

NEW EXPLANATIONS FOR COLLEGE ENGLISH TEST BAND FOUR

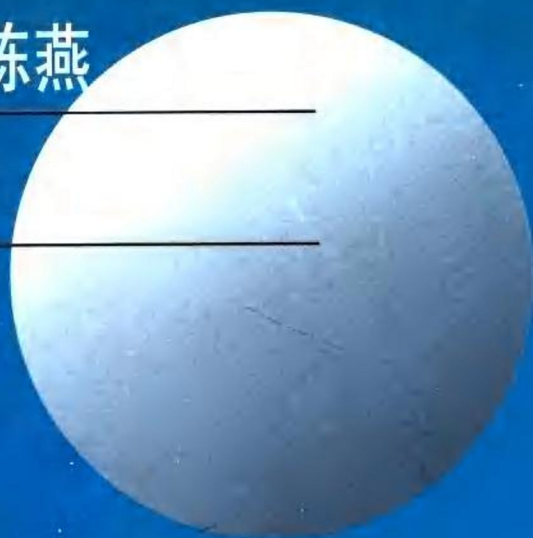
# 大学英语

## 四级考试

# 新解

● 主编：梁淑新 / 陈燕

● 主审：翟天利



外文出版社

# 大学英语四级考试新解

**New Explanations for  
College English Test Band Four**

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## 前 言

本书是根据最新《大学英语教学大纲》、《大学英语四级考试大纲》而编写的。全书共十套题,编者参照了历年来四级统考的试卷及近年来的新题型,由数位有多年教学经验的教师根据对教学与考试的反馈结果而编写。

本书特点在于每套题都有详尽的解释,既可用于教师在讲解时参考,也有助于学生的自学,加深对考试内容的正确理解,掌握学习英语的途径和方法。每套题的试题形式与四级新题型的标准模式一致,难易程度与大纲要求相符。为了便于读者独立进行听力训练,配有录音磁带,由英美外籍教师录制,以便学生更好地适应有多种口音的考试。

在编写过程中,我们参考了有关著作,在此就不一一注明了,谨向原作者表示衷心感谢!同时,感谢李晖老师为我们做了文字录入工作。

衷心希望此书能对广大师生的英语的教与学助一臂之力。由于时间仓促,水平有限,我们期待着广大读者的反馈意见和建议,以便加以修改和完善。

编者

1999年1月

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## 试题部分



# TEST 1

## Part I Listening Comprehension (20 minutes)

### Section A

**Directions:** *In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question 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 the Answer Sheet with a single line through the center.*

1. A. In a hotel.            B. In a coffee shop.            C. In a library.            D. In a laboratory.
2. A. To see the man.            B. To watch television.  
C. To weigh herself.            D. To give a demonstration.
3. A. He was tired.            B. His bicycle had been stolen.  
C. Something was wrong with his bicycle.            D. His watch was wrong.
4. A. Husband and wife.            B. They are in love with each other.  
C. Teacher and student.            D. Manager and his secretary.
5. A. Go walking with her friend.            B. Have a rest.  
C. Stay at home and do her exercises.            D. Catch up with her reading.
6. A. One hour.            B. Two hours.            C. Three hours.            D. Four hours.
7. A. He wrote the paper last week.            B. He'll finish it in a few minutes.  
C. He never does his assignment in time.            D. He isn't going to write it.
8. A. She's afraid of going out at night.  
B. She had to do some baking.  
C. She wanted to get ready for a plane trip.  
D. She was moving to a new apartment.
9. A. Go on a diet.            B. Talk to her sister.  
C. Look at a map.            D. Try to win first prize.
10. A. She's not sure what's happened to George.  
B. She isn't speaking to George.  
C. George is always late for appointment.  
D. She finds it difficult to tolerate George's behavior.

