporate
envelope	eve
environment	even
envy	evening
epidemic	event
episode	eventually
epoch	ever
equal	everlasting
equality	every
equation	everybody
equator	everyday
equip	everyone
equipment	everything
equivalent	everywhere
era	evidence
erase	evident
erect	evil
erosion	evolution
erroneous	evolve
error	exact
erupt	exactly
escape	exaggerate
escort	exam (=examination)
especially	examine
essay	example
essence	exceed
essential	exceedingly
establish	excellent
establishment	except
estate	exception

exceptional
excess
excessive
exchange
excite
excitement
exciting
exclaim
exclamation
exclude
exclusive
excursion
excuse
execute
executive
exemplify
exempt
exercise
exert
exhaust
exhibit
exhibition
exist
existence
exit
exotic
expand
expansion
expect
expectation
expedition
expel
expend
expenditure
expense
expensive
experience

experiment
experimental
expert
expertise
expire
explain
explanation
explicit
explode
exploit
exploration
explore
explosion
explosive
export
expose
exposure
express
expression
extend
extension
extensive
extent
exterior
external
extinct
extinguish
extra
extract
extraction
extraordinary
extravagant
extreme
eye
eyebrow
eyesight

F

fable	fare
fabric	farewell
fabricate	farm
fabulous	farmer
face	farther
facilitate	fascinate
facility	fashion
fact	fashionable
factor	fast
factory	fasten
faculty	fat
fade	fatal
Fahrenheit	fate
fail	father
failure	fatigue
faint	fault
fair	faulty
fairly	favo(u)r
fairy	favo(u)rable
faith	favo(u)rite
faithful	fax
fake	fear
fall	fearful
false	feasible
fame	feast
familiar	feat
family	feather
famine	feature
famous	federal
fan	fee
fancy	feeble
fantastic(al)	feed
fantasy	feedback
far	feel

feeling
 fell
 fellow
 fellowship
 female
 feminine
 fence
 ferry
 fertile
 fertiliser (-zer)
 festival
 fetch
 feudal
 fever
 few
 fiancé
 fibre (-er)
 fiction
 field
 fierce
 fight
 fighter
 figure
 file
 fill
 film
 filter
 final
 finally
 finance
 financial
 find
 finding
 fine
 finger
 finish
 finite

fire
 fireman
 fireplace
 firework
 firm
 fish
 fishery
 fist
 fit
 fitting
 fix
 fixture
 flag
 flame
 flap
 flare
 flash
 flat
 flatten
 flatter
 flavo(u)r
 flaw
 flee
 fleet
 flesh
 flexible
 flight
 fling
 float
 flock
 flood
 floor
 flour
 flourish
 flow
 flower
 flu

fluctuate	formal
fluent	format
fluid	formation
flush	former
fly	formula
flyover	formulate
foam	forthcoming
focus	fortnight
fog	fortunate
fold	fortune
folk	forum
follow	forward
fond	fossil
food	foster
foodstuff	found
fool	foundation
foolish	fountain
foot	fox
football	fraction
footstep	fracture
for	fragile
forbid	fragment
force	fragrant
forecast	frame
foregoing	framework
forehead	frank
foreign	free
foreigner	freedom
foremost	freeze
foresee	freight
forest	frequency
forever	frequent
forge	fresh
forget	freshman
forgive	friction
fork	friend
form	friendly

friendship
fright
frighten
fringe
fro
frog
from
front
frontier
frost
frown
frozen
fruit
fruitful
frustrate
fry
fuel
fulfil(l)

full
fume
fun
function
fund
fundamental
funeral
funny
fur
furious
furnace
furnish
furniture
further
furthermore
fuse
fuss
future

G

gadget
gage (=gauge)
gain
galaxy
gallery
gallon
gallop
gamble
game
gang
gap
garage
garbage
garden
garlic

garment
gas
gaseous
gasoline
gasp
gate
gather
gay
gaze
gear
gender
gene
general
generalise (-ze)
generate

generation	glorious
generator	glory
generous	glove
genetic	glow
genius	glue
gentle	go
gentleman	goal
gently	goat
genuine	god
geographic(al)	gold
geography	golden
geology	golf
geometry	good
germ	goodbye
gesture	goodness
get	goods
ghost	goose
giant	gossip
gift	govern
gifted	government
gigantic	governor
giggle	grab
ginger	grace
girl	graceful
give	gracious
glad	grade
glamo(u)r	gradual
glance	gradually
glare	graduate
glass	grain
glide	gram(me)
glimpse	grammar
glitter	grammatical
global	grand
globe	granddaughter
gloomy	grandfather
glorify	grandmother

grandson
grant
grape
graph
grasp
grass
grateful
gratitude
grave
gravity
gray (=grey)
grease
great
greedy
green
greenhouse
greet
greeting
grief
grieve
grim
grind
grip
groan

grocer
grocery
gross
ground
group
grow
grown-up
growth
guarantee
guard
guess
guest
guidance
guide
guideline
guilt
guilty
guitar
gulf
gum
gun
gunpowder
guy
gym (=gymnasium)

H

habit
habitual
hail
hair
haircut
half
hall
halt
ham
hamburger

hammer
hamper
hand
handbook
handful
handicap
handkerchief
handle
handout
handsome

handwriting	headmaster
handy	headquarters
hang	heal
happen	health
happy	healthy
harbo(u)r	heap
hard	hear
harden	hearing
hardly	heart
hardship	heartily
hardware	heartly
hard-working	heat
hare	heating
harm	heaven
harmful	heavy
harmony	hedge
harness	heel
harsh	height
harvest	heighten
haste	heir
hasten	helicopter
hasty	hell
hat	hello
hatch	helmet
hate	help
hateful	helpful
hatred	hemisphere
haul	hen
have (has, had, had)	hence
hawk	henceforth
hay	her
hazard	herb
he	herd
head	here
headache	heritage
heading	hero
headline	heroic

heroin	holiday
heroine	hollow
hers	holy
herself	home
hesitate	homework
hesitation	homogeneous
hi (=hey)	honest
hide	honesty
hierarchy	honey
high	hono(u)r
highland	hono(u)rable
highlight	hook
highly	hope
highway	hopeful
hijack (=highjack)	hopeless
hike	horizon
hill	horizontal
hillside	horn
him	horrible
himself	horror
hind	horse
hinder	horsepower
hinge	hospital
hint	hospitality
hire	host
his	hostage
historian	hostess
historic	hostile
historical	hot
history	hot dog
hit	hotel
hitherto	hour
hobby	house
hoist	household
hold	housewife
holder	housework
hole	how

however	hunger
hug	hungry
huge	hunt
human	hurricane
humanity	hurry
humble	hurt
humid	husband
humidity	hut
humiliate	hydrogen
humo(u)r	hypothesis
humo(u)rous	hysterical

