



COLLEGE ENGLISH

Band Four

王家根 胡祥鑫 主编

大学英语 综合能力实践教程 四级

东华大学出版社

College English Band Four

大学英语综合能力实践教程

四级

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前 言

《大学英语综合能力实践教程(1—4级)》根据教育部高教司主持和领导下的大学英语四、六级考试改革项目组和考试委员会制定的《全国大学英语四、六级考试改革方案》所推行的新的计分体制和成绩报道方式,依据《大学英语课程教学要求》来编写的。该系列与大学英语教学课程和计划同步,对大学生的“听、说、读、写、译”等综合技能进行全面培养和训练,由浅入深、循序渐进,一学期一册,共分四级。本系列属水平能力练习与检测题,可独立用于课堂测试,也可供学生课后自学。参加本套书编写的作者,都是长期从事大学英语教学且有着四、六级考试指导丰富经验的大学老师。编写时,作者还将近期教学与考试中出现的新内容、新题型吸收进来,使该套书具有较强的**时效性**和**实用性**,可与各高校现行使用的《全新版大学英语》、《新视野大学英语》、《大学英语》、《新编大学英语》、《当代大学英语》和《大学核心英语》等教材配套使用并配有 MP3 录音光盘。

为使学生在作文写作时,能学会运用标准地道的英语语言,此次编写,我们请了美籍教师 Tre, Amanda, Chad, Stephanie 等几位专家,对所有试题中的作文范文进行审阅,相信对广大四、六级学生的写作水平的提高有较大的帮助!

四级中的写作、阅读、听力、完形填空和翻译等的难易程度与上述教材的四级水平相当,可与上述教材同步使用。

本书以山东师范大学、南京师范大学、上海师范大学、江西师范大学、安徽师范大学、华南师范大学、浙江师范大学、湖南师范大学、福建师范大学、北师大珠海分校等华东南重点师范大学英语协作组为主,安徽科技学院、聊城大学、徐州师范大学等学校参与共同编写而成。由于时间仓促和编者水平局限,书中难免有不足之处,真诚欢迎同行和使用者提出宝贵意见。

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College English Test 1

Part I

Writing

(30 minutes)

注意:此部分试题写在答题卡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.

Are Bad Economic Times Good for Health?

Most people are worried about the health of the economy. But does the economy also affect your health?

It does, but not always in ways you might expect. The data on how an economic downturn influences an individual's health are surprisingly mixed.

It's clear that long-term economic gains lead to improvements in a population's overall health, in developing and industrialized societies alike.

But whether the current economic downturn will take a toll on your own health depends, in part, on your health habits when times are good. And economic studies suggest that people tend not to take care of themselves in boom times — drinking too much (especially before driving), dining on fat-filled restaurant meals and skipping exercise and doctors' appointments because of work-related time commitments.

"The value of time is higher during good economic times," said Grant Miller, an assistant professor of medicine at Stanford. "So people work more and do less of the things that are good for them, like cooking at home and exercising; and people experience more stress due to the severity of hard work during booms."

Similar patterns have been seen in some developing nations. Dr. Miller, who is studying the effects of fluctuating coffee process on health in Colombia, says that even though falling

prices are bad for the economy, they appear to improve health and decrease death rates. When prices are low, laborers have more time to care for their children.

“When coffee prices suddenly rise, people work harder on their coffee plots and spend less time doing things around the home, including things that are food for their children,” he said. “Because the things that matter most for infant and child health in rural Colombia aren’t expensive, but require a substantial amount of time — such as breast-feeding, bringing clean water from far away, taking your child to a distant health clinic for free vaccinations (接种疫苗) — infant and child death rates rise.”

In this country, a similar effect appeared in the Dust Bowl during the Great Depression, according to a 2007 paper by Dr. Miller and colleagues in *The Proceedings of the National Academy of Sciences*.

The data seem to contradict research in the 1970s suggesting that in hard times there are more deaths from heart disease, cirrhosis, suicide and murder, as well as more admissions to mental hospitals. But those findings have not been repeated, and several economists have pointed out flaws in the research.

In May 2000, the *Quarterly Journal of Economics* published a surprising paper called “Are Recessions Good for Your Health?” by Christopher J. Ruhm, professor of economics at the University of North Carolina, Greensboro, base on an analysis measuring death rates and health behavior against economic shifts and jobless rates from 1972 to 1991.