### Section B

**Directions:** *In this section, you will hear 3 passages. After 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 with a single line through the center.*

### Passage One

**Questions 11 to 13 are based on the passage you have just heard.**

11. A. Oil, chemicals, minerals and nuclear energy.  
B. Oil, chemicals, nuclear energy and ocean water.  
C. Ocean water, oil, chemicals and minerals.  
D. Salt, oil, minerals and nuclear energy.
12. A. Nuclear energy. B. Minerals taken from the sea.  
C. The floor of the ocean. D. The world's industries.
13. A. Because there is a rise in the price of electricity.  
B. Because the supplies for conventional fuels are decreasing.  
C. Because there is a decrease in the number of power stations.  
D. Because the demands for conventional fuels are decreasing.

### Passage Two

**Questions 14 to 16 are based on the passage you have just heard.**

14. A. Electricity. B. Motor. C. Water. D. Steam.
15. A. Farmers. B. Manufactures. C. Traders. D. Tourists.
16. A. Because most factories were built along big rivers.  
B. Because it is an easy and cheap form of transportation.  
C. Because they wanted to send their products to all parts of the country.  
D. Because they were the first to use the steam engine in a boat.

### Passage Three

**Questions 17 to 20 are based on the passage you have just heard.**

17. A. 15. B. 35. C. 25. D. 45.
18. A. Great men. B. Wonderful land. C. Brave men. D. Homeland.
19. A. Latin. B. Hawaiian. C. Russian. D. Japanese.
20. A. 1867. B. 1876. C. 1927. D. 1928.

## Part II Reading Comprehension (35 minutes)

**Directions:** *There are 4 passages in this part. 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 the Answer Sheet with a single line through the center.*

**Questions 21 to 25 are based on the following passage:**

The fridge is considered a necessity. It has been so since the 1960s when packed food first ap-

peared with the label: "store in the refrigerator."

In my fridgeless fifties childhood, I was fed well and healthy. The milkman came daily, the grocer, the butcher (肉商), the baker, and the ice-cream man delivered two or three times a week. The Sunday meat would last until Wednesday and surplus (剩余的) bread and milk became all kinds of cakes. Nothing was wasted, and we were never troubled by rotten food. Thirty years on, food deliveries have ceased, fresh vegetables are almost unobtainable in the country.

The invention of the fridge contributed comparatively little to the art of food preservation. A vast way of well-tried techniques already existed — natural cooling, drying, smoking, salting, sugaring, bottling...

What refrigeration did promote was marketing — marketing hardware and electricity, marketing soft drinks, marketing dead bodies of animals around the globe in search of a good price.

Consequently, most of the world's fridges are to be found, not in the tropics where they might prove useful, but in the wealthy countries with mild temperatures where they are climatically almost unnecessary. Every winter, millions of fridges hum away continuously and at vast expense, busily maintaining an artificially-cooled space inside an artificially-heated house——while outside, nature provides the desired temperature free of charge.

The fridge's effect upon the environment has been evident, while its contribution to human happiness has been insignificant. If you don't believe me, try it yourself, invest in a food cabinet and turn off your fridge next winter. You may miss the hamburgers (汉堡包), but at least you'll get rid of that terrible hum.

21. The statement "In my fridgeless fifties childhood, I was fed well and healthy." (Line 1, Para. 2) suggests that \_\_\_\_\_.
  - A. the author was well-fed and healthy even without a fridge in his fifties
  - B. the author was not accustomed to using fridges even in his fifties
  - C. there was no fridge in the author's home in the 1950s
  - D. the fridge was in its early stage of development in the 1950s
22. Why does the author say that nothing was wasted before the invention of fridges?
  - A. People would not buy more food than was necessary.
  - B. Food was delivered to people two or three times a week.
  - C. Food was sold fresh and did not get rotten easily.
  - D. People had effective ways to preserve their food.
23. Who benefited the least from fridges according to the author?
  - A. Inventors.
  - B. Consumers.
  - C. Manufacturers.
  - D. Travelling salesmen.
24. Which of the following phrases in the fifth paragraph indicates the fridge's negative effect on the environment?
  - A. "Hum away continuously".
  - B. "Climatically almost unnecessary".
  - C. "Artificially-cooled space".
  - D. "With mild temperature".
25. What is the author's overall attitude toward fridges?