I

ice	illness
ice-cream	illuminate
icon	illustrate
icy	illustration
idea	image
ideal	imaginary
identical	imagination
identification	imaginative
identify	imagine
identity	imitate
ideology	imitation
idiom	immediate
idiot	immense
idle	immerse
idol	immigrant
if	immune
ignite	impact
ignorance	impair
ignorant	impartial
ignore	impatient
ill	imperialism
illegal	impetus
illiterate	implement

implication
implicit
imply
import
importance
important
impose
impossible
impress
impression
impressive
imprison
improper
improve
improvement
impulse
impurity
in
inaccessible
inadequate
incapable
incentive
inch
incidence
incident
incidentally
incline
include
inclusive
income
incorporate
increase
incredible
incur
indeed
independence
independent

index
indicate
indication
indicative
indifferent
indignant
indignation
indispensable
individual
indoor
indoors
induce
induction
indulge
industrial
industrialise (-ze)
industrious
industry
inertia
inevitable
infant
infect
infectious
infer
inferior
infinite
infinity
inflation
influence
influential
inform
information
infrared
infrastructure
ingenious
ingredient
inhabit

inhabitant	institution
inherent	instruct
inherit	instruction
initial	instructor
initiate	instrument
initiative	insufficient
inject	insulate
injure	insulator
injury	insult
ink	insurance
inland	insure
inlet	intact
inn	integral
inner	integrate
innocent	integrity
innovate	intellectual
innumerable	intelligence
input	intelligent
insect	intend
insert	intense
inside	intensity
insight	intensive
insist	intention
inspect	interact
inspector	intercourse
inspiration	interest
inspire	interested
instability	interesting
instal(l)	interfere
installation	interference
instance	interior
instant	intermediate
instantaneous	intermittent
instantly	internal
instead	international
instinct	Internet
institute	interpret

interrupt
intersection
interval
intervene
interview
intimate
into
intricate
introduce
introduction
intuition
invade
invalid
invaluable
invasion
invent
invention
invert
invest
investigate
investment

invisible
invitation
invite
involve
inward(s)
ion
iron
irregular
irrespective
irrigate
irritate
island
isle
isolate
isotope
issue
it
item
its
itself

J

jacket
jail (=gaol)
jam
jar
jargon
jaw
jazz
jealous
jealousy
jeans
jeep
jet
jewel

jewelry (=jewellery)
Jewish
job
jog
join
joint
joke
jolly
journal
journalist
journey
joy
judg(e)ment

judge
judicial
juice
jump
junction
jungle
junior

junk
jury
just
justice
justify
juvenile

K

keen
keep
kettle
key
keyboard
kick
kid
kidnap
kidney
kill
kilo
kilogram(me)
kilometre (-er)
kind
kindergarten

kindness
king
kingdom
kiss
kitchen
kite
knee
kneel
knife
knit
knob
knock
knot
know
knowledge

L

lab(oratory)
label
labo(u)r
lace
lack
lad
ladder
lady

lag
lake
lamb
lame
lamp
land
landing
landlady

landlord
 lane
 language
 lantern
 lap
 laptop
 large
 lark
 laser
 last
 late
 lately
 latent
 later
 lateral
 Latin
 latitude
 latter
 laugh
 laughter
 launch
 laundry
 lavatory
 law
 lawn
 lawyer
 lay
 layer
 layoff
 layout
 lazy
 lead
 leader
 leadership
 leading
 leaf
 leaflet

league
 leak
 leakage
 lean
 leap
 learn
 learned
 least
 leather
 leave
 lecture
 left
 leg
 legacy
 legal
 legend
 leisure
 lemon
 lend
 length
 lengthen
 lens
 less
 lessen
 lesson
 lest
 let
 letter
 level
 lever
 liability
 liable
 liar
 liberal
 liberate
 liberty
 librarian

library	literary
licence (-se)	literature
lick	litre (-er)
lid	litter
lie	little
life	live
lifetime	lively
lift	liver
light	living-room
lighten	load
lighter	loaf
lightly	loan
lightning	lobby
like	local
likelihood	locality
likely	locate
likeness	location
likewise	lock
limb	locker
lime	locomotive
limestone	lodge
limit	lodging
limitation	log
limited	logic
limp	logical
line	lonely
linen	long
liner	longitude
linger	look
link	loom
lion	loop
lip	loose
liquid	loosen
liquor	lord
list	lorry
listen	lose
literally	loss

lot
lottery
loud
loudspeaker
lounge
love
lovely
lover
low
lower
loyal
loyalty

lubricate
luck
lucky
luggage
lumber
lump
lunar
lunch
lung
lure
luxury

M

machine
machinery
macroscopic
mad
madam
magazine
magic
magician
magnet
magnetic
magnetism
magnificent
magnify
magnitude
maid
mail
mailbox
main
mainland
maintain
maintenance
majesty

major
majority
make
makeup
male
malfunction
maltreat
mammal
man
manage
management
manager
manifest
manipulate
mankind
manly
manner
manual
manufacture
manuscript
many
map

marathon	mean
marble	meaning
march	means
margin	meantime
marginal	meanwhile
marine	measurable
marital	measure
mark	meat
market	mechanic
marriage	mechanical
married	mechanics
marry	mechanism
Mars	medal
marvel(l)ous	media
Marxism	medical
masculine	medicine
mask	Mediterranean
mass	medium
massive	meet
master	meeting
masterpiece	melody
mat	melon
match	melt
mate	member
material	membership
materialism	memo
math (=mathematics)	memorial
mathematical	memory
matter	mend
mature	mental
maximum	mention
may	menu
maybe	merchandise
mayor	merchant
me	mercury
meadow	mercy
meal	mere

