



《710分》

( 全 新 版 )  
四 级

# 大学英语同步水平

练 与 考

College English  
Tests  
Band four

鲁可 主编

4

东华大学出版社

College English Tests Band Four

# (710 分) 大学英语同步水平练与考

## 四级(全新版)

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东华大学 出版社

## 图书在版编目(CIP)数据

710 分大学英语同步水平练与考:全新版. 四级/鲁可,李倩,骆河芊 主编;  
鲁可 分册主编. —2 版—上海:东华大学出版社,2012.8

ISBN 978-7-5669-0109-5

I. ①7... II. ①鲁...②李...③骆...④鲁... III. ①大学英语  
水平考试-习题集 IV. ①H319.6

中国版本图书馆 CIP 数据核字(2012)第 171113 号

责任编辑:华润柏

封面设计:刘 洋

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## (710 分)大学英语同步水平练与考(全新版) 四级

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出版发行 东华大学出版社(上海市延安西路1882号 邮政编码:200051)

联系电话 编辑部 021-62379902

发行部 021-62193056 62373056

网 址 <http://www.dhupress.net>

经 销 新华书店上海发行所发行

印 刷 江苏省南通印刷总厂有限公司

开 本 787 × 1092 1/16

印 张 14.75

字 数 436 千

版 次 2012 年 8 月 第 1 版

印 次 2012 年 8 月 第 1 次 印刷

ISBN 978-7-5669-0109-5/H.411

定价:21.90 元

## 前 言

《(710 分)大学英语同步水平练与考(全新版)(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。每册有 10 套考试题,每套试卷都有从听力到作文比较完整的考试题型。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!

四级水平测试题中的听力理解、阅读理解、完形填空、翻译和写作等与上述教材的四级水平同步,可作四级辅导教材,也可作大学英语四级测试题。

参加本书编写的人员有:于平、方梅、牛多方、王琼、刘璐、刘桂林、孙玉莲、江永霞、江柳英、何一鸣、宋志俊、时慧、李林森、杨森海、汪凯、陈适、郑曦临、金艳、姚志英、洪桢、钟小梅、骆建军、骆河芊、钱渝、黄珊、黄亚平、程家才、童海纳、谢娅莉、韩丽芬、鲁可、虞惠红、裘正铨、蔡静、潘淑兰等。

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.

### Homeland Security

On Nov. 25, 2002, Pres. George W. Bush signed a measure creating a cabinet-level Department of Homeland Security (DHS). It became operational on Jan. 24, 2003, headed by Sec. Tom Ridge, a former Pennsylvania governor (1995-2001).

The main objectives of the DHS are to prevent terrorist attacks within the U. S., reduce the vulnerability to attacks, and minimize the effects of such attacks should they occur. The DHS is responsible for border and transportation security, protecting critical infrastructure, coordinating emergency response activities, and overseeing research and development for homeland security efforts. The new department also responds to natural disasters.

Following the attacks of Sept. 11, 2001, Pres. Bush created a small-scale advisory office known as the Office of Homeland Security. When a congressional inquiry in the summer of 2002 revealed extensive failures in intelligence gathering and communication, sentiment grew in favor of creating a large agency that could coordinate anti-terrorism efforts. The final plan passed by Congress in Nov. 2002 called for the integration of 22 federal agencies from many different departments.

The DHS is organized into 5 directorates: Border and Transportation Security, Emergency Preparedness, Science and Technology, Information Analysis and Infrastructure Protection, and Management, the administrative arm of the department. The U. S. Coast Guard, Secret Service,

and Bureau of Citizenship and Immigration Services (formerly part of the INS) became parts of DHS as discrete entities, separated from the directorates. The fiscal year 2005 budget for DHS was \$40.2 billion.

In Feb. 2003, the DHS launched its public service “Ready” campaign in association with the Ad Council and the Sloan Foundation. People are advised to take 3 steps.

### **Make a Kit**

Make a home emergency supply kit with at least 3 days’ worth of essential provisions for “sheltering-in-place,” and assemble a lightweight version in case evacuation is necessary. Kits should include 1 gallon of water per person per day. Provide enough easily prepared canned or dried foods. In colder climates, supply warm clothes and a sleeping bag for each member of the family.

