

大学英语

COLLEGE ENGLISH TEST

Band 4

主编 金莉

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前言

研习真题一直都是考生在进入考场之前的必备功课,目前新四、六级考试已经正式在全国范围内展开,新旧题型的交替也已经完成,四、六级考试正以全新的面貌闪亮登场,因此考生需要全新的产品来迎接新的挑战。本书正是为了顺应四级考试,紧扣四级改革要求,按照最新四级考试大纲,收录了最新四级考试的8套真题,同时,还别除了以往真题中不再考查的题型,嵌入新题型的高度仿真模拟试题,用“真题+预测”的模式,帮助考生全面备考新四级考试。

本书特点归纳如下:

1. 真题+预测,为你提供通过四级一站式解决方案!

本书收录了2007年12月~2006年6月的4套最新四级考试真题、以及2005年12月~2004年6月的4套旧四级考试真题,共8套。由于旧题型中还有目前已经不再考核的词汇与语法等老题型,而考生最需要的新的听力、快速阅读及翻译题型却没有考到,充分考虑到考生的需求,我们去掉了旧四级真题中的不考题型,嵌入我们按照新四级考试大纲精心编排的新题型预测题,形成“真题+预测”的模式,为你提供通过四级一站式解决方案!

2. 答案精解,为你深度剖析答案的来龙去脉!

本书所提供的答案解析精确透彻,如抽丝剥茧,而且还根据题型的不同,给出了实用的解题步骤。比如,阅读的解题难点在于根据题干迅速返回原文,进行精准定位后,在分析原文的基础上判断答案,我们在解析的安排上就分成了【答案定

位】和【问题精解】两个板块,既详尽说明了为什么该项为答案,又向考生传授了解题方法。使用文字恰到好处,既不会罗嗦繁杂、也不会简单得不知所云。

3. 考点归纳,为你萃取历年考试真题精华!

解析部分除了根据不同的题型给出不同的解析内容外,还设有【考点归纳】一栏,针对该题所涉及的重要考点——相关词条或短语、常考语法点等——对其用法进行扩展归纳,荟萃考试精华,方便考生复习备考,更能帮助考生养成学习中举一反三的好习惯。

4. 核心词汇,为你解决词汇难题从最重要的记起!

据统计,大学英语四六级真题中的阅读文章几乎包含了所有大纲的重点词汇和难词。也就是说,历年的阅读真题中超纲词不足3%,常考词则会反复出现,这些单词真正的掌握应该是在精读真题的过程中,这既是最有效、直接而且保险的单词学习方法,也是培养语感,熟悉真题阅读文章套路的最佳捷径。本书所选试卷涵盖四级大纲核心词汇50%以上,我们将这些真题中出现的高频词汇分别列在每一篇文章的解析之后。考生可以在做试卷的同时复习巩固大纲词汇,单词从最重要的记起。研习真题绝非仅仅做一遍了事,因为每一套真题都凝聚了众多命题者的心血,每一套真题都有神似之处,都能反映出考试的一些风向标、命题者的选材及出题规律。因此,可以说每一套真题都是考生必须研习的宝典。

希望本书能够帮助考生们对新四级有个更加全面深入的了解和训练,能够帮助考生从容应对新四级考试!最后祝所有备战新四级的考生征途顺利,马到成功!本书得以顺利完成,要特别感谢世纪友好工作室的蒋志华、周利芬、邵红丽、晏娟、展萍等老师。他们对英语教学和研究的热爱和投入才使得本书能在第一时间与考生见面。最后,我们衷心地祝愿各位考生能够取得优异的成绩!

编者

2008年2月

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2007年12月大学英语四级考试真题		(1)
2007年6月大学英语四级考试真题		(7)
2006年12月大学英语四级考试真题		(13)
2006年6月大学英语四级考试真题		(18)
2005年12月大学英语四级考试真题 + 预测	.....	(23)
2005年6月大学英语四级考试真题 + 预测	.....	(28)
2004年12月大学英语四级考试真题 + 预测	.....	(34)
2004年6月大学英语四级考试真题 + 预测	.....	(40)
2007年12月大学英语四级真题答案解析	.....	(46)
2007年6月大学英语四级真题答案解析	.....	(54)
2006年12月大学英语四级真题答案解析	.....	(61)
2006年6月大学英语四级真题答案解析	.....	(69)
2005年12月大学英语四级考试真题 + 预测答案解析	.....	(76)
2005年6月大学英语四级考试真题 + 预测答案解析	.....	(83)
2004年12月大学英语四级考试真题 + 预测答案解析	.....	(91)
2004年6月大学英语四级考试真题 + 预测答案解析	.....	(98)

2007年12月大学英语四级考试真题

Part I Writing (30 minutes)

注意:此部分试题在答题卡1上。

Directions: For this part, you are allowed 30 minutes to write a short essay entitled *What Electives to Choose*. You should write at least 120 words following the outline given below in Chinese:

1. 各大学开设了各种各样的选修课;
2. 学生因为各种原因选择了不同的选修课;
3. 以你自己为例.....

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on *Answer Sheet 1*. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

Universities Branch Out

As never before in their long story, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantages. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative (合作的) research programs to advance science for the benefit of all humanity.

Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U. K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.

Universities are also encouraging students to spend some of their undergraduate years in another coun-

try. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer internships (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible.

Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U. S. team.

As a result of its strength in science, the United States has consistently led of the world in the world in the commercialization of major new technologies, from the mainframe computer and integrated circuit of the 1960s to the internet infrastructure (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.