merely
 merge
 merit
 merry
 mess
 message
 messenger
 metal
 metaphor
 method
 metre (-er)
 metric
 microbe
 microcomputer
 microphone
 microprocessor
 microscope
 microscopic
 microwave
 midday
 middle
 midnight
 midst
 might
 mighty
 migrate
 mild
 mile
 military
 milk
 milky
 mill
 millimetre (-er)
 million
 millionaire
 mind
 mine

mineral
 miniature
 minimise (-ze)
 minimum
 minister
 ministry
 minor
 minority
 minus
 minute
 miracle
 mirror
 mischief
 miserable
 misery
 misfortune
 mislead
 miss
 missile
 missing
 mission
 mist
 mistake
 mister
 mistress
 misunderstand
 mix
 mixture
 mo(u)ld
 moan
 mob
 mobile
 mobilise (-ze)
 mock
 mode
 model
 moderate

modern	mostly
modernisation (-zation)	mother
modest	motion
modesty	motivate
modification	motive
modify	motor
module	motorway
moist	mount
moisture	mountain
molecule	mountainous
moment	mourn
momentary	mouse
monetary	mouth
money	mouthful
monitor	move
monkey	movement
monopoly	movie
monotonous	much
monster	mud
monstrous	multiple
month	multiplication
monthly	multiply
monument	multitude
mood	municipal
moon	murder
mop	murmur
moral	muscle
morality	muscular
more	museum
moreover	mushroom
morning	music
mortal	musical
mortgage	musician
mosaic	must
mosquito	mustard
moss	mute
most	mutter

mutton
mutual
my
myself

mysterious
mystery
myth

N

nail
naive
naked
name
namely
nap
napkin
narrate
narrow
nasty
nation
national
nationality
native
natural
nature
naughty
naval
navigation
navy
near
nearby
nearly
neat
necessary
necessity
neck
necklace
need
needle

negative
neglect
negligible
negotiate
Negro
neighbo(u)r
neighbo(u)rhood
neither
nephew
nerve
nervous
nest
net
network
neutral
neutron
never
nevertheless (=nonetheless)
new
news
newspaper
next
nice
nickel
nickname
niece
night
nightmare
nitrogen
no

noble	notice
nobody	noticeable
nod	notify
noise	notion
noisy	notorious
nominal	notwithstanding
nominate	noun
none	nourish
nonsense	novel
noodle	novelty
noon	now
nor	nowadays
normal	nowhere
north	nuclear
northeast	nucleus
northern	nuisance
northward	numb
northwest	number
nose	numerous
not	nurse
notable	nursery
note	nut
notebook	nutrition
noteworthy	nylon
nothing	

O

o'clock	objection
oak	objective
oar	obligation
oath	oblige
obedience	obscure
obedient	observation
obesity	observe
obey	obsession
object	obsolete

obstacle	onto
obstinate	onward
obstruction	opaque
obtain	open
obvious	opening
occasion	opera
occasional	operate
occupation	operation
occupy	operational
occur	operator
occurrence	opinion
ocean	opponent
odd	opportunity
odds	oppose
odo(u)r	opposite
of	oppress
off	opt
offend	optical
offense (-ce)	optimise (-ze)
offensive	optimistic
offer	option
office	optional
officer	or
official	oral
offset	orange
offspring	orbit
often	orchard
oil	orchestra
old	order
Olympic	orderly
omit	ordinary
on	ore
once	organ
oneself	organic
onion	organisation (-zation)
online	organise (-ze)
only	organism

orient	outstanding
oriental	outward(s)
orientation	oven
origin	over
original	overall
originate	overcoat
ornament	overcome
orphan	overestimate
orthodox	overflow
other	overhaul
otherwise	overhead
ought	overhear
ounce	overlap
our	overlook
ours	overnight
ourselves	overpass
out	overseas
outbreak	overtake
outcome	overthrow
outdoor	overtime
outdoors	overview
outer	overweight
outermost	overwhelm
outfit	overwhelming
outgoing	owe
outlet	owing
outline	owl
outlook	own
output	owner
outset	ownership
outside	ox
outskirts	oxygen

P

pace	package
pack	packet

pad
paddle
page
pail
pain
painful
painstaking
paint
painter
painting
pair
palace
pale
palm
pamphlet
pan
panda
panel
panic
pant
pants
paper
paperwork
parachute
parade
paradise
paradox
paragraph
parallel
paralyse (-ze)
parameter
paraphrase
parasite
parcel
pardon
parent
park

parliament
part
partial
participant
participate
particle
particular
partly
partner
party
pass
passage
passenger
passerby
passion
passive
passport
past
paste
pastime
pasture
pat
patch
patent
path
pathetic
patience
patient
patriotic
patrol
patron
pattern
pause
pave
pavement
paw
pay

payment	perform
pea	performance
peace	perfume
peaceful	perhaps
peach	period
peak	periodical
peanut	perish
pear	permanent
pearl	permission
peasant	permit
pebble	perpetual
peculiar	perplex
peculiarity	persecute
pedal	persist
pedestrian	person
pedlar (=peddler)	personal
peel	personality
peep	personnel
peer	perspective
pen	persuade
penalty	persuasion
pencil	pessimistic
pendulum	pest
penetrate	pet
penetration	petition
penicillin	petrol
peninsula	petroleum
penny	petty
pension	pharmacy
people	phase
pepper	phenomenon
per	philosopher
perceive	philosophy
percent	phone (=telephone)
percentage	photo (=photograph)
perfect	photoelectric
perfection	photographic

photography
 phrase
 physical
 physically
 physician
 physicist
 physics
 physiology
 piano
 pick
 pickpocket
 pickup
 picnic
 pictorial
 picture
 pie
 piece
 pierce
 pig
 pigeon
 pile
 pill
 pillar
 pillow
 pilot
 pin
 pinch
 pine
 pink
 pint
 pioneer
 pipe
 pipeline
 pirate
 pistol
 piston
 pit

