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大学英语

四级考试710分快速突破

模拟试题



振宇英语
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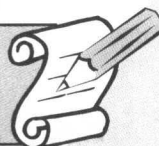
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2006

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前言

为适应我国高等教育新的发展形势,培养学生的英语综合应用能力,大学英语四级考试改革势在必行。2004年年初,教育部高教司组织制定并在全国部分高校开始试点《大学英语课程教学要求(试行)》。为了与新的教学要求相适应,全国大学英语四、六级考试改革项目组和考试委员会制定了《全国大学英语四、六级考试改革方案(试行)》,并据此设计了四级考试新题型试测卷,于2005年6月进行了较大规模的试测。2006年6月24日,全国180所试点高校的学生参加了改革后的第一次新四级考试。2007年1月将全面实施改革后的四级考试。

《大学英语四级考试710分快速突破》丛书就是在此新形势下精心策划与编写的一套考试辅导用书,目的在于更好地指导广大考生备战新四级考试,通过大量有针对性的考前练习来提高四级应试能力。

本丛书严格遵照《全国大学英语四、六级考试改革方案(试行)》的精神,在题型设置上与大学四级考试新题型完全一致,在试题的选择和设置上保证整体难度与真题基本一致,目的是希望广大考生在备战阶段能够从严训练,真正提高自己的应试能力和英语综合应用水平。只有进行严格的考前冲刺训练,才能有考场上“一览众山小”的自信与从容。

本丛书包括《模拟试题》、《阅读》、《写作》、《听力》、《综合测试(完形填空·改错·简答·翻译)》以及《词汇》共六册,每册选材新颖、设计合理,具有以下共同特点:

(一) **权威性**: 各册均由北京高校从事大学英语四级教学与研究的专家与一线教师精心编写,部分试题在四级培训中心与高校大学英语部试用,取得理想的效果,受到教师与学生的一致好评。

(二) **实用性**: 各册体现了大学英语四级考试的难度和合理性,在材料的选择与题型设置上尽量与真题一致,而且对相应试题给出了详细的解释,突出了本丛书的实用性,考生完全可以在没有教师指导的情况下进行自我测试和提高。

(三) **新颖性**: 各册完全按照新题型进行设计,在材料选择上突出了时尚性和新颖性,如阅读内容和听力材料涉及到2006年德国世界杯、北京“绿色奥运”与场馆建设等热点问题,写作部分有关“2008年奥运会志愿者招募自荐信”等话题无一不体现了本系列丛书的新颖性和前瞻性。

《大学英语四级考试710分快速突破——模拟试题》由10套标准模拟试题组成,试题后给出了练习答案及详细解析,以便于练习者对每道练习题知其然并知其所以然。

建议练习者在使用本册书时一定要严格按照考试要求,在规定的答题时间内完成每套练习。

例如,必须在前45分钟完成写作与快速阅读部分,后80分钟完成剩下练习,养成良好的做题习惯。

感谢所有参与编写的老师,他们在保持日常教学工作的同时,严格认真、按质按量地完成了本系列丛书的编写工作;以高度的责任心和丰富的专业知识对文稿进行了多次润色与修改,从而使本系列丛书在质量上有了可靠的保障。

还要特别感谢外语教学与研究出版社的祝文杰和秦学信两位老师热情的鼓励与专业的指导,也要特别感谢本书的责任编辑及外研社的各位专家,是他们高效务实的工作作风和严谨的工作态度,使本系列丛书得以按时与广大读者见面。

最后,希望得到教育界同仁和广大学生朋友的批评指正,请将您的意见直接发往本人信箱:
zhenglish@126.com,以便再版时更正,进一步完善。谢谢!

方振宇
北京牡丹园
2006年7月

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《全国大学英语四、六级考试改革方案（试行）》解读

2004年初,教育部高教司组织制定并在全国部分高校开始试点《大学英语课程教学要求(试行)》。《大学英语课程教学要求(试行)》规定,大学英语课程的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在以后的工作和社会交往中能用英语有效地进行口头和书面的信息交流。

2005年2月15日,国家教育部正式通知:从2006年6月开始,在全国180个试点高校进行四、六级考试改革,采用710分计分体制,这就意味着推行了17年的大学英语四、六级考试要进行重大改革。