For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U. S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U. K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.

Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and—like immigrants throughout history—strengthen the nation; and second, foreign students who study in the United States become ambassadors for

many of its most cherished (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

注意:此部分试题请在答题卡1上作答。

- From the first paragraph we know that present-day universities have become _____.
A) more and more research-oriented B) in-service training organizations
C) more popularized than ever before D) a powerful force for global integration
- Over the past three decades, the enrollment of overseas students has increased _____.
A) by 2.5 million B) by 800,000
C) at an annual rate of 3.9 percent D) at an annual rate of 8 percent
- In the United States, how many of the newly hired professors in science and engineering are foreign-born?
A) 10% B) 20% C) 30% D) 38%
- How do Yale and Harvard prepare their undergraduates for global careers?
A) They organize a series of seminars on world economy.
B) They offer them various courses in international politics.
C) They arrange for them to participate in the Erasmus program.
D) They give them chances for international study or internship.
- An example illustrating the general trend of universities' globalization is _____.
A) Yale's collaboration with Fudan University on genetic research
B) Yale's helping Chinese universities to launch research projects
C) Yale's student exchange program with European institutions
D) Yale's establishing branch campuses throughout the world
- What do we learn about Silicon Valley from the passage?
A) It houses many companies spun off from MIT and Harvard.
B) It is known to be the birthplace of Microsoft Company.
C) It was intentionally created by Stanford University.
D) It is where the Internet infrastructure was built up.
- What is said about the U. S. federal funding for research?
A) It has increased by 3 percent.
B) It has been unsteady for years.
C) It has been more than sufficient.
D) It doubled between 1998 and 2003.
- The dramatic decline in the enrollment of foreign students in the U. S after September 11 was caused by _____.
A) Many Americans fear that American competitiveness may be threatened by foreign students who will _____.
B) The policy of welcoming foreign students can benefit the U. S. in that the very best of them will stay and _____.
C) The policy of welcoming foreign students can benefit the U. S. in that the very best of them will stay and _____.
D) The policy of welcoming foreign students can benefit the U. S. in that the very best of them will stay and _____.

Part III Listening Comprehension (35 minutes)

Section A

Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each

conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.

注意:此部分试题请在答题卡2上作答。

- She used to be in poor health. _____ C) She was somewhat overweight
B) She was popular among boys. D) She didn't do well at high school.
- At the airport. _____ C) In a booking office.
B) In a restaurant. D) At the hotel reception.
- Teaching her son by herself. _____ C) Asking the teacher for extra help.
B) Having confidence in her son. D) Telling her son not to worry.
- Have a short break. _____ C) Continue her work outdoors.
B) Take two weeks off. D) Go on vacation with the man.
- He is taking care of this twin brother. _____ C) He is worried about Rod's health.
B) He has been feeling ill all week. D) He has been in perfect condition.
- She sold all her furniture before she moved house.
B) She still keeps some old furniture in her new house.
C) She plans to put all her old furniture in the basement.
D) She brought a new set of furniture from Italy last month.
- The woman wondered why the man didn't return the book.
B) The woman doesn't seem to know what the book is about.
C) The woman doesn't find the book useful any more.
D) The woman forgot lending the book to the man.
- Most of the man's friends are athletes. _____ B) Few people share the woman's opinion.
C) The man doesn't look like a sportsman. D) The woman doubts the man's athletic ability.

Questions 19 to 22 are based on the conversation you have heard.

- She has packed it in one of her bags. _____ B) She is going to get it at the airport.
C) She has probably left it in a taxi. D) She is afraid that she has lost it.
- It ends in winter. _____ B) It will cost her a lot.
C) It will last one week. D) It depends on the weather.
- The plane is taking off soon. _____ B) The taxi is waiting for them.
C) There might be a traffic jam. D) There is a lot of stuff to pack.
- At home. _____ B) In the man's car.
C) At the airport. D) By the side of a taxi.

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

- She is thirsty for promotion. _____ B) She wants a much higher salary.
C) She is tired of her present work. D) She wants to save travel expenses.
- Translator. _____ B) Travel agent. C) Language instructor. D) Environmental engineer.
- Lively personality and inquiring mind. _____ B) Communication skills and team spirit.
C) Devotion and work efficiency. D) Education and experience.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

注意:此部分试题请在答题卡 2 上作答。

Passage One

Questions 26 to 29 are based on the passage you have just heard.

26. A) They care a lot about children.
B) They need looking after in their old age.
C) They want to enrich their life experience.
D) They want children to keep them company.
27. A) They are usually adopted from distant places.
B) Their birth information is usually kept secret.
C) Their birth parents often try to conceal their birth information.
D) Their adoptive parents don't want them to know their birth parents.
28. A) They generally hold bad feelings towards their birth parents.
B) They do not want to hurt the feelings of their adoptive parents.
C) They have mixed feelings about finding their natural parents.
D) They are fully aware of the expenses involved in the search.
29. A) Early adoption makes for closer parent-child relationship.
B) Most people prefer to adopt children from overseas.
C) Understanding is the key to successful adoption.
D) Adoption has much to do with love.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) He suffered from mental illness.
B) He bought The Washington Post.
C) He turned a failing newspaper into a success.
D) He was once a reporter for a major newspaper.
31. A) She was the first woman to lead a big U. S. publishing company.
B) She got her first job as a teacher at the University of Chicago.
C) She committed suicide because of her mental disorder.
D) She took over her father's position when he died.
32. A) People came to see the role of women in the business world.
B) Katharine played a major part in reshaping Americans' mind.
C) American media would be quite different without Katharine.
D) Katharine had exerted an important influence on the world.