Dr. Ruhm found that death rates declined sharply in the 1974 and 1982 recessions, and increased in the economic recovery of the 1980s. An increase of one percentage point in state unemployment rates correlated with a 0.5 percentage point decline in the death rate — or about 5 fewer deaths per 100,000 people. Over all, the death rate fell by more than 8 percent in the 20-year period of mostly economic decline, led by drops in heart disease and car crashes.

The economic downturn did appear to take a toll on factors having less to do with prevention and more to do with mental well-being and access to health care. For instance, cancer deaths rose 23 percent, and deaths from flu and pneumonia increased slightly. Suicides rose 2 percent, homicides 12 percent.

The issue that may matter most in an economic crisis is not related to jobs or income, but whether the slump widens the gap between rich and poor, and whether there is an adequate health safety net available to those who have lost their jobs and insurance.

During a decade of economic recession in Japan that began in the 1990s, people who were unemployed were twice as likely to be in poor health as those with secure jobs. During Peru’s severe economic crisis in the 1980s, infant deaths jumped 2.5 percentage points — about 17,000 more children who died as public health spending and social programs collapsed.

In August, researchers from the Free University of Amsterdam looked at health studies of

twins in Denmark. They found that individuals born in a recession were at higher risk for heart problems later in life and lived, on average, 15 months less than those born under better conditions.

Gerard J. van den Berg, an economics professor who was a co-author of the study, said babies in poor households suffered the most in a recession, because their families lacked access to good health care. Poor economic conditions can also cause stress that may interfere with parent bonding and childhood development, he said.

He noted that other studies had found that recessions can benefit babies by giving their parents more time at home.

“This scenario (情况) may be relevant for well-to-do families where one of the parents loses job and the other still brings in enough money.” He said. “But in a crisis where the family may have to face huge housing-cost losses and the household income is insufficient for adequate nutrition and health care, the disadvantageous effects of being born in a recession seem much more relevant.”

In this country, there are already signs of the economy's effect on health. In May, the market research firm Information Resources reported that 53 percent of consumers said they were cooking more than they did just six months before — in part, no doubt, because of the rising cost of prepared foods. At the same time, health insurance costs are rising. With premiums and co-payments, the average employee with insurance pays nearly one-third of medical costs — about twice as much as four years ago, according to Paul H. Keckley, executive director of the Deloitte Center for Health Solutions.

In the United States, which unlike other industrialized nations lacks a national health plan, the looming recession may take a greater toll. About 46 million Americans lack health insurance, Dr. Keckley says, and even among the 179 million who have it, an estimated 1 in 7 would be bankrupted by a single health crisis.

The economic downturn “is not good news for the health care industry,” he said, “There may be something positive, but I think this needs pondering.”

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. How do long-term economic gains affect people's health?

- A) The effect is not clearly determined yet.
- B) The effect tends to be rather negative.
- C) There are positive effects.
- D) There are only minor effects.

2. In boom times, people tend to have less _____.

- A) body building exercise
- B) stress brought by work

- C) drinking
D) illness
3. According to Dr Miller, what happens when coffee prices fall?
A) Economy benefits.
B) Health benefits.
C) Producers suffer.
D) Retailers suffer.
4. When child and infant death rates rise in Colombia, it is usually the result of _____.
A) parents' lack of time
B) poor medical conditions
C) expensive health care
D) people's high illiteracy
5. More people suffered mentally in hard times according to _____.
A) Dr. Miller's paper
B) an American journal
C) the research in the 1970s
D) the research in the 2000s
6. According to Dr. Ruhm, during the 20 years of economic recession, fewer deaths were caused by _____.
A) suicide
B) car accidents
C) mental illness
D) unbalanced diet
7. During the decade of recession in Japan, compared with those with secure jobs, the unemployed _____.
A) had more time to take care of themselves
B) were more likely to die from mental illnesses
C) had to live on welfare
D) were more likely to fall ill