1 改革方向与目的

不难看出,新要求是为进一步彻底贯彻《大学英语课程教学要求(试行)》的培养目标:强化英语综合应用能力,尤其是英语听说能力。大学英语四、六级考试是一种为教学服务的标准化考试。考试改革的方向是:在保持考试的科学性、客观性和公正性的同时,使考试最大限度地对大学英语教学产生正面的导向作用,即通过四、六级考试的改革,引导师生正确处理教学与考试的关系,更合理地使用四、六级考试,使考试更好地为教学服务。开始改革的目标是更准确地测试我国在校大学生英语综合应用能力,尤其是英语听说能力,以体现改革开放对我国大学生的综合英语应用能力的要求。

2 改革计分体制与成绩报道方式

新要求的主要举措之一是改革计分体制与成绩报道方式。自2005年6月考试(试点)起,四、六级考试成绩采用满分为710分的计分体制,最低分为290分,平均分为500分,不设及格线;成绩报道方式由考试合格证书改为成绩报告单,即考试后向每位考生发放成绩报告单,报道内容为:总分、单项分等。

试点阶段四级考试单项分的报道分四个部分:听力(35%),阅读理解(35%),完形填空或改错(10%),作文和翻译(20%)。各单项报道满分分别为:听力249分,阅读249分,完形填空或改错70分,作文和翻译142分,总分为710分。

为使学校理解考试含义并根据学校的实际情况合理使用考试测量的结果,四、六级考试委员会将向学校提供考试分数的解释。

3 改革后的考试内容与形式

新题型的最大特点是加大了听力理解的题量和比例,增加了快速阅读测试,增加了非选择性试题的比例,即主观试题比例增加。

具体地说,试点阶段的四、六级考试由四个部分组成:听力理解、阅读理解、综合测试和写作测试。

(1) 听力理解的比例提高到35%,其中听力对话部分比例占15%,听力短文占20%。听力



对话包括短对话和长对话的听力理解；听力短文包括短文复合式听写和选择题形式的短文理解；听力题材选用对话、讲座、广播电视节目等更真实性的材料。

(2) 阅读理解部分的比例调整为35%，增加了比例为10%的快速阅读。传统的仔细阅读部分比例为25%。快速阅读部分测试各种快速阅读技能，试题形式为是非判断或句子填空等。仔细阅读部分包括测试篇章阅读理解，以及对篇章语境中的词汇理解。

(3) 综合测试由两部分组成，比例为15%。第一部分为完形填空或改错，占10%；第二部分为短句问答或翻译，占5%。

(4) 写作测试部分比例为15%，体裁包括议论文、说明文、应用文等。

试点阶段四、六级考试各部分测试内容、题型和所占比例如下表：

表一：

试卷构成	测试内容		测试题型	比例
第一部分： 听力理解	听力对话	短对话	多项选择	35%
		长对话	多项选择	
	听力短文	短文理解	多项选择	
		短文听写	复合式听写	
第二部分： 阅读理解	仔细阅读理解	篇章阅读理解	多项选择	35%
		篇章词汇理解	选词填空	
	快速阅读理解		是非判断 + 句子填空 或其他	
第三部分： 综合测试	完形填空或改错		多项选择	15%
			错误辨认并改正	
	篇章回答或句子翻译		简短回答	
			中译英	
第四部分： 写作	写作		短文写作	15%

4 改革后的试卷结构与时间分配

改革后的全部考试时间为125分钟。具体程序为：开考后的前30分钟，考生需在答题卡1上完成写作部分。30分钟后，监考员发试题册，考生需在15分钟内完成快速阅读理解部分。然后，监考员收回答题卡1。剩下的80分钟内，考生需完成答题卡2上的其余部分试题。

根据《全国大学英语四、六级考试改革方案（试行）》，全国大学英语四、六级考试改革项目组和考试委员会设计了四级考试新题型试测卷，并于2005年6月进行了较大规模的试测。

根据考生答题的顺序，样卷共分为六个部分：写作测试、快速阅读理解、听力理解、仔细阅读理解、完形填空（或改错）和翻译。

样卷结构、各部分答题时间和所用答题卡如下表：

表二：

样卷结构	试题内容	答题时间	答题卡
Part I	Writing	30 minutes	Answer Sheet 1
Part II	Reading Comprehension (Skimming and Scanning)	15 minutes	
Part III	Listening Comprehension	35 minutes	Answer Sheet 2
Part IV	Reading Comprehension (Reading in Depth)	25 minutes	
Part V	Cloze	15 minutes	
Part VI	Translation	5 minutes	



大学英语四级考试试点考试样卷

试题册

Part I Writing (30 minutes)

注意：此部分试题在 答题卡 1 上。

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 questions 8—10, complete the sentences with the information given in the passage.