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) It'll enable them to enjoy the best medical care.
B) It'll allow them to receive free medical treatment.
C) It'll protect them from possible financial crises.
D) It'll prevent the doctors from overcharging them.
34. A) They can't immediately get back the money paid for their medical cost.
B) They have to go through very complicated application procedures.
C) They can only visit doctors who speak their native languages.
D) They may not be able to receive timely medical treatment.
35. A) They don't have to pay for the medical services.
B) They needn't pay the entire medical bill at once.
C) They must send the receipts to the insurance company promptly.
D) They have to pay a much higher price to get an insurance policy.

Section C

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

注意:此部分试题在答题卡 2 上;请在答题卡 2 上作答。

More and more of the world's population are living in towns or cities. The speed at which cities are growing in the less developed countries is (36) _____. Between 1920 and 1960 big cities in developed countries (37) _____ two and a half times in size, but in other parts of the world the growth was eight times their size.

The (38) _____ size of growth is bad enough, but there are now also very (39) _____ signs of trouble in the (40) _____ of percentages of people living in towns and percentages of people working in industry. During the nineteenth century cities grew as a result of the growth of industry. In Europe the (41) _____ of people living in cities was always smaller than that of the (42) _____ working in factories. Now, however, the (43) _____ is almost always true in the newly industrialized world: (44) _____

Without a base of people working in industry, these cities cannot pay for their growth; (45) _____ There has been little opportunity to build water supplies or other facilities. (46) _____, a growth in the number of hopeless and despairing parents and starving children.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choice. Each choice in blank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the centre. You may not use any of the words in the blank more than once.

Questions 47 to 56 are based on the following passage.

As war spreads to many corners of the globe, children sadly have been drawn into the center of conflicts. In Afghanistan, Bosnia, and Colombia, however, groups of children have been taking part in peace education 47 . The children, after learning to resolve conflicts, took on the 48 of peacemakers. The Children's Movement for Peace in Colombia was even nominated (提名) for the Nobel Peace Prize in 1998. Groups of children 49 as peacemakers studied human rights and poverty issues in Colombia, eventually forming a group with five other schools in Bogotá known as The Schools of Peace.

The classroom 50 opportunities for children to replace angry, violent behaviors with 51, peaceful ones. It is in the classroom that caring and respect for each person empowers children to take a step 52 toward becoming peacemakers. Fortunately, educators have access to many online resources that are 53 useful when helping children along the path to peace. The Young Peacemakers Club, started in 1992, provides a Website with resources for teachers and 54 on starting a Kindness Campaign. The World Centers of Compassion for Children International call attention to children's rights and how to help the 55 of war. Starting a Peacemakers' Club is a praiseworthy venture for a class and one that could spread to other classrooms an ideally affect the culture of the 56 school.

注意:此部分试题请在答题卡2上作答。

A) acting	I) information
B) assuming	J) offers
C) comprehensive	K) projects
D) cooperative	L) respectively
E) entire	M) role
F) especially	N) technology
G) forward	O) victims
H) images	

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should

decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on following passage.

By almost any measure, there is a boom in Internet-based instruction. In just a few years, 34 percent of American universities have begun offering some form of distance learning (DL), and among the larger schools, it's closer to 90 percent. If you doubt the popularity of the trend, you probably haven't heard of the University of Phoenix. It grants degrees entirely on the basis of online instruction. It enrolls 90,000 students, a statistic used to support its claim to be the largest private university in the country.

While the kinds of instruction offered in these programs will differ, DL usually signifies a course in which the instructors post syllabi (课程大纲), reading assignments, and schedules on Websites, and students send in their assignments by e-mail. Generally speaking, face-to-face communication with an instructor is minimized or eliminated altogether.

The attraction for students might at first seem obvious. Primarily, there's the convenience promised by courses on the Net: you can do the work, as they say, in your pajamas (睡衣). But figures indicate that the reduced effort results in a reduced commitment to the course. While dropout rates for all freshmen at American universities is around 20 percent, the rate for online students is 35 percent. Students themselves seem to understand the weaknesses inherent in the setup. In a survey conducted for Cornell, the DL division of Cornell University, less than a third of the respondents expected the quality of the online course to be as good as the classroom course.

Clearly from the schools' perspective, there's a lot of money to be saved. Although some of the more ambitious programs require new investments in servers and networks to support collaborative software, most DL courses can run on existing or minimally upgraded (升级) systems. The more students who enroll in a course but don't come to campus, the more the school saves on keeping the lights on in the classrooms, paying doorkeepers, and maintaining parking lots. And there's evidence that instructors must work harder to run a DL course for a variety of reasons, they won't be paid any more, and might well be paid less.

注意:此部分试题请在答题卡2上作答。

57. What is the most striking feature of the University of Phoenix?

- A) All its courses are offered online.
- B) Its online courses are of the best quality.
- C) It boasts the largest number of students on campus
- D) Anyone taking its online courses is sure to get a degree.