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) Because the game wasn't shown in his area.
B) Because there was no electricity in his area.
C) Because he didn't buy a TV set.
D) Because he had something important to do.
12. A) She understood little of it.
B) She understood the reading.
C) She doesn't have much trouble with the subject.
D) She works very hard at it.
13. A) The work.
B) The noise.
C) The heat.
D) The crowdedness.
14. A) At her aunt's address.
B) At her own address.
C) At her family's address.
D) At her office's address.
15. A) She wonders why he's not returned to school.
B) She doesn't believe he could earn much money.
C) She doesn't like that company.
D) She wants him to tell her when the classes begin.
16. A) 1978.
B) 1979.
C) 1980.
D) 1981.
17. A) He had a traffic accident.
B) He had to work overtime.
C) He was delayed by his boss.
D) His car ran out of gasoline.
18. A) At the airport.
B) At the railway station.
C) In a restaurant.
D) In an office room.

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

19. A) How to talk properly.
B) The candidates they have just interviewed.
C) The importance of the job interview.
D) How to dress for an interview.
20. A) She was nicely dressed.
B) She had a nice voice.
C) She seemed intelligent.
D) She seemed very relaxed.
21. A) An actor.
B) A librarian.
C) A receptionist.
D) A tour guide.
22. A) Frank Brisziniski.
B) Barbara Jones.
C) David Wallace.
D) Lois Johnson.

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

23. A) Talking to an old friend of his uncle's. B) Taking a French lesson.

- C) Learning French from a book. D) Looking for a French grammar book.
24. A) To study French in Montreal.
 B) To take some interesting courses in Montreal.
 C) To get more credits for his graduation.
 D) To visit an old friend of his uncle's.
25. A) Have the credits transferred back before leaving Canada.
 B) Take courses for the sake of credits.
 C) Take a short leave of absence from school.
 D) Pay a visit to Susan before leaving for Canada.

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 passages 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) They are studying the content of dreams.
 B) They are studying the meaning of dreams.
 C) They are studying the process of sleeping.
 D) They are studying dreamers while they dream.
27. A) Everyone dreams every night.
 B) Dreams are easily remembered.
 C) Dreams are likely to be frightening.
 D) Persons dream only one dream a night.
28. A) The dream that was of most interest to him.
 B) The dream that occurred immediately after he went to sleep.
 C) The dream that occurred just before he woke up.
 D) Both A and B.

Passage Two

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

29. A) Because the colonists preferred corn bread.
 B) Because corn was more abundant.
 C) Because the colonists did not know how to make wheat bread.
 D) Because corn bread did not spoil as rapidly as wheat bread did.

30. A) They were shown how by the Indians.
 B) They changed their wheat bread recipes.
 C) They knew the technique before they arrived in America.
 D) They tried to make more nutritious bread.
31. A) Because it was easy to ship from England.
 B) Because horses occasionally ate it if there was no grain available.
 C) Because people took it with them when they traveled.
 D) Because it was easy to prepare over an open fire in the forests.

Passage Three

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

32. A) The people of France. B) Building a new statue.
 C) Fixing the Statue of Liberty. D) Replacing a rusty torch.
33. A) The Statue of liberty was assembled on an island.
 B) The Statue of Liberty became corroded.
 C) The Statue of Liberty arrived in 214 crates.
 D) The Statue of Liberty had to be repaired.
34. A) He is aware of the rust spots. B) He is angry at the cost of repairs.
 C) He is seasick and lonely. D) He is happy and proud to be there.
35. A) The donations come from citizens, including numerous school children.
 B) The donations come only from those rich persons.
 C) The donations come only from the government.
 D) It is not mentioned in the passage.

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。

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 centre. **You may not use any of the words in the bank more than once.**

Questions 47 to 56 are based on the following passage.

As is known to all, the organization and management of wages and salaries are very complex. Generally speaking, the Accounts Department is 47 for calculations of pay, while the Personnel Department is interested in discussions with the employees about pay.

If a firm wants to 48 a new wage and salary structure, it is essential that the firm should decide on a 49 of job evaluation and ways of measuring the performance of its employees. In order to be 50, that new pay structure will need agreement between Trade Unions and employers. In job evaluation, all of the requirements of each job are defined in a detailed job description. Each of those requirements is given a value, usually in "points", which are 51 together to give a total value for the job. For middle and higher management, a special method is used to evaluate managers on their knowledge of the job, their responsibility, and their 52 to solve problems. Because of the difficulty in measuring management work, however, job grades for managers are often decided without 53 to an evaluation system based on points.