pitch
 pity
 place
 plague
 plain
 plan
 plane
 planet
 plant
 plantation
 plaster
 plastic
 plate
 plateau
 platform
 plausible
 play
 player
 playground
 plead
 pleasant
 please
 pleased
 pleasure
 pledge
 plentiful
 plenty
 plot
 plough (=plow)
 plug
 plunge
 plural
 plus
 pneumonia
 pocket
 poem
 poet

poetry	possession
point	possibility
poison	possible
poisonous	possibly
polar	post
pole	postage
police	postal
policeman	postcard
policy	postcode (=zip code)
polish	poster
polite	postman
political	postpone
politician	posture
politics	pot
poll	potato
pollute	potential
pollution	poultry
pond	pound
pool	pour
poor	poverty
pop	powder
popular	power
population	powerful
porcelain	practical
porch	practise (-ce)
pork	praise
porridge	pray
port	prayer
portable	preach
porter	precaution
portion	precede
portrait	preceding
portray	precious
pose	precise
position	precision
positive	predict
possess	predominant

preface
prefer
preferable
preference
pregnant
prejudice
preliminary
premier
premium
preparation
prepare
preposition
prescribe
prescription
presence
present
presently
preserve
preside
president
press
pressure
presumably
presume
pretend
pretext
pretty
prevail
prevalent
prevent
preview
previous
prey
price
priceless
prick
pride

priest
primary
prime
primitive
prince
princess
principal
principle
print
printer
prior
priority
prison
prisoner
privacy
private
privilege
prize
probable
probably
probe
problem
procedure
proceed
proceeding
process
procession
proclaim
produce
product
production
productive
profession
professional
professor
proficiency
profile

profit	proud
profitable	prove
profound	provide
program(me)	provided
progress	province
progressive	provision
prohibit	provoke
project	psychological
projector	psychology
prolong	pub
prominent	public
promise	publication
promising	publicity
promote	publish
prompt	puff
pronoun	pull
pronounce	pulse
pronunciation	pump
proof	punch
propeller	punctual
proper	punctuate
property	punish
prophet	pupil
proportion	puppet
proposal	purchase
propose	pure
proposition	purify
propulsion	purity
prospect	purple
prosper	purpose
prosperity	purse
prosperous	pursue
protect	pursuit
protein	push
protest	put
proton	puzzle
prototype	pyramid

Q

qualification
qualify
qualitative
quality
quantify
quantitative
quantity
quarrel
quart
quarter
quartz
queen
queer

quench
question
questionnaire
queue
quick
quiet
quilt
quit
quite
quiver
quiz
quota
quote

R

rabbit
race
racial
rack
racket
radar
radiate
radiator
radical
radio
radioactive
radium
radius
rag
rage
raid
rail
railroad (=railway)

rain
rainbow
raincoat
raise
rake
rally
random
range
rank
rapid
rapidity
rare
rarely
rat
rate
rather
ratio
rational

raw	recollect
ray	recommend
razor	reconcile
reach	record
react	recorder
reactor	recover
read	recovery
reader	recreation
readily	recruit
reading	rectify
ready	recycle
real	red
realise (-ze)	reduce
realistic	reduction
reality	reed
really	reel
realm	refer
reap	referee
rear	reference
reason	refine
reasonable	refinery
rebel	reflect
rebellion	reflection
recall	reform
receipt	refresh
receive	refreshment
recent	refrigerator (=fridge)
reception	refuge
recession	refund
recipe	refusal
reciprocal	refuse
recite	refute
reckless	regard
reckon	regarding
reclaim	regardless
recognise (-ze)	region
recognition	register

regret
regular
regularity
regulate
regulation
rehearsal
rehearse
reign
reinforce
reject
rejoice
relate
relation
relationship
relative
relax
relay
release
relevant
reliability
reliable
reliance
relic
relief
relieve
religion
religious
reluctant
rely
remain
remainder
remains
remark
remarkable
remedy
remember
remind

remote
removal
remove
renaissance
render
renew
renovate
rent
repair
repay
repeat
repel
repent
repetition
replace
replacement
reply
report
reporter
represent
representation
representative
reproach
reproduce
reptile
republic
republican
reputation
request
require
requirement
rescue
research
resemblance
resemble
resent
reservation

reserve	return
reservoir	reveal
residence	revenge
resident	revenue
resign	reverse
resignation	review
resist	revise
resistance	revive
resistant	revolt
resolute	revolution
resolution	revolutionary
resolve	revolve
resort	reward
resource	rhythm
respect	rib
respectable	ribbon
respectful	rice
respective	rich
respond	rid
response	riddle
responsibility	ride
responsible	ridge
rest	ridiculous
restaurant	rifle
restless	right
restore	rigid
restrain	rim
restraint	ring
restrict	ripe
result	ripen
resultant	rise
resume	risk
retail	ritual
retain	rival
retire	river
retreat	road
retrieve	roar

roast

rob

robbery

robe

robot

rock

rocket

rod

role

roll

romance

romantic

roof

room

root

rope

rose

rot

rotary

rotate

rotten

rough

round

roundabout

rouse

route

routine

row

royal

royalty

rub

rubber

rubbish

ruby

rude

rug

ruin

rule

ruler

rumo(u)r

run

rural

rush

rust

ruthless

S

sack

sacred

sacrifice

sad

saddle

safe

safeguard

safety

sail

sailor

saint

sake

salad

salary

sale

salesman

salt

salute

same

sample

sanction

sand

sandwich	scientist
sane	scissors
sarcastic	scold
satellite	scope
satire	score
satisfaction	scorn
satisfactory	scout
satisfy	scrap
sauce	scrape
saucer	scratch
sausage	scream
savage	screen
save	screw
saving	script
saw	scroll
say	sculpture
scale	sea
scan	seal
scandal	seam
scanty	seaman
scar	seaport
scarce	search
scarcely	seaside
scare	season
scarf	seat
scatter	secondary
scene	second-hand
scenery	secret
scent	secretary
sceptical (=skeptical)	section
schedule	sector
scheme	secure
scholar	security
scholarship	see
school	seed
science	seek
scientific	seem