58. According to the passage, distance learning is basically characterized by _____.

- A) a considerable flexibility in its academic requirements
- B) the great diversity of students' academic backgrounds
- C) a minimum or total absence of face-to-face instruction
- D) the casual relationship between students and professors

59. Many students take Internet-based courses mainly because they can _____.

- A) earn their academic degrees with much less effort
- B) save a great deal on traveling and boarding expenses
- C) select courses from various colleges and universities

- D) work on the required courses whenever and wherever
60. What accounts for the high drop-out rates for online students?
- A) There is no strict control over the academic standards of the courses.
- B) The evaluation system used by online universities is inherently weak.
- C) There is no mechanism to ensure that they make the required effort.
- D) Lack of classroom interaction reduces the effectiveness of instruction.
61. According to the passage, universities show great enthusiasm for DL programs for the purpose of _____
- A) building up their reputation
- B) cutting down on their expenses
- C) upgrading their teaching facilities
- D) providing convenience for students

Passage Two

Questions 62 to 66 are based on the following passage.

In this age of Internet chat, videogames and reality television, there is no shortage of mindless activities to keep a child occupied. Yet, despite the competition, my 8-year-old daughter Rebecca wants to spend her leisure time writing short stories. She wants to enter one of her stories into a writing contest, a competition she won last year.

As a writer I know about winning contests, and about losing them. I know what it is like to work hard on a story only to receive a rejection slip from the publisher. I also know the pressures of trying to live up to a reputation created by previous victories. What if she doesn't win the contest again? That's the strange thing about being a parent. So many of our own past scars and dashed hopes can surface.

A revelation (启示) came last week when I asked her, "Don't you want to win again?" "No," she replied, "I just want to tell the story of an angel going to first grade."

I had just spent weeks correcting her stories as she spontaneously (自由地) told them. Telling myself that I was merely an experienced writer guiding the young writer across the hall, I offered suggestions for characters, conflicts and endings for her tales. The story about a fearful angel starting first grade was quickly "guided" by me into the tale of a little girl with a wild imagination taking her first music lesson. I had turned her contest into my contest without even realizing it.

Staying back and giving kids space to grow is not as easy as it looks. Because I know very little about farm animals who use tools or angels who go to first grade, I had to accept the fact that I was co-opting (借用) my daughter's experience.

While stepping back was difficult for me, it was certainly a good first step that I will quickly follow with more steps, putting myself far enough away to give her room but close enough to help if asked. All the while I will be reminding myself that children need room to experiment, grow and find their own voices.

注意:此部分试题请在答题卡 2 上作答。

62. What do we learn from the first paragraph?

- A) Children do find lots of fun in many mindless activities.
- B) Rebecca is much too occupied to enjoy her leisure time.
- C) Rebecca draws on a lot of online materials for her writing.
- D) A lot of distractions compete for children's time nowadays.
63. What did the author say about her own writing experience?
- A) She did not quite live up to her reputation as a writer.

- B) Her way to success was full of pains and frustrations.
- C) She was constantly under pressure of writing more.
- D) Most of her stories had been rejected by publishers.
64. Why did Rebecca want to enter this year's writing contest?
- A) She believed she possessed real talent for writing.
- B) She was sure of winning with her mother's help.
- C) She wanted to share her stories with readers.
- D) She had won a prize in the previous contest.

65. The author took great pains to refine her daughter's stories because _____
- A) she believed she had the knowledge and experience to offer guidance
- B) she did not want to disappoint Rebecca who needed her help so much
- C) she wanted to help Rebecca realize her dream of becoming a writer
- D) she was afraid Rebecca's imagination might run wild while writing
66. What's the author's advice for parents?

- A) A writing career, though attractive, is not for every child to pursue.
- B) Children should be allowed freedom to grow through experience.
- C) Parents should keep an eye on the activities their opinions.
- D) Children should be given every chance to voice their opinions.

Part V Cloze (15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) on the right side of the paper. You should choose the ONE that best fits into the

passage. Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

注意:此部分试题请在答题卡 2 上作答。

One factor that can influence consumers is their mood state. Mood may be defined 67 a temporary and mild positive or negative feeling that is generalized and not tied 68 any particular circumstance. Moods should be 69 from emotions which are usually more intense, 70 to specific circumstances, and often conscious. 71 one sense, the effect of a consumer's mood can be thought of in 72 the same way as can our reactions to the 73 of our friends-when our friends are happy and "up", that tends to influence us positively, 75 when they are "down", that can have a 75 impact on us. Similarly, consumers operating under a 76 mood state tend to react to stimuli (刺激因素) in a direction 77 with that mood state. Thus, for example, we should expect to see 78 in a positive mood state evaluate products in more of a 79 manner than they would when not in such a state. 80, mood states appear capable of 81 a consumer's memory.

Moods appear to be 82 influenced by marketing techniques. For example, the rhythm, pitch, and 83 of music has been shown to influence behavior such as the 84 of time spent in supermarkets or 85 to purchase products. In addition, advertising can influence consumers' moods which, in 86, are capable of influencing consumers' reactions to products.

67. A) as
- B) about
- C) by
- D) with
68. A) over
- B) under
- C) to
- D) up

69. A) derived B) descended C) divided D) distinguished
70. A) related B) referred C) attached D) associated
71. A) On B) Of C) In D) By
72. A) thus B) much C) even D) still
73. A) signal B) gesture C) view D) behavior
74. A) for B) but C) unless D) provided
75. A) relative B) decisive C) negative D) sensitive
76. A) given B) granted C) fixed D) driven
77. A) resistant B) persistent C) insistent D) consistent
78. A) consumers B) businessmen C) retailers D) manufacturers
79. A) casual B) critical C) serious D) favorable
80. A) However B) Otherwise C) Moreover D) Nevertheless
81. A) lifting B) enhancing C) raising D) cultivating
82. A) readily B) rarely C) cautiously D) currently
83. A) step B) speed C) band D) volume
84. A) extent B) amount C) scope D) range
85. A) facilities B) capacities C) reflections D) intensions
86. A) turn B) total C) detail D) depth

Part VI Translation (5 minutes)

Directions: Complete the sentences on Answer Sheet 2 by translating into English the Chinese given in brackets.