In attempting to design a pay system, the Personnel Department should 54 the value of each job with these in the job market. 55, payment for a job should vary with any differences in the way that the job is performed. Where it is simple to measure the work done, as in the works done with hands, monetary encouragement schemes are often chosen, for 56 workers, where measurement is difficult, methods of additional payments are employed.

注意:此部分试题请在答题卡2上作答。

- | | |
|----------------|----------------|
| A) compare | I) successful |
| B) responsible | J) combined |
| C) useful | K) Necessarily |
| D) added | L) capacity |
| E) find | M) ability |
| F) reference | N) Basically |
| G) indirect | O) adopt |
| H) method | |

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.

Money spent on advertising is money spent as well as any I know of. It serves directly to assist a rapid distribution of goods at reasonable prices, thereby establishing a firm home market and so making it possible to provide for export at competitive prices. By drawing attention to new ideas it helps enormously to raise standards of living. By helping to increase demand it ensures an increased need for labour, and is therefore an effective way to fight unemployment. It lowers the costs of many services; without advertisements your daily newspaper would cost four times as much, the price of your television license would need to be doubled, and travel by bus or tube would cost 20 percent more.

And perhaps most important of all, advertising provides a guarantee of reasonable value in the products and services you buy. Apart from the fact that twenty-seven Acts of Parliament govern the terms of advertising, no regular advertiser dare promote a product that fails to live up to the promise of his advertisements. He might fool some people for a little while through misleading advertising. He will not do so for long, for mercifully the public has the good sense not to buy the inferior article more than once. If you see an article consistently advertised, it is the surest proof I know that the article does what is claimed for it, and that it represents good value.

Advertising does more for the material benefit of the community than any other force I can think of.

There is one more point I feel I ought to touch on. Recently I heard a well-known television personality declared that he was against advertising because it persuades rather than informs. He was drawing excessively fine distinctions. Of course advertising seeks to persuade.

If its message was confined merely to information — and that in itself would be difficult if not impossible to achieve, for even a detail such as the choice of the colour of a shirt is subtly persuasive — advertising would be so boring that no one would pay any attention. But perhaps that is what the well-known television personality wants.

注意:此部分试题请在答题卡2上作答。

57. By the first sentence of the passage the author means that _____.

- A) he is fairly familiar with the cost of advertising
- B) everybody knows well that advertising is money consuming
- C) advertising costs money like everything else
- D) it is worthwhile to spend money on advertising

58. In the passage, which of the following is NOT included in the advantages of advertising?

- A) Securing greater fame.
- B) Providing more jobs.

- C) Enhancing living standards. D) Reducing newspaper cost.
59. According to the passage, dishonest advertisers can't afford to fool the public through misleading advertising in that _____.
A) the sensible public will refuse to purchase the inferior article another time
B) an article of good value is often consistently advertised
C) advertising provides a guarantee of reasonable value of the products and services
D) they are truly concerned with the public interests
60. The author thinks that the well-known TV personality is _____.
A) very precise in passing his judgement on advertising
B) interested in nothing but the buyers' attention
C) correct in telling the difference between persuasion and information
D) obviously partial in his views on advertising
61. Which one of the following statements is true according to the author?
A) Advertising can seldom bring material benefit to man by providing information.
B) Advertising informs people of new ideas rather than wins them over.
C) There is nothing wrong with advertising in persuading the buyer.
D) The buyer is not interested in getting information from an advertisement.

Passage Two

Questions 62 to 66 are based on the following passage.

No one knows for certain how many illegal immigrants today reside in our country, competing for jobs, housing, and social services with our legal residents. Even recent laws designed to deal with this problem has not kept certain areas of our nation, notably Texas and other southwestern states, from being overburdened by this situation. When the innocent young children of these immigrants flood the schools, they place special economic (as well as educational and psychological) demands upon the local school systems. Are we morally, if not legally, obliged to provide free education to these children? I say no! For three compelling reasons, accepting these children into our public schools is wrong.