Landfills

You have just finished your meal at a fast food restaurant and you throw your uneaten food, food wrappers, drink cups, utensils and napkins into the trash can. You don't think about that waste again. On trash pickup day in your neighborhood, you push your can out to the curb, and workers dump the contents into a big truck and haul it away. You don't have to think about that waste again, either. But maybe you have wondered, as you watch the trash truck pull away, just where that garbage ends up.

Americans generate trash at an astonishing rate of four pounds per day per person, which translates to 600,000 tons per day or 210 million tons per year! This is almost twice as much trash per person as most other major countries. What happens to this trash? Some gets *recycled* (回收利用) or recovered and some is burned, but the majority is buried in landfills.

How Much Trash Is Generated?

Of the 210 million tons of trash, or solid waste, generated in the United States annually, about 56 million tons, or 27 percent, is either recycled (glass, paper products, plastic, metals) or *composted* (做成堆肥) (yard waste). The remaining trash, which is mostly unrecyclable, is discarded.

How Is Trash Disposed of?

The trash production in the United States has almost tripled since 1960. This trash is handled in various ways. About 27 percent of the trash is recycled or composted, 16 percent is burned and 57 percent is buried in landfills. The amount of trash buried in landfills has doubled since 1960. The United States ranks somewhere in the middle of the major countries (United Kingdom, Canada, Germany, France and Japan) in landfill disposal. The United Kingdom ranks highest, burying about 90 percent of its solid waste in landfills.

What Is a Landfill?

There are two ways to bury trash:

- Dump — an open hole in the ground where trash is buried and that is full of various animals (rats, mice, birds). (This is most people's idea of a landfill!)
- Landfill — carefully designed structure built into or on top of the ground in which trash is isolated from the surrounding environment (groundwater, air, rain). This isolation is accomplished with a bottom liner and daily covering of soil.

Sanitary landfill — landfill that uses a clay liner to isolate the trash from the environment.

Municipal solid waste (MSW) landfill — landfill that uses a synthetic (plastic) liner to isolate the trash from the environment.

The purpose of a landfill is to bury the trash in such a way that it will be isolated from groundwater, will be kept dry and will not be in contact with air. Under these conditions, trash will not *decompose* (腐烂) much. A landfill is not like a compost pile, where the purpose is to bury trash in such a way that it will decompose quickly.

Proposing the Landfill

For a landfill to be built, the operators have to make sure that they follow certain steps. In most parts of the world, there are regulations that govern where a landfill can be placed and how it can operate. The whole process begins with someone proposing the landfill.

In the United States, taking care of trash and building landfills are local government responsibilities. Before a city or other authority can build a landfill, an environmental impact study must be done on the proposed site to determine:

- the area of land necessary for the landfill
- the composition of the underlying soil and bedrock
- the flow of surface water over the site
- the impact of the proposed landfill on the local environment and wildlife
- the historical value of the proposed site

Building the Landfill

Once the environmental impact study is complete, the permits are granted and the funds have been raised, then construction begins. First, access roads to the landfill site must be built if they do not already exist. These roads will be used by construction equipment, *sanitation* (环卫) services and the general public. After roads have been built, digging can begin. In the North Wake County Landfill, the landfill began 10 feet below the road surface.

What Happens to Trash in a Landfill?

Trash put in a landfill will stay there for a very long time. Inside a landfill, there is little oxygen and little moisture. Under these conditions, trash does not break down very rapidly. In fact, when old landfills



have been dug up or sampled, 40-year-old newspapers have been found with easily readable print. Landfills are not designed to break down trash, merely to bury it. When a landfill closes, the site, especially the groundwater, must be monitored and maintained for up to 30 years!

How Is a Landfill Operated?

A landfill, such as the North Wake County Landfill, must be open and available every day. Customers are typically municipalities and construction companies, although residents may also use the landfill.

Near the entrance of the landfill is a recycling center where residents can drop off recyclable materials (aluminum cans, glass bottles, newspapers and paper products). This helps to reduce the amount of material in the landfill. Some of these materials are banned from landfills by law because they can be recycled.

As customers enter the site, their trucks are weighed at the scale house. Customers are charged tipping fees for using the site. The tipping fees vary from \$10 to \$40 per ton. These fees are used to pay for operation costs. The North Wake County Landfill has an operating budget of approximately \$4.5 million, and part of that comes from tipping fees.