注意:此部分试题在答题卡2上;请在答题卡2上作答。

87. _____ (多亏了一系列的新发明), doctors can treat this disease successfully.
88. In my sixties, one change I notice is that _____ (我比以前更容易累了).
89. I am going to purchase this course, _____ (无论我要作出什么样的牺牲).
90. I would prefer shopping online to shopping in a department store because _____ (它更加方便和省时).
91. Many Americans live on credit, and their quality of life _____ (是他们能够借到多少来衡量的), not how much they can earn.

2007 年 6 月大学英语四级考试真题

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay on the topic of *Welcome to our club*. You should write at least 120 words following the outline given below:

1. 表达你的欢迎;
2. 对你们俱乐部作一个简要介绍。

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on

Answer Sheet 1.

For questions 1-7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For question 8-10, complete the sentences with the information given in the passage.

Protect Your Privacy When Job-hunting Online

Identity theft and identity fraud are terms used to refer to all types of crime in which someone wrongfully obtains and uses another person's personal data in some way that involves fraud or deception, typically for economic gain.

The numbers associated with identity theft are beginning to add up fast these days. A recent General Accounting Office report estimates that as many as 750,000 Americans are victims of identity theft every year. And that number may be low, as many people choose not to report the crime even if they know they have been victimized.

Identity theft is "an absolute epidemic," states Robert Ellis Smith, a respected author and advocate of privacy. "It's certainly picked up in the last four or five years. It's worldwide. It affects everybody, and there's very little you can do to prevent it and, worst of all, you can't detect it until it's probably too late."

Unlike your fingerprints, which are unique to you and cannot be given to someone else for their use, your personal data, especially your social security number, your bank account or credit card number, your telephone calling card number, and other valuable identifying data, can be used, if they fall into the wrong hands, to personally profit at your expense. In the United States and Canada, for example, many people have reported that unauthorized persons have taken funds out of their bank or financial accounts, or, in the worst cases, taken over their identities altogether, running up vast debts and committing crimes while using the victims' names. In many cases, a victim's losses may included not only out-of-pocket financial losses, but substantial additional financial costs associated with trying to restore his reputation in the community and correcting erroneous information for which the criminal is responsible.

According to the FBI, identity theft is the number one fraud committed on the Internet. So how do job seekers protect themselves while continuing to circulate their resumes online? The key to a successful online job search is learning to manage the risks. Here are some tips for staying safe while conducting a job search on the Internet.

1. Check for a privacy policy.

If you are considering posting your resume online, make sure the job search site you are considering has a privacy policy, like CareerBuilder.com. The policy should spell out how your information will be used, stored and whether or not it will be shared. You may want to think twice about posting your resume on a site that automatically shares your information with others. You could be opening yourself up to unwanted calls from solicitors (推销员).

When reviewing the site's privacy policy, you'll be able to delete your resume just as easily as you posted it. You won't necessarily want your resume to remain out there on the Internet once you land a job. Remember, the longer your resume remains posted on a job board, the more exposure, both positive and not-so-positive, it will receive.

2. Take advantage of site features.

Lawful job search sites offer levels of privacy protection. Before posting your resume, carefully consider your job search objective and the level of risk you are willing to assume.

CareerBuilder.com, for example, offers three levels of privacy from which job seekers can choose. The first is standard posting. This option gives job seekers who post their resumes the most visibility to the broadest employer audience possible.

The second is anonymous (匿名的) posting. This allows job seekers the same visibility as those in the standard posting category without any of their contact information being displayed. Job seekers who wish to remain anonymous but want to share some other information may choose which pieces of contact information to display.

The third is private posting. This option allows a job seeker to post a resume without having it searched by employers. Private posting allows job seekers to quickly and easily apply for jobs that appear on CareerBuilder.com without retyping their information.

3. Safeguard your identity.

Career experts say that one of the ways job seekers can stay safe while using the Internet to search out jobs is to conceal their identities. Replace your name on your resume with a generic (泛指的) identifier, such as "Intranet Developer Candidate," or "Experienced Marketing Representative."

You should also consider eliminating the name and location of your current employer. Depending on your title, it may not be all that difficult to determine who you are once the name of your company is provided. Use a general description of the company such as "Major auto manufacturer," or "International packaged goods supplier."

If your job title is unique, consider using the generic equivalent instead of the exact title assigned by your employer.

4. Establish an email address for your search.

Another way to protect your privacy while seeking employment online is to open up an email account specifically for your online job search. This will safeguard your existing email box in the event someone you don't know gets hold of your email address and shares it with others.

Using an email address specifically for you job search also eliminates the possibility that you will receive

unwelcome emails in your primary mailbox. When naming your new email address, be sure that it doesn't contain references to your name or other information that will give away your identity. The best solution is an email address that is relevant to the job you are seeking such as salesmgr2004@provider.com.

5. Protect your reference.

If your resume contains a section with the names and contact information of your references, take it out. There's no sense in safeguarding your information while sharing private contact information of your references.

6. Keep confidential (机密的) information confidential.

Do not, under any circumstances, share your social security, driver's license, and bank account numbers or other personal information, such as race or eye color. Honest employers do not need this information with an initial application. Don't provide this even if they say they need it in order to conduct a background check. This is one of the oldest tricks in the book—don't fall for it.