Kits should contain a first-aid kit, flashlight, battery-powered radio, extra batteries, toiletries, and any needed medical prescriptions. They should include a filter mask (available in hardware stores) or other covering to use as a filter when breathing. Duct tape and heavy-duty garbage bags or plastic sheeting should be available in case it is necessary to seal windows and doors.

### **Make a Plan**

Form a communication plan, with designated contacts for each family member. Provisions should be made both for staying in place and for evacuating.

Shelter-in-place. Designate in advance an interior room, or one with the fewest windows and doors, for shelter. In an emergency, if there is heavy debris in the air or authorities deem the air contaminated, close windows, doors, vents, and fireplace dampers, and turn off air conditioners, forced-air heating systems, exhaust fans, and clothes dryers. Take family members and emergency supplies to a selected room and seal doors and windows as needed. Follow TV or radio broadcasts, or the Internet, for further instructions.

Evacuation. Create an evacuation plan with a specific meeting place for family members. Keep at least half a tank of gas in the car at all times, and learn alternate driving routes, as well as alternate means of transportation in your area. If the air is contaminated, drive with the windows and vents closed and keep the air conditioner or heater off.

Work and School. Talk to schools and employers about emergency plans and how they will communicate with families in emergencies.

### **Be Informed**

What to do depends partly on the nature of the threat.

Biological Threat. If a biological danger is reported, keep in contact with TV, radio, or the Internet for news and advice. If you become aware of a release of an unknown substance nearby, get away and cover your mouth and nose with layers of fabric that can filter the air but still allow

breathing. Wash with soap and water, and seek medical attention.

**Chemical Threat.** In the event of a chemical attack, leave the contaminated area immediately, if you can safely do so. Signs of a chemical attack in the area may include people with symptoms such as watery eyes, twitching, choking, difficulty breathing, or loss of coordination. Listen to news reports. If you believe you may have been exposed to a chemical agent, remove clothes promptly and wash with soap and water. Do not scrub chemical into skin. Be sure to seek medical attention.

**Explosions.** If there is an explosion, take shelter from the blast under a desk or table. Leave the building or area when feasible; check for fire, and never use elevators.

**Nuclear Blast.** In case of a nuclear blast, take cover immediately, preferably below ground. Decide whether to shelter-in-place or evacuate; bear in mind that the more shielding and distance between you and the blast, and the less time of exposure, the more you reduce your risk.

The Homeland Security Advisory System, established on Mar. 12, 2002, indicates the estimated threat level for a terrorist attack in the U. S.; state and local authorities may have separate alert systems and criteria.

**Low (Green)** Governments should refine and exercise pre-planned protective measures and train personnel, assess and update vulnerabilities, and take steps to reduce them.

**Guarded (Blue)** In addition to the above, authorities should check communications with emergency response and command locations, review emergency response procedures, and provide public information as needed.

**Elevated (Yellow)** Authorities should also increase surveillance of critical locations, coordinate emergency plans with nearby jurisdictions, implement response plans as appropriate.

**High (Orange)** Authorities should coordinate with federal, state, and local law enforcement agencies, or National Guard or other armed service; take additional precautions at public events, including possible cancellation; prepare to execute contingency procedures and move to alternate locations; restrict access to threatened facilities.

**Severe (Red)** Authorities should increase or redirect personnel to address critical emergency needs; assign or pre-position emergency response and specialty teams; monitor, redirect, or limit access to transportation systems; close public and government facilities.

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 Department of Homeland Security consists of five directorates and has three discrete entities.
2. To take what emergency measures depends on the nature of the threat.
3. In the case of a chemical attack people should stay at home.
4. If the air is contaminated, people should drive with windows and vents closed and keep the

heater on.

5. The national threat level reached "Orange" Sept. 10-24, 2002, around the anniversary of Sept. 11th.
6. Authorities should monitor, redirect, or limit access to transportation systems when the threat level reaches "Severe".
7. The Homeland Security Advisory System was established on March 22, 2002.

### 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.**

For his series “Unmarried... With Children,” Sam Roe had to touch on 47 subjects. He wanted to know about the birth control practices of the single mothers, “not the most comfortable topic to be discussed with a male reporter,” he says.