segment

seize

seldom

select

selection

self

selfish

sell

semester

seminar

senate

senator

send

senior

sensation

sense

sensible

sensitive

sensitivity

sensor

sentence

sentimental

separate

sequence

series

serious

servant

serve

service

session

set

setback

setting

settle

several

severe

sew

sex

shade

shadow

shady

shaft

shake

shall

shallow

sham

shame

shameful

shampoo

shape

share

shark

sharp

shatter

shave

she

shear

shed

sheep

sheer

sheet

shelf

shell

shelter

shepherd

shield

shift

shilling

shine

ship

shipment

shipwreck

shirt

shiver

shock	significant
shoe	signify
shoot	silence
shop	silent
shop-assistant	silicon
shopkeeper	silk
shore	silly
short	silver
shortage	similar
shortcoming	simple
shortcut	simplicity
shorthand	simplify
shortly	simply
shot	simulate
should	simultaneous
shoulder	sin
shout	since
show	sincere
shower	sincerely
shrewd	sing
shriek	single
shrink	singular
shut	sink
shutter	sip
shuttle	sir
shy	siren
sick	sister
side	sit
sidewalk	site
sideway(s)	situate
sigh	situation
sight	size
sightseeing	skate
sign	skeleton
signal	sketch
signature	ski
significance	skil(l)ful

skill
skilled
skin
skip
skirt
sky
skyscraper
slack
slap
slave
slavery
sleep
sleeve
slender
slice
slide
slight
slim
slip
slipper
slippery
slit
slogan
slope
slow
slum
sly
small
smart
smash
smell
smile
smog
smoke
smooth
smuggle
snack

snake
snatch
snobbish
snow
snowstorm
so
soak
soap
soar
sob
sober
so-called
soccer
social
socialism
socialist
society
sociology
sock
soda
sofa
soft
software
soil
solar
soldier
sole
solemn
solid
solidify
solo
soluble
solution
solve
some
somebody
somehow

someone	speaker
something	spear
sometime	special
sometimes	specialise (-ze)
somewhat	specialist
somewhere	specialty (=speciality)
son	species
song	specific
soon	specification
sophisticated	specify
sophomore	specimen
sore	spectacle
sorrow	spectacular
sorry	spectator
sort	spectrum
soul	speculate
sound	speech
soup	speed
sour	spell
source	spelling
south	spend
southeast	sphere
southern	spice
southward(s)	spider
southwest	spill
souvenir	spin
sow	spine
space	spirit
spacecraft	spiritual
spaceship	spit
spade	spite
span	splash
spare	splendid
spark	split
sparkle	spoil
sparrow	spokesman
speak	sponge

sponsor	star
spontaneous	stare
spoon	start
sport	startle
sportsman	starve
spot	state
spouse	statement
spray	statesman
spread	static(al)
spring	station
sprinkle	stationary
sprout	stationery
spur	statistic(al)
spy	statistics
square	statue
squeeze	status
squirrel	stay
stab	steady
stability	steak
stable	steal
stack	steam
stadium	steamer
staff	steel
stage	steep
stain	steer
stainless	stem
stair	step
staircase	stereo
stake	stern
stale	steward
stall	stick
stamp	sticky
stand	stiff
standard	still
standardise (-ze)	stimulate
standpoint	sting
staple	stir

stitch	strive
stock	stroke
stocking	strong
stomach	structural
stone	structure
stool	struggle
stoop	stubborn
stop	student
stor(e)y	studio
storage	study
store	stuff
storm	stuffy
story	stumble
stove	stupid
straight	sturdy
straightforward	style
strain	subdivide
strange	subject
stranger	subjective
strap	submarine
strategy	submerge
straw	submit
strawberry	subordinate
stream	subscribe
streamline	subsequent
street	substance
strength	substantial
strengthen	substitute
stress	subtle
stretch	subtract
strict	suburb
stride	subway
strike	succeed
striking	success
string	successful
strip	succession
stripe	successive

successor
 such
 suck
 sudden
 suddenly
 sue
 suffer
 sufficient
 sugar
 suggest
 suggestion
 suicide
 suit
 suitable
 suitcase
 suite
 sum
 summarise (-ze)
 summary
 summer
 summit
 summon
 sun
 sunny
 sunrise
 sunset
 sunshine
 super
 superficial
 superfluous
 superior
 supermarket
 supersonic
 supervise
 supper
 supplement
 supply

support
 suppose
 suppress
 supreme
 sure
 surf
 surface
 surgeon
 surgery
 surname
 surpass
 surplus
 surprise
 surprising
 surrender
 surround
 surrounding
 survey
 survival
 survive
 suspect
 suspend
 suspicion
 suspicious
 sustain
 swallow
 swamp
 swan
 swarm
 sway
 swear
 sweat
 sweater
 sweep
 sweet
 swell
 swift

swim
swing
switch
sword
symbol
symmetry
sympathetic
sympathise (-ze)
sympathy

symphony
symposium
symptom
synchronise (-ze)
syndrome
synthesis
synthetic
system
systematic

T

table
tablet
taboo
tackle
tactics
tag
tail
tailor
take
tale
talent
talk
talkative
tall
tame
tan
tangle
tank
tanker
tap
tape
tar
target
tariff
task

taste
tax
taxi
tea
teach
teacher
teaching
team
tear
tease
technical
technician
technique
technology
tedious
teenager
telegram
telegraph
telescope
television
tell
temper
temperature
temple
tempo

temporary
 tempt
 temptation
 tenant
 tend
 tendency
 tender
 tennis
 tense
 tension
 tent
 tentative
 term
 terminal
 terminate
 terrible
 terrific
 terrify
 territory
 terror
 terrorist
 test
 testify
 testimony
 text
 textbook
 textile
 texture
 than
 thank
 Thanksgiving
 that
 the
 theatre (-er)
 theft
 their
 theirs