注意:此部分试题请在答题卡1上作答。

- Robert Ellis Smith believes identity theft is difficult to detect and one can hardly do anything to prevent it.
- In many cases, identity theft not only causes the victims' immediate financial losses but costs them a lot to restore their reputation.
- Identity theft is a minor offence and its harm has been somewhat overestimated.
- It is important that your resume not stay online longer than is necessary.
- Of the three options offered by CareerBuilder.com in Suggestion 2, the third one is apparently most strongly recommended.
- Employers require applicants to submit very personal information on background checks.
- Applicants are advised to use generic names for themselves and their current employers when seeking employment online.
- Using a special email address in the job search can help prevent your from receiving _____.
- To protect your references, you should not post online their _____.
- According to the passage, identity theft is committed typically for _____.

Part III Listening Comprehension (35 minutes)

Section A

Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer, then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

注意:此部分答题在答题卡2上作答。

- A) It could help people of all ages to avoid cancer.

B) It was mainly meant for cancer patients.

C) It might appeal more to viewers over 40.

D) It was frequently interrupted by commercials.

12. A) The man is fond of traveling.

B) The woman is a photographer.

C) The woman took a lot of pictures at the contest.

D) The man admires the woman's talent in writing.

13. A) The man regrets being absent-minded.

B) The woman saved the man some trouble.

C) The man placed the reading list on a desk.

D) The woman emptied the waste paper basket.

14. A) He quit teaching in June.

C) He opened a restaurant near the school.

D) He has taken over his brother's business.

15. A) She seldom reads books from cover to cover.

B) She is interested in reading novels.

C) She read only part of the book.

D) She was eager to know what the book was about.

16. A) She was absent all week owing to sickness.

B) She was seriously injured in a car accident.

C) She called to say that her husband had been hospitalized.

D) She had to be away from school to attend to her husband.

17. A) The speakers want to rent the Smiths' old house.

B) The man lives two blocks away from the Smiths.

C) The woman is not sure if she is on the right street.

D) The Smiths' new house is not far from their old one.

18. A) The man had a hard time finding a parking space.

B) The woman found they had got to the wrong spot.

C) The woman was offended by the man's late arrival.

D) The man couldn't find his car in the parking lot.

Questions 19 to 22 are based on the conversation you have just heard.

19. A) The hotel clerk had put his reservation under another name.

B) The hotel clerk insisted that he didn't make any reservation.

C) The hotel clerk tried to take advantage of his inexperience.

D) The hotel clerk couldn't find his reservation for that night.

20. A) A grand wedding was being held in the hotel.

B) There was a conference going on in the city.

C) The hotel was undergoing major repairs.

D) It was a busy season for holiday-makers.

21. A) It was free of charge on weekends.

B) It had a 15% discount on weekdays.

C) It was offered to frequent guests only.

D) It was 10% cheaper than in other hotels.

22. A) Demand compensation from the hotel.

B) Ask for an additional discount.

C) Complain to the hotel manager.

D) Find a cheaper room in another hotel.

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

23. A) An employee in the city council at Birmingham.

- B) Assistant Director of the Admissions Office.
C) Head of the Overseas Students Office.
D) Secretary of Birmingham Medical School.
24. A) Nearly fifty percent are foreigners.
C) A large majority are from Latin America.
B) About fifteen percent are from Africa.
D) A small number are from the Far East.
25. A) She will have more contact with students.
C) She will be more involved in policy-making.
B) It will bring her capability into fuller play.
D) It will be less demanding than her present job.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the Answer Sheet 2 with a single line through the centre.

Passage One

Questions 26 to 28 are based on the passage you have just heard.

26. A) Her parents thrived in the urban environment.
B) Her parents left Chicago to work on a farm.
C) Her parents immigrated to America.
D) Her parents set up an ice-cream store.
27. A) He taught English in Chicago.
C) He worked to become an executive.
B) He was crippled in a car accident.
D) He was born with a limp.
28. A) She was fond of living an isolated life.
C) She was very generous in offering help.
B) She was fascinated by American culture.
D) She was highly devoted to her family.

Passage Two

Questions 29 to 32 are based on the passage you have just heard.

29. A) He suffered a nervous breakdown.
C) He was seriously injured.
B) He was wrongly diagnosed.
D) He developed a strange disease.
30. A) He was able to talk again.
C) He could tell red and blue apart.
B) He raced to the nursing home.
D) He could not recognize his wife.
31. A) Twenty-nine days.
C) Several minutes.
B) Two and a half months.
D) Fourteen hours.
32. A) They welcomed the publicity in the media.
C) They released a video of his progress.
B) The avoided appearing on television.
D) They declined to give details of his condition.

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) For people to share ideas and show farm products.
B) For officials to educate the farming community.
C) For farmers to exchange their daily necessities.
D) For farmers to celebrate their harvests.

34. A) By bringing an animal rarely seen on nearby farms.
B) By bringing a bag of grain in exchange for a ticket.
C) By offering to do volunteer work at the fair.
D) By performing a special skill at the entrance.
35. A) They contribute to the modernization of American farms.
B) They help to increase the state governments' revenue.
C) They provide a stage for people to give performances.
D) They remind Americans of the importance of agriculture.

Section C

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

注意: 此部分试题在答题卡 2 上;请在答题卡 2 上作答。

Students' pressure sometimes comes from their parents. Most parents are well (36) _____, but some of them aren't very helpful with the problems their sons and daughters have in (37) _____ to college, and a few of them seem to go out of their way to add to their children's difficulties.