- A. Neutral.                      B. Critical.                      C. Objective.                      D. Compromising.

Questions 26 to 30 are based on the following passage:

A breakthrough (突破) in the provision of energy from the sun for the European Economic Community (EEC) could be brought forward by up to two decades, if a modest increase could be provided in the EEC's research effort in this field, according to the senior EEC scientists engaged in experiments in solar energy at EEC's scientific laboratories at Ispra, near Milan.

The senior German scientist in charge of the Community's solar energy program, Mr. Joachim Gretz, told journalists that at present levels of research spending it was most unlikely that solar energy would provide as much as three per cent of the Community's energy requirements even after the year 2000. But he said that with a modest increase in the present sums, devoted by the EEC to this work it was possible that the breakthrough could be achieved by the end of the next decade.

Mr. Gretz calculates that if solar energy only provided three per cent of the EEC's needs, this could still produce a saving of about a billion pounds in the present bill for imported energy each year. And he believes that with the possibility of utilizing more advanced technology in this field it might be possible to satisfy a much bigger share of the Community's future energy needs.

At present the EEC spends about US \$ 2.6 million a year on solar research at Ispra, one of the EEC's official joint research centers, and another US \$ 3 million a year in indirect research with universities and other independent bodies.

26. The phrase "be brought forward" in Line 2 most probably means \_\_\_\_\_.  
A. be expected                      B. be completed                      C. be advanced                      D. be introduced
27. Some scientists believe that a breakthrough in the use of solar energy depends on \_\_\_\_\_.  
A. sufficient funding                      B. advanced technology  
C. further experiments                      D. well-equipped laboratories
28. According to Mr. Gretz the present sum of money will enable the scientists to provide \_\_\_\_\_.  
A. a little more than 3% of the EEC's needs after the year 2000  
B. 3% of the EEC's needs before the year 2000  
C. less than 3% of the EEC's needs before the year 2000  
D. only 3% of the EEC's needs even after the year 2000
29. Which of the following is not true according to the passage?  
A. The EEC spends one billion pounds on imported energy each year.  
B. At the present level of research spending, it is difficult to make any significant progress in the provision of energy from the sun.  
C. The desired breakthrough could be obtained by the end of the next decade if investment were increased.  
D. The total yearly spending of the EEC on solar energy research amounted to almost 6 million dollars.
30. The application of advanced technology to research in solar energy \_\_\_\_\_.  
A. would lead to big increase in research funding

- B. would make it unnecessary to import oil
- C. would make it possible to meet the future energy needs of the EEC
- D. would provide a much greater proportion of the Community's future energy needs

**Questions 31 to 35 are based on the following passage:**

Do you find getting up in the morning so difficult that it's painful? This might be called laziness. Dr. Kleitman has proved that everyone has a daily energy cycle.

During the hours when you labor through your work you may say that you're 'hot'. That's true. Time of day when you feel most energetic is when your cycle of body temperature is at its peak. For some people the peak comes during the forenoon. For others it comes in the afternoon or evening. No one has discovered why this is so, but it leads to such familiar monologues (自言自语) as: 'Get up, John! You'll be late for work again!' The possible explanation to the trouble is that John is at his temperature-and-energy peak in the evening. Much family quarreling ends when husbands and wives realize what these energy cycles mean, and which cycle each member of the family has.

You can't change your energy cycle, but you can learn to make your life fit it better. Habit can help, Dr. Kleitman believes. Maybe you're sleepy in the evening but feel you must stay up late anyway. Counteract (对抗) your cycle to some extent by habitually staying up later than you want to. If your energy is low in the morning but you have an important job to do early in the day, rise before your usual hour. This won't change your cycle, but you'll get up steam (鼓起干劲) and work better at your low point.