them
 theme
 themselves
 then
 theoretical
 theory
 therapy
 there
 thereafter
 thereby
 therefore
 thermal
 thermometer
 these
 thesis
 they
 thick
 thief
 thin
 thing
 think
 thinking
 thirdly
 thirst
 thirsty
 this
 thorn
 thorough
 those
 though
 thought
 thoughtful
 thread
 threat
 threaten
 threshold
 thrill

thrive	together
throat	toilet
throne	token
through	tolerance
throughout	tolerant
throw	tolerate
thrust	toll
thumb	tomato
thunder	tomb
thus	tomorrow
tick	ton
ticket	tone
tide	tongue
tidy	tonight
tie	too
tiger	tool
tight	tooth
tile	top
till	topic
tilt	torch
timber	torrent
time	tortoise
timely	torture
timetable	toss
timid	total
tin	touch
tiny	tough
tip	tour
tired	tourism
tiresome	tourist
tissue	tow
title	toward(s)
to	towel
toast	tower
tobacco	town
today	toxic
toe	toy

trace	treasure
track	treasurer
tractor	treat
trade	treatment
trademark	treaty
tradition	tree
traffic	tremble
tragedy	tremendous
tragic	trench
trail	trend
train	trial
training	triangle
trait	triangular
traitor	tribe
tram	tribute
tramp	trick
transaction	trifle
transfer	trigger
transform	trim
transformer	trip
transient	triple
transistor	triumph
transit	triumphant
transition	trivial
translate	trolley (=trolley)
translation	troop
transmission	tropic
transmit	tropical
transparent	trouble
transplant	troublesome
transport	trousers
trap	truck
trash	true
travel	trumpet
travel(l)er	trunk
tray	trust
treason	truth

try

tub

tube

tuck

tug

tuition

tumble

tumo(u)r

tune

tunnel

turbine

turbulent

turkey

turn

turnip

turnover

tutor

twice

twin

twinkle

twist

type

typewriter

typhoon

typical

typist

tyre (=tire)

U

ugly

ultimate

ultraviolet

umbrella

unable

unanimous

uncertain

uncle

uncover

under

underestimate

undergo

undergraduate

underground

underline

underlying

undermine

underneath

understand

understanding

undertake

undo

uneasy

unemployment

unexpected

unfold

unfortunately

uniform

unify

union

unique

unit

unite

united

unity

universal

universe

university

unknown

unless

unlike
 unlikely
 unload
 unlock
 unpaid
 untie
 until
 unusual
 unwilling
 up
 update
 upgrade
 uphold
 upon
 upper
 upright
 uproar
 upset

upside-down
 upstairs
 up-to-date
 upward(s)
 urban
 urge
 urgent
 us
 usage
 use
 used
 useful
 usual
 usually
 utilise (-ze)
 utility
 utmost
 utter

V

vacant
 vacation
 vaccine
 vacuum
 vague
 vain
 valid
 validity
 valley
 valuable
 value
 valve
 van
 vanish
 vanity
 vapo(u)r

variable
 variation
 variety
 various
 vary
 vase
 vast
 vegetable
 vegetarian
 vegetation
 vehicle
 veil
 vein
 velocity
 velvet
 ventilate

venture	violet
verb	violin
verbal	virgin
verdict	virtual
verge	virtue
verify	virus
versatile	visa
verse	visible
version	vision
versus (=vs.)	visit
vertical	visitor
very	visual
vessel	vital
vest	vitamin
veteran	vivid
veto	vocabulary
via	vocal
vibrate	vocation
vice	voice
vicinity	void
vicious	volcano
victim	volleyball
victory	volt
video	voltage
view	volume
viewpoint	voluntary
vigorous	volunteer
village	vote
vinegar	vowel
violate	voyage
violence	vulnerable
violent	

W

wag(g)on	waist
wage	wait

waiter
 waitress
 wake
 waken
 walk
 wall
 wallet
 wander
 want
 war
 ward
 warehouse
 warfare
 warm
 warmth
 warn
 warrant
 wash
 waste
 watch
 watchful
 water
 waterfall
 waterproof
 watt
 wave
 wavelength
 wax
 way
 we
 weak
 weakness
 wealth
 wealthy
 weapon
 wear
 weary

weather
 weave
 web
 website
 wedding
 wedge
 weed
 week
 weekday
 weekend
 weekly
 weep
 weigh
 weight
 weird
 welcome
 weld
 welfare
 well
 well-known
 west
 western
 westward(s)
 wet
 whale
 what
 whatever
 wheat
 wheel
 when
 whenever
 where
 whereas
 wherever
 whether
 which
 whichever

while	wit
whip	with
whirl	withdraw
whisper	withhold
whistle	within
white	without
whitewash	withstand
who	witness
whoever	witty
whole	wolf
wholesome	woman
wholly	wonder
whom	wonderful
whose	wood
why	wooden
wicked	wool
wide	wool(l)en
widespread	word
widow	work
width	worker
wife	works
wild	workshop
will	world
willing	worldwide
win	worm
wind	worry
window	worse
wine	worship
wing	worst
wink	worth
winter	worthwhile
wipe	worthy
wire	would
wireless	wound
wisdom	wrap
wise	wreath
wish	wreck

wrench
wrinkle
wrist
write

writer
writing
wrong

X

X-ray

Y

yard
yawn
year
yearly
yeast
yell
yellow
yes
yesterday
yet

yield
yoghurt
you
young
youngster
your
yours
yourself
youth

Z

zeal
zealous
zebra
zero
zigzag

zinc
zip
zone
zoo
zoom

附表一 基数词、序数词表

	基数词	缩写	序数词
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one	21st	twenty-first
22	twenty-two	22nd	twenty-second
23	twenty-three	23rd	twenty-third
25	twenty-five	25th	twenty-fifth
30	thirty	30th	thirtieth
40	forty	40th	fortieth
50	fifty	50th	fiftieth
60	sixty	60th	sixtieth
70	seventy	70th	seventieth
80	eighty	80th	eightieth
90	ninety	90th	ninetieth
100	one hundred	100th	one hundredth

101	one hundred (and) one	101st	one hundred and first
232	two hundred (and) thirty-two	232nd	two hundred (and) thirty-second
1,000	one thousand	1,000th	one thousandth
9,999	nigh thousand nine hundred (and) ninety-nine	9,999th	nine thousand nine hundred (and) ninety-ninth

附表二 星期、月份表

星期		月份	
Monday	(Mon.)	January	(Jan.)
Tuesday	(Tues.)	February	(Feb.)
Wednesday	(Wed.)	March	(Mar.)
Thursday	(Thurs.)	April	(Apr.)
Friday	(Fri.)	May	(May)
Saturday	(Sat.)	June	(Jun.)
Sunday	(Sun.)	July	(Jul.)
		August	(Aug.)
		September	(Sept.)
		October	(Oct.)
		November	(Nov.)
		December	(Dec.)