“Instead of blurting out, ‘So, were you using birth control? What kind? What happened?’ I said: ‘Some women say they were using birth control and got 48 anyway; others thought they were safe; still others say they just didn’t think about it. What was the situation in your case?’”

Roe has found that “being polite, friendly, compassionate, and honest helps. There is no 49 for being likeable.”

The goal of the interview, Roe says, “is to get your subjects talking and to build up their confidence in you.” He says that in his work with youngsters for his stories about Tecumseh Street, his first questions were “easy ones.” He would 50 his first questions as though he were seeking the advice of the youngster: “Before we start, I was hoping you could clear something 51 for me. I have been talking to a lot of guys in your neighborhood about the gang situation and some say that gangs are a thing of the past, while others say they are just less 52. What do you think?”

Roe said he used this tactic on a 17-year-old awaiting trial for shooting a man in the back of the head. “By the end of the interview he was 53 that he only had himself to blame for his problems—a rare admission for a kid.”

Roe 54 to the “share-the-pain” interviewing strategy. When the reporter talks about a similar painful event in his or her life, the reporter is seen to be human and compassionate. “The interview can then work toward being a conversation between two people.”

Besides, he says, “If you ask people to spill their 55, you can spill some of your

own.”

He always leaves his name and phone number, so that “if they want to talk further they can call at any time. This lets them know they are important to you.”

Despite the sensitivity of some questions, Roe asks them. “It never ceases to 56 me what strangers will tell you if you just ask.”

注意:此部分试题请在答题卡2上作答。

- |               |                  |
|---------------|------------------|
| A) gutter     | I) amaze         |
| B) up         | J) visible       |
| C) guts       | K) audible       |
| D) subscribes | L) acknowledging |
| E) viable     | M) upon          |
| F) update     | N) substitute    |
| G) phrase     | O) pregnant      |
| H) touchy     |                  |

## 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



observer, toward blue that it is moving toward him. 77 carefully measuring these color shifts, astronomers detected a characteristic wobble (摇摆) in the 78 of the stars that could be caused by the pull of a nearby 79 body, which has been deducted but not been 80 so far.

The claimed sightings of new planets have 81 a good deal of excitement. Lathem, especially, seemed 82 than the others because it was confirmed 83 in this case, by a European team in Geneva 84 had been observing the same star. But the “alleged planet,” says Lathem, is “hotter than an oven” and 85 a noxious, gaseous atmosphere. Says he, “This is not a place you would look for 86.”

- |                             |                         |                         |                       |
|-----------------------------|-------------------------|-------------------------|-----------------------|
| 67. A) developing           | B) accumulating         | C) expanding            | D) swelling           |
| 68. A) increases            | B) decreases            | C) declines             | D) arises             |
| 69. A) does not             | B) is not               | C) has not been         | D) has not            |
| 70. A) strengthened         | B) magnified            | C) decreased            | D) weakened           |
| 71. A) 20 times as large as | B) as 20 times large as | C) as large as 20 times | D) 20 times more than |
| 72. A) calculated           | B) counted              | C) numbered             | D) valued             |
| 73. A) Though               | B) Because              | C) Even though          | D) No matter          |
| 74. A) seen                 | B) watched              | C) peeped               | D) glanced            |
| 75. A) to                   | B) with                 | C) by                   | D) at                 |
| 76. A) indicated            | B) means                | C) signals              | D) suggested          |
| 77. A) Amid                 | B) In                   | C) By                   | D) To                 |
| 78. A) fluctuation          | B) action               | C) friction             | D) motion             |
| 79. A) shifting             | B) orbiting             | C) flowing              | D) flashing           |
| 80. A) proved               | B) found                | C) claimed              | D) realized           |
| 81. A) generated            | B) killed               | C) arisen               | D) raised             |
| 82. A) mightier             | B) stronger             | C) stiffer              | D) more serious       |
| 83. A) dependently          | B) basically            | C) independently        | D) cooperatively      |
| 84. A) that                 | B) where                | C) what                 | D) when               |
| 85. A) will have            | B) is                   | C) has been             | D) has                |
| 86. A) life                 | B) planet               | C) alien                | D) creature           |

## 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。