For one thing, parents are often not (38) _____ of the kinds of problems their children face. They don't realize that the (39) _____ is keener, that the required (40) _____ of work are higher, and that their children may not be prepared for the change. (41) _____ to seeing A's and B's on high school report cards, they may be upset when their children's first (42) _____ college grades are below that level. At their kindest, they may gently (43) _____ why John or Mary isn't doing better, whether he or she is trying as hard as he or she should, and so on. (44) _____

Sometimes parents regard their children as extensions of themselves and (45) _____

_____ . In their involvement and identification with their children, they forget that everyone is different and that each person must develop in his or her own way. They forget that their children, (46) _____

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage

through carefully before making your choices. Each choice in blank is identified by a letter.
Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the centre. You may not use any of the words in the blank more than once.

Questions 47 to 56 are based on the following passage.

Years ago, doctors often said that pain was a normal part of life. In particular, when older patients 47 of pain, they were told it was a natural part of aging and they would have to learn to live with it. Times have changed. Today, we take pain 48. Indeed, pain is now considered the fifth vital sign, as important as blood pressure, temperature, breathing rate and pulse in 49 a person's well-being. We know that chronic (慢性的) pain can disrupt (扰乱) a person's life, causing problems that 50 from missed work to depression.

That's why a growing number of hospitals now depend upon physicians who 51 in pain medicine. Not only do we evaluate the cause of the pain, which can help us treat the pain better, but we also help provide comprehensive therapy for depression and other psychological and social 52 related to chronic pain. Such comprehensive therapy often 53 the work of social workers, psychiatrists (心理医生) and psychologists, as well as specialists in pain medicine.

This modern 54 for pain management has led to a wealth of innovative treatments which are more effective and with fewer side effects than ever before. Decades ago, there were only a 55 number of drugs available, and many of them caused 56 side effects in older people, including dizziness and fatigue. This created a double-edged sword: the medications helped relieve the pain but caused other problems that could be worse than the pain itself.

注意:此部分试题请在答题卡2上作答。

A) result	I) determining
B) involves	J) limited
C) significant	K) gravely
D) range	L) complained
E) relieved	M) respect
F) issues	N) prompting
G) seriously	O) specialize
H) magnificent	

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 57 to 61 are based on the following passage.

I've been writing for most of my life. The book Writing Without Teachers introduced me to one distinc-

tion and one practice that has helped my writing processes tremendously. The distinction is between the creative mind and the critical mind. While you need to employ both to get to a finished result, they cannot work in parallel no matter how much we might like to think so.

Trying to criticize writing on the fly is possibly the single greatest barrier to writing that most of us encounter. If you are listening to that 5th grade English teacher correct your grammar while you are trying to capture a fleeting (稍纵即逝的) thought, the thought will die. If you capture the fleeting thought and simply share it with the world in raw form, no one is likely to understand. You must learn to create first and then criticize if you want to make writing the tool for thinking that it is.

The practice that can help you past your learned bad habits of trying to edit as you write is what Elbow calls "free writing." In free writing, the objective is to get words down on paper non-stop, usually for 15-20 minutes. No stopping, no going back, no criticizing. The goal is to get the words flowing. As the words begin to flow, the ideas will come from the shadows and let themselves be captured on your notepad or your screen.

Now you have raw materials that you can begin to work with using the critical mind that you've persuaded to sit on the side and watch quietly. Most likely, you will believe that this will take more time than you actually have and you will end up staring blankly at the pages as the deadline draws near.

Instead of staring at a blank start filling it with words no matter how bad. Halfway through you available time, stop and rework your raw writing into something closer to finished product. Move back and forth until you run out of time and the final result will most likely be far better than your current practices.

注意:此部分试题请在答题卡2上作答。

57. When the author says the creative mind and the critical mind "cannot work in parallel" (Line 4, Para.

1) in the writing process, he means _____.

- A) no one can be both creative and critical B) they cannot be regarded as equally important
C) they are in constant conflict with each other D) one cannot use them at the same time

58. What prevents people from writing on is _____.

- A) putting their ideas in raw form B) attempting to edit as they write
C) ignoring grammatical soundness D) trying to capture fleeting thoughts

59. What is the chief objective of the first stage of writing?

- A) To organize one's thoughts logically. B) To choose an appropriate topic.
C) To get one's ideas down. D) To collect raw materials.

60. One common concern of writers about "free writing" is that _____.

- A) it overstates the role of the creative mind B) it takes too much time to edit afterwards
C) it may bring about too much criticism D) it does not help them to think clearly

61. In what way does the critical mind help the writer in the writing process?

- A) It refines his writing into better shape. B) It helps him to come up with new ideas.
C) It saves the writing time available to him. D) It allows him to sit on the side and observe.

Passage Two

Questions 62 to 66 are based on the following passage.

I don't ever want to talk about being a woman scientist again. There was a time in my life when people asked constantly for stories about what it's like to work in a field dominated by men. I was never very good at telling those stories because truthfully I never found them interesting. What I do find interesting is the ori-

gin of the universe, the shape of space-time and the nature of black holes.

At 19, when I began studying astrophysics, it did not bother me in the least to be the only woman in the classroom. But while earning my Ph. D. at MIT and then as a post-doctor doing space research, the issue started to bother me. My every achievement—jobs, research papers, awards—was viewed through the lens of gender (性别) politics. So were my failures. Sometimes, when I was pushed into an argument on left brain versus (相对于) right brain, or nature versus nurture (培育), I would instantly fight fiercely on my behalf and all womankind.