附表三 部分国家(或地区)、语言、国民及国籍表

名词	形容词
America	American
Africa	African
Antarctica	Antarctic
Arctic	Arctic
Asia	Asian
Atlantic	Atlantic
Australia	Australian
Australia	Australian
Britain	British, <i>person</i> : Briton
Canada	Canadian
China	Chinese
England	English, <i>person</i> : Englishman
Europe	European
France	French, <i>person</i> : Frenchman
Germany	German
Greece	Greek
Iceland	Icelandic, <i>person</i> : Icelander
India	Indian
Ireland	Irish
Israel	Israeli
Italy	Italian
Japan	Japanese
Mexico	Mexican
North America	North American
Oceania	Oceanic
Pacific	Pacific
Paris	Parisian
Portugal	Portuguese
Rome	Roman
Russia	Russian
Scotland	Scots, Scottish, <i>person</i> : Scotsman
South America	South American
Spain	Spanish, <i>person</i> : Spaniard

Sweden

Switzerland

Turkey

Wales

Swedish

Swiss

Turkish

Welsh, *person*: Welshman

附表四 常见缩写词和缩略词表

AD, A.D	anno Domini (=in the year of the Lord; since Christ was born)	公元
A.M., a.m.	ante meridiem (before noon)	上午, 午前
ADSL	asymmetric digital subscriber line	异步数字用户专线
AIDS, Aids	Acquired Immune Deficiency Syndrome	获得性免疫缺陷综合征, 艾滋病
Ave.	avenue	林荫道, 大街
BA	Bachelor of Arts	文科学士
BC, B.C.	before Christ	公元前
BS, BSc	Bachelor of Science	理科学士
°C	Centigrade	摄氏度
cc	cubic centimeter	立方厘米
CD	compact disc	光盘, 激光唱片
CD-ROM	compact disc read-only memory	只读光盘存储器; 光盘
CEO	Chief Executive Officer	执行总裁, 首席执行官
cf.	confer (=compare)	试比较; 参看
cm	centimeter	厘米
Co.	company	公司
c / o	care of	由…转交
cp.	compare	比较
dept., Dept.	department	部, 司, 局, 系
DNA	deoxyribonucleic acid	脱氧核糖核酸
Dr, Dr.	doctor	博士; 医生
DVD	digital video disc	数字化视频光盘
e.g.	exempli gratia (=for example)	例如
esp.	especially	尤其是

et al.	et alia (=and others)	以及其他等等
etc.	et cetera (=and the rest)	等等
F	Fahrenheit	华氏的
ft	foot, feet	英尺
g, gm, gm.	gram	克
GMT	Greenwich Mean Time	格林尼治时间
hr, hr.	hour	小时
ID	identification card	身份证
i.e.	id est (=that is)	那就是, 即
in.	inch	英寸
Inc.	incorporated	股份有限的
Jr.	junior	小(用于姓名后)
kg, kg.	kilogram	千克, 公斤
km, km.	kilometer	千米, 公里
l, l.	liter	升
lb, lb.	libra (=pound)	磅
Ltd.	limited	有限的, 股份有限
m, m.	meter	米
MA	Master of Arts	文科硕士
min.	minute	分钟
ml, ml.	millimeter	毫升
Mr, Mr.	Mister	…先生
Mrs, Mrs.	Mistress	…夫人, …太太
Ms, Ms.	Mrs or Miss	…女士
MS, MSc	Master of Science	理科硕士
Mt	mount, mountain	峰, 山
MTV	music television	音乐电视
No.	number	号码

OK	okay	好; 可以
P	page; parking	页; 停车处
par, para	paragraph	(文章的)段
P.C.	personal computer	个人计算机, 个人电脑
P.E.	physical education	体育课, 体能训练
Ph.D, PhD	philosophiae Doctor	博士
pl.	plural	复数
PM, P.M. p.m.	post meridiem (=afternoon)	下午, 午后
PRC	People's Republic of China	中华人民共和国
Prof.	professor	教授
PS	postscript	附言
Rd., rd	road	路
sec.	second	秒
sing.	singular	单数
sq	square	平方; 广场
st.	street	街道
sth.	something	某物, 某事
t, t.	ton	吨
tel.	telephone	电话
TV	television	电视, 电视机
UK	United Kingdom	(大不列颠及北爱尔兰)联合王国, 英国
UN	United Nations	联合国
US, U.S., USA, U.S.A.	United States (of America)	美利坚合众国, 美国
usu.	usually	通常
v, vs	versus	…对…
VCD	Video Compact Disc	视频高密光盘

VIP	very important person	重要人物，大人物
vol.	volume	卷，册
W, w	watt	瓦特
WC	water closet	厕所