First, it places an undue economic hardship on the local school districts. What other districts in the affected states would be willing to share the cost in terms of tax dollars? For instance, if the city of Houston, Texas, spent an average \$500,000 per year to educate illegal immigrants, would Dallas Oklahoma, Arkansas, and Arizona be required to pay a percentage of the bill? How about distant states such as Maine and Alaska, which do not even have an immigrant problem... must they be asked to bear the burden, as well? On the other hand, Texans will argue, quite justifiably, that the problem is one of national, not regional, implications. It is unfair to expect certain states or districts, simply due to geographic location (nearness to borders), to accept all responsibility for the education of these children.

Second, the permission of such an illegal free education encourages, rather than discourages, illegal immigration. Not only will prospective refugees dream of relatively high-paying jobs and better living standards, but they will expect our society to provide their children with all the benefits of American public-school education. What a temptation to even the most law-abiding residents of an oppressed nation!

Finally, the whole situation encourages the belief by the general public that breaking the law is all right as long as the reason is a good moral one. This leads to the dangerous conclusion that "the end justifies the means." Isn't this the way Hitler attempted to justify his wickedness? Do we wish to fall into the same trap?

注意:此部分试题请在答题卡2上作答。

62. The phrase "flood the schools" in the first paragraph means _____.
 A) there is water in every school in Texas
 B) the schools are struck hard by a flood
 C) the schools are burdened with economic problems
 D) children of illegal immigrants come to the schools in great numbers
63. From the passage, we can infer that American public schools are funded by _____.
 A) the President
 B) wealthy Americans
 C) tax payers
 D) immigrants
64. According to the writer, the cost of the education of illegal immigrants' children should be paid by _____.
 A) Texas
 B) Dallas, Oklahoma, Arkansas and Arizona
 C) Maine and Alaska
 D) none of the above
65. The passage suggests all the following EXCEPT that _____.
 A) there will be more illegal immigrants in most of the states in USA
 B) illegal immigrants get better pay in the USA than in their homeland
 C) illegal immigrants' children must be provided with some of the benefits of American public-school education
 D) Americans are neither legally nor morally obliged to provide free education to illegal immigrants' children
66. The attitude of the writer towards providing free education to illegal immigrants' children is _____.
 A) indifferent
 B) negative
 C) favorable
 D) sympathetic

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). 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 center.

注意:此部分试题请在答题卡2上作答。

Most parents, I suppose, have had the experience of reading a bedtime story to their children. And they must have 67 how difficult it is to write a 68 children's book. Either the author has aimed too 69, so that the children can't follow what is in his (or more often, her) story, 70 the story seems to be talking to the readers.

The best children's books are 71 very difficult nor very simple, and satisfy both the 72 who hears the story and the adult who 73 it. Unfortunately, there are in fact 74 books like this, 75 the problem of finding the right bedtime story is not 76 to solve.

This may be why many of books regarded as 77 of children's literature were in fact written for 78. "Alice's Adventure in Wonderland" is perhaps the most 79 of this.

Children, left for themselves, often 80 the worst possible interest in literature. Just leave a child in bookshop or 81 and he will 82 willingly choose the books written in an imaginative way, or have a look at most children's comics, full of the stories and jokes which are the 83 of teachers and right-thinking parents.

Perhaps we parents should stop trying to brainwash children into 84 our taste in literature. After all children and adults are so 85 that we parents should not expect that they will enjoy the 86 books. So I suppose we'll just have to compromise over that bedtime story.

- | | | | |
|------------------|-------------|--------------------|----------------------|
| 67. A) hoped | B) realized | C) told | D) said |
| 68. A) short | B) long | C) bad | D) good |
| 69. A) easy | B) short | C) high | D) difficult |
| 70. A) and | B) but | C) or | D) so |
| 71. A) both | B) neither | C) either | D) very |
| 72. A) child | B) father | C) mother | D) teacher. |
| 73. A) hears | B) buys | C) understands | D) reads |
| 74. A) few | B) many | C) a great deal of | D) a great number of |
| 75. A) but | B) however | C) so | D) because |
| 76. A) hard | B) easy | C) enough | D) fast |
| 77. A) articles | B) work | C) arts | D) works |
| 78. A) grown ups | B) girls | C) boys | D) children |
| 79. A) difficult | B) hidden | C) obvious | D) easy |
| 80. A) are | B) show | C) find | D) add |