Get off to a slow start which saves your energy. Get up with a leisurely yawn and stretch. Sit on the edge of the bed a minute before putting your feet on the floor. Avoid the troublesome search for clean clothes by laying them out the night before. Whenever possible, do routine work in the afternoon and save tasks requiring more energy or concentration for your sharper hours.

31. If a person finds getting up early a problem, most probably \_\_\_\_\_.
  - A. he is a lazy person
  - B. he refuses to follow his own energy cycle
  - C. he is not sure when his energy is low
  - D. he is at his peak in the afternoon or evening
32. Which of the following may lead to family quarrels according to the passage?
  - A. Unawareness of energy cycle.
  - B. Familiar monologues.
  - C. A change in a family member's energy cycle.
  - D. Attempts to control the energy cycle of other family members.
33. If one wants to work more efficiently at his low point in the morning, he should \_\_\_\_\_.
  - A. change his energy cycle
  - B. overcome his laziness
  - C. get up earlier than usual
  - D. go to bed earlier
34. You are advised to rise with a yawn and stretch because it will \_\_\_\_\_.
  - A. help to keep your energy for the day's work

- B. help you to control your temper early in the day
- C. enable you to concentrate on your routine work
- D. keep your energy cycle under control all day

35. Which of the following statements is not true?

- A. Getting off to work with a minimum effort helps save one's energy.
- B. Dr. Kleitman explains why people reach their peaks at different hours of day.
- C. Habit helps a person adapt to his own energy cycle.
- D. Children have energy cycles, too.

**Questions 36 to 40 are based on the following passage:**

The speaker, a teacher from a community college, addressed a sympathetic audience. Heads nodded in agreement when he said, "High school English teachers are not doing their jobs." He described the inadequacies of his students, all high school graduates who can use language only at a grade 9 level. I was unable to determine from his answers to my questions how his grade 9 level had been established.

My topic is not standards nor its decline (降低). What the speaker was really saying is that he is no longer young, he has been teaching for sixteen years, and is able to think and speak like a mature adult.

My point is that the frequent complaint of one generation about the one immediately following it is inevitable. It is also human nature to look for the reasons for our dissatisfaction. Before English became a school subject in the late nineteenth century, it was difficult to find the target of the blame for language deficiencies (缺陷). But since then, English teachers have been under constant attack.

The complainers think they have hit upon an original idea. As their own command of the language improves, they notice that young people do not have this same ability. Unaware that their own ability has developed through the years. They assume the new generation of young people be hopeless in this respect. To the eyes and ears of sensitive adults the language of the young always seems inadequate.

Since this concern about the decline and fall of the English language is not perceived as a generational phenomenon but rather as something new and peculiar to today's young people, it naturally follows that today's English teachers cannot be doing their jobs. Otherwise, young people would not commit offenses against the language.

36. The speaker the author mentioned in the passage believed that \_\_\_\_\_.

- A. the language of the younger generation is usually inferior to that of the older generation
- B. the students had poor command of English because they didn't work hard enough
- C. he was an excellent language teacher because he had been teaching English for sixteen years
- D. English teachers should be held responsible for the students' poor command of English

37. In the author's opinion, the speaker \_\_\_\_\_.

- A. gave a correct judgment of the English level of the students
- B. had exaggerated the language problems of the students
- C. was right in saying that English teachers were not doing their jobs

- D. could think and speak intelligently
38. The author's attitude towards the speaker's remarks is \_\_\_\_\_.  
 A. neutral                      B. positive                      C. critical                      D. comprising
39. It can be concluded from the passage that \_\_\_\_\_.  
 A. it is justifiable to include English as a school subject  
 B. the author disagrees with the speaker over the standard of English at Grade 9 level  
 C. English language teaching is by no means an easy job  
 D. language improvement needs time and effort
40. In