Along the site, there are drop-off stations for materials that are not wanted or legally banned by the landfill. A multi-material drop-off station is used for tires, motor oil, lead-acid batteries. Some of these materials can be recycled.

In addition, there is a household hazardous waste drop-off station for chemicals (paints, pesticides, other chemicals) that are banned from the landfill. These chemicals are disposed of by private companies. Some paints can be recycled and some organic chemicals can be burned in furnaces or power plants.

Other structures alongside the landfill are the borrowed area that supplies the soil for the landfill, the runoff collection pond and *methane* (甲烷) station.

Landfills are complicated structures that, when properly designed and managed, serve an important purpose. In the future, new technologies called bioreactors will be used to speed the breakdown of trash in landfills and produce more methane.

注意：此部分试题请在答题卡 1 上作答；8—10 题在答题卡 1 上。

1. The passage gives a general description of the structure and use of a landfill.
2. Most of the trash that Americans generate ends up in landfills.
3. Compared with other major industrialized countries, America buries a much higher percentage of its solid waste in landfills.
4. Landfills are like compost piles in that they speed up decompositions of the buried trash.
5. In most countries the selection of a landfill site is governed by rules and regulations.
6. In the United States the building of landfills is the job of both federal and local governments.
7. Hazardous wastes have to be treated before being dumped into landfills.

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 conversations 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 center.

注意：此部分试题请在答题卡2上作答。

11. A) The man hates to lend his tools to other people.
B) The man hasn't finished working on the bookshelf.
C) The tools have already been returned to the woman.
D) The tools the man borrowed from the woman are missing.
12. A) Save time by using a computer. B) Buy her own computer.
C) Borrow Martha's computer. D) Stay home and complete her paper.
13. A) He has been to Seattle many times.
B) He has chaired a lot of conferences.
C) He holds a high position in his company.
D) He lived in Seattle for many years.
14. A) Teacher and student. B) Doctor and patient.
C) Manager and office worker. D) Travel agent and customer.
15. A) She knows the guy who will give the lecture.
B) She thinks the lecture might be informative.
C) She wants to add something to her lecture.
D) She'll finish her report this weekend.
16. A) An art museum. B) A beautiful park.
C) A college campus. D) An architectural exhibition.
17. A) The houses for sale are of poor quality.
B) The houses are too expensive for the couple to buy.
C) The housing developers provide free trips for potential buyers.
D) The man is unwilling to take a look at the houses for sale.
18. A) Talking about sports. B) Writing up local news.
C) Reading newspapers. D) Putting up advertisements.

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

19. A) The benefits of strong business competition.
B) A proposal to lower the cost of production.



- C) Complaints about the expense of modernization.
- D) Suggestions concerning new business strategies.
- 20. A) It cost much more than its worth.
- B) It should be brought up-to-date.
- C) It calls for immediate repairs.
- D) It can still be used for a long time.
- 21. A) The personnel manager should be fired for inefficiency.
- B) A few engineers should be employed to modernize the factory.
- C) The entire staff should be retrained.
- D) Better-educated employees should be promoted.
- 22. A) Their competitors have long been advertising on TV.
- B) TV commercials are less expensive.
- C) Advertising in newspapers alone is not sufficient.
- D) TV commercials attract more investments.

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

- 23. A) Searching for reference material.
- B) Watching a film of the 1930s'.
- C) Writing a course book.
- D) Looking for a job in a movie studio.
- 24. A) It's too broad to cope with.
- B) It's a bit outdated.
- C) It's controversial.
- D) It's of little practical value.
- 25. A) At the end of the online catalogue.
- B) At the Reference Desk.
- C) In the *New York Times*.
- D) In the *Reader's Guide to Periodical Literature*.

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 center.

注意：此部分试题请在答题卡 2 上作答。

Passage One

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

- 26. A) Synthetical fuel.
- B) Solar energy.
- C) Alcohol.
- D) Electricity.
- 27. A) Air traffic conditions.
- C) Traffic jams on highways.
- B) Road conditions.
- D) New traffic rules.

28. A) Go through a health check. B) Take little luggage with them.
C) Arrive early for boarding. D) Undergo security checks.

Passage Two

Questions 29 to 31 are based on the passage you have just heard.

29. A) Beauty. B) Loyalty. C) Luck. D) Durability.
30. A) He wanted to follow the tradition of his country.
B) He believed that it symbolized an everlasting marriage.
C) It was thought that a blood vessel in that finger led directly to the heart.
D) It was supposed that the diamond on that finger would bring good luck.
31. A) The two people can learn about each other's likes and dislikes.
B) The two people can have time to decide if they are a good match.
C) The two people can have time to shop for their new home.
D) The two people can earn enough money for their wedding.

Passage Three

Questions 32 to 35 are based on the passage you have just heard.

32. A) Because there are no signs to direct them.
B) Because no tour guides are available.
C) Because all the buildings in the city look alike.
D) Because the university is everywhere in the city.
33. A) They set their own exams.
B) They select their own students.
C) They award their own degrees.
D) They organize their own laboratory work.
34. A) Most of them have a long history.
B) Many of them are specialized libraries.
C) They house more books than any other university library.
D) They each have a copy of every book published in Britain.
35. A) Very few of them are engaged in research.
B) They were not awarded degrees until 1948.
C) They have outnumbered male students.
D) They were not treated equally until 1881.

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 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。

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 the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the center. **You may not use any of the words in the bank more than once.**

Questions 47 to 56 are based on the following passage.

When Roberto Feliz came to the USA from the Dominican Republic, he knew only a few words of English. Education soon became a(n) 47. "I couldn't understand anything," he said. He 48 from his teachers, came home in tears, and thought about dropping out.

Then Mrs. Malave, a bilingual educator, began to work with him while teaching him math and science in his 49 Spanish. "She helped me stay smart while teaching me English," he said. Given the chance to demonstrate his ability, he 50 confidence and began to succeed in school.

Today, he is a(n) 51 doctor, runs his own clinic, and works with several hospitals. Every day, he uses the language and academic skills he 52 through bilingual education to treat his patients.

Roberto's story is just one of 53 success stories. Research has shown that bilingual education is the most 54 way both to teach children English and ensure that they succeed academically. In Arizona and Texas, bilingual students 55 outperform their peers in monolingual programs. Calexico, Calif., implemented bilingual education, and now has dropout rates that are less than half the state average and college 56 rates of more than 90%. In El Paso, bilingual education programs have helped raise student scores from the lowest in Texas to among the highest in the nation.

注意：此部分试题请在答题卡 2 上作答。

- | | |
|-----------------|------------------|
| A) wonder | I) hid |
| B) acquired | J) prominent |
| C) consistently | K) decent |
| D) regained | L) countless |
| E) nightmare | M) recalled |
| F) native | N) breakthrough |
| G) acceptance | O) automatically |
| H) effective | |

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 center.

Passage One

Questions 57 to 61 are based on the following passage.

“Tear ‘em apart!” “Kill the fool!” “Murder the referee (裁判)!”

These are common remarks one may hear at various sporting events. At the time they are made, they may seem innocent enough. But let’s not kid ourselves. They have been known to influence behavior in such a way as to lead to real bloodshed. Volumes have been written about the way words affect us. It has been shown that words having certain *connotations* (含义) may cause us to react in ways quite foreign to what we consider to be our usual humanistic behavior. I see the term “opponent” as one of those words. Perhaps the time has come to delete it from sports terms.

The dictionary meaning of the term “opponent” is “adversary”; “enemy”; “one who opposes your interests.” Thus, when a player meets an opponent, he or she may tend to treat that opponent as an enemy. At such times, winning may dominate one’s intellect, and every action, no matter how gross, may be considered justifiable. I recall an incident in a handball game when a referee refused a player’s request for a time out for a glove change because he did not consider them wet enough. The player proceeded to rub his gloves across his wet T-shirt and then exclaimed, “Are they wet enough now?”

In the heat of battle, players have been observed to throw themselves across the court without considering the consequences that such a move might have on anyone in their way. I have also witnessed a player reacting to his opponent’s intentional and illegal blocking by deliberately hitting him with the ball as hard as he could during the course of play. Off the court, they are good friends. Does that make any sense? It certainly gives proof of a court attitude which departs from normal behavior.

Therefore, I believe it is time we *elevated* (提升) the game to the level where it belongs, thereby setting an example to the rest of the sporting world. Replacing the term “opponent” with “associate” could be an ideal way to start.

The dictionary meaning of the term “associate” is “colleague”; “friend”; “companion”. Reflect a moment! You may soon see and possibly feel the difference in your reaction to the term “associate” rather than “opponent”.

注意：此部分试题请在 答题卡 2 上作答。

57. Which of the following statements best expresses the author’s view?

- A) The words people use can influence their behavior.
- B) Unpleasant words in sports are often used by foreign athletes.