Then one day a few years ago, out of my mouth came a sentence that would eventually become my reply to any and all provocations: I don't talk about that anymore. It took me 10 years to get back the confidence I had at 19 and to realize that I didn't want to deal with gender issues. Why should curing sexism be yet another terrible burden on every female scientist? After all, I don't study sociology or political theory.

Today I research and teach at Barnard, a women's college in New York City. Recently, someone asked me how many of the 45 students in my class were women. You cannot imagine my satisfaction at being able to answer, 45. I know some of my students worry how they will manage their scientific research and a desire for children. And I don't dismiss those concerns. Still, I don't tell them "war" stories. Instead, I have given them this: the visual of their physics professor heavily pregnant doing physics experiments. And in turn they have given me the image of 45 women driven by a love of science. And that's a sight worth talking about.

62. Why doesn't the author want to talk about being a woman scientist again?

- A) She feels unhappy working in male-dominated fields.
- B) She is fed up with the issue of gender discrimination.
- C) She is not good at telling stories of the kind.
- D) She finds space research more important.

63. From Paragraph 2, we can infer that people would attribute the author's failures to _____.

- A) the very fact that she is a woman
- B) her involvement in gender politics
- C) her over-confidence as a female astrophysicist
- D) the burden she bears in a male-dominated society

64. What did the author constantly fight against while doing her Ph. D. and post-doctoral research?

- A) Lack of confidence in succeeding in space science.
- B) Unfair accusations from both inside and outside her circle.
- C) People's stereotyped attitude toward female scientists.
- D) Widespread misconceptions about nature and nurtured.

65. Why does the author feel great satisfaction when talking about her class?

- A) Female students no longer have to bother about gender issues.
- B) Her students' performance has brought back her confidence.
- C) Her female students can do just as well as male students.
- D) More female students are pursuing science than before.

66. What does the image the author presents to her students suggest?

- A) Women students needn't have the concerns of her generation.
- B) Women have more barriers on their way to academic success.
- C) Women can balance a career in science and having a family.
- D) Women now have fewer problems pursuing a science career.

Part V Cloze (15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) on the right side of the paper. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

注意:此部分试题请在答题卡2上作答。

An earthquake hit Kashmir on Oct. 8, 2005. It took some 75,000 lives, 67 130,000 and left nearly 3.5 million without food, jobs or homes. 68 overnight, scores of tent villages bloomed 69 the region, tended by international aid organizations, military 70 and aid groups working day and night to shelter the survivors before winter set 71.

Mercifully, the season was mild. But with the 72 of spring the refugees will be moved again. Camps that 73 health care, food and shelter for 150,000 survivors have begun to close as they were 74 intended to be permanent.

For most of the refugees, the thought of going back brings 75 emotions. The past six months have been difficult. Families of 76 many as 10 people have had to shelter 77 a single tent and share cookstoves and bathing 78 with neighbors. "They are looking forward to the clean water of their rivers," officials say. "They are 79 of free fresh fruit. They want to get back to their herds and start 80 again." But most will be returning to 81 but heaps of ruins. In many villages, electrical 82 have not been repaired, nor have roads. Aid workers 83 that it will take years to rebuild what the earthquake took 84. And for the thousands of survivors, the 85 will never be complete.

Yet the survivors have to start somewhere. New homes can be built 86 the stones, bricks and beams of old ones. Spring is coming and it is a good time to start again.

- 67. A) injured B) ruined C) destroyed D) damaged
- 68. A) Altogether B) Almost C) Scarcely D) Surely
- 69. A) among B) above C) amid D) across
- 70. A) ranks B) equipment C) personnel D) installations
- 71. A) out B) in C) on D) forth
- 72. A) falling B) emergence C) arrival D) appearing
- 73. A) strengthened B) aided C) transferred D) provided
- 74. A) never B) once C) ever D) yet
- 75. A) puzzled B) contrasted C) doubled D) mixed
- 76. A) like B) as C) so D) too
- 77. A) by B) below C) under D) with
- 78. A) facilities B) instruments C) implements D) appliances
- 79. A) seeking B) dreaming C) longing D) searching
- 80. A) producing B) cultivating C) farming D) nourishing
- 81. A) anything B) something C) everything D) nothing
- 82. A) lines B) channels C) paths D) currents
- 83. A) aside B) away C) up D) evaluate
- 84. A) aside B) away C) up D) out

85. A) reservation B) retreat C) replacement D) recovery
86. A) from B) through C) upon D) onto

Part VI Translation (5 minutes)

Directions: Complete the sentences by translating into English the Chinese given in brackets. Please write your translation on Answer Sheet 2.

注意:此部分试题请在答题卡2上作答,只需写出译文部分。

87. The finding of this study failed to _____ (将人们的睡眠质量考虑在内).
88. The prevent and treatment of AIDS is _____ (我们可以合作的领域).
89. Because of the leg injury, the athlete _____ (决定退出比赛).
90. To make donations or for more information, please _____ (按以下地址和我们联系).
91. Please come here at ten tomorrow morning _____ (如果你方便的话).

For most of the refugees, the thought of going back home _____ (is a difficult task for them).
The _____ (of the refugees) is a difficult task for them.
The _____ (of the refugees) is a difficult task for them.
The _____ (of the refugees) is a difficult task for them.
The _____ (of the refugees) is a difficult task for them.

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