附表五 词缀表

一、前缀

a-: not or without; in a particular condition
or way

typically—atypically
wake—awake

aero-: concerning the air or aircraft

space—aerospace

anti-: opposed to; opposite of; preventing

nuclear—antinuclear
matter—antimatter
freeze—antifreeze

auto-: of or by oneself; working by itself

biography—autobiography
loading—autoloading

be-: make or treat as; wearing or covered
by

friend—befriend
spectacle—bespectacled

bi-: two; twice

lingual—bilingual
annual—biannual

bio-: relating to living things

chemistry—biochemistry

by-: less important; near

product—by-product
pass—bypass

centi-: hundredth part

meter—centimeter

co-: together; sharing a job or responsibility

exist—coexist
author—coauthor

col-: (used before l) together

location—collocation

com-: (used before b, m, p) together

passion—compassion

con-: together

federation—confederation

contra-: against

natural—contranatural

cor-: (used before r) together

relate—correlate

counter-: opposite of; oppose to;
corresponding

productive—counterproductive

attack—counterattack

part—counterpart

cross-: across; combining or involving
different things

border—cross-border

cultural—crosscultural

cyber-: relating to computers and the
Internet

space—cyberspace

de-: opposite of; remove; reduce

centralization—decentralization

frost—defrost

value—devalue

dis-: opposite of; stop or remove

honesty—dishonesty

connect—disconnect

e-: on or using the Internet

learning—e-learning

em-: (used before b, m, p) make or become

power—empower

en-: make or become

ex-: former

extra-: outside or beyond; very or more than normal

fore-: before; in or at the front; the front part of

hemi-: half

il-: (used before l) not

im-: (used before b, m, p) not

in-: not

infra-: below

inter-: between

intra-: inside; into

ir-: (used before r) not

kilo-: thousand

macro-: large and considered in a general way

mal-: bad or badly

large—enlarge

wife—ex-wife

curricular—extracurricular

large—extralarge

tell—foretell

name—forename

head—forehead

sphere—hemisphere

legal—illegal

patient—impatient

complete—incomplete

red—infrared

city—intercity

net—intranet

muscular—intra-muscular

regular—irregular

meter—kilometer

economics—macroeconomics

micro-: very small; one millionth part of	treat—maltreat
	chip—microchip
	second—microsecond
mid-: the middle of a particular period of time or a particular place	September—mid-September
	west—mid-west
milli-: one thousandth part of	
	meter—millimeter
mini-: small; short	bus—minibus
	skirt—miniskirt
mis-: bad or badly; wrong or wrongly	fortune—misfortune
	understand—misunderstand
mono-: one	
	lingual—monolingual
multi-: many or several	
	purpose—multipurpose
neo-: modern or new	
	classical—neoclassical
non-: not	
	smoker—non-smoker
out-: bigger, further, greater, etc; outside or beyond	live—outlive
	door—outdoor
over-: too much; above; additional	weight—overweight
	head—overhead
	time—overtime
poly-: many	
	centric—polycentric
post-: after	

pre-: before

pro-: supporting; acting as

pseudo-: false or not real

re-: again; again in a better or different way; back to the former state

self-: relating to yourself or itself

semi-: exactly half; partly but not completely; twice

step-: related as a result of one parent's remarriage, not by blood

sub-: under or below; part of a big whole; not as good as other people or things

super-: more, larger, greater than usual

tele-: at or over a long distance

war—postwar

industrial—pre-industrial

abortion—pro-abortion

vice-chancellor—pro-vice-chancellor

science—pseudoscience

apply—reapply

write—rewrite

unite—reunite

employed—self-employed

clean—self-cleaning

circle—semicircle

darkness—semidarkness

weekly—semi-weekly

mother—stepmother

way—subway

section—subsection

standard—substandard

natural—supernatural

communications—telecommunications

therm(o)-: relating to heat

meter—thermometer

trans-: across; into another place or state

Atlantic—transatlantic

plant—transplant

tri-: three; three times

angular—triangular

annual—tri-annual

ultra-: extremely; beyond

modern—ultramodern

sound—ultrasound

un-: not; opposite of

certain—uncertain

lock—unlock

under-: not enough; below; less important
or lower in rank

develop—underdevelop

water—underwater

secretary—under-secretary

uni-: one

directional—unidirectional

vice-: next in rank to

president—vice-president

with-: away, back; against

draw—withdraw

stand—withstand

二、后缀

1. 名词后缀

-ability, -ibility

profit—profitability

-age

	short—shortage
	break—breakage
	post—postage
-al	
	refuse—refusal
-an, -ian	
	library—librarian
-ance, -ence	
	appear—appearance
-ancy, -ency, -cy	
	expect—expectancy
	relevant—relevancy
-ant, -ent	
	apply—applicant
-ation, -ion, -ition, -sion, -tion, -xion	
	observe—observation
-dom	
	free—freedom
	king—kingdom
-ee	
	employ—employee
	absent—absentee
-er, -or, -ar	
	paint—painter
	New York—New Yorker
-ery	
	brave—bravery
	bake—bakery
	machine—machinery
-ese	
	China—Chinese
	Japan—Japanese
-ess	
	waiter—waitress
-ful	

-hood	spoon—spoonful
	child—childhood
	brother—brotherhood
-ics	
	economy—economics
-ing	
	boat—boating
-ism	
	criticize—criticism
	Marx—Marxism
	alcohol—alcoholism
-ist	
	socialism—socialist
	violin—violinist
-ity, -ty	
	cruel—cruelty
-ment	
	retire—retirement
-ness	
	dark—darkness
-logy, -ology	
	zoo—zoology
-ship	
	friend—friendship
	scholar—scholarship
-th	
	grow—growth
-ure	
	close—closure
	legislate—legislature
-y	
	inquire—inquiry

2. 动词后缀

-en

deep—deepen

-ify

class—classify

simple—simplify

-ize, -ise

drama—dramatise (-ze)

popular—popularise (-ze)

3. 形容词后缀

-able, -ible

fashion—fashionable

change—changeable

-al

nature—natural

-an, -ian

Canada—Canadian

-ant, -ent

differ—different

-ary, -ory

custom—customary

-ate

passion—passionate

-ed

talent—talented

-en

gold—golden

-ese

Japan—Japanese

-free

duty—duty-free

-ful

grace—graceful

forget—forgetful

-ic, -ical

economy—economic(al)

specify—specific

-ish

Ireland—Irish

child—childish

-ive

support—supportive

-less

hope—hopeless

-like

child—childlike

-ly

man—manly

month—monthly

-ous, -ious

poison—poisonous

-some

trouble—troublesome

-ward

down—downward

-y

noise—noisy

4. 副词后缀

-ly

easy—easily

heavy—heavily

-ward, -wards

east—eastward(s)

north—northward(s)

-wise

clock—clockwise

other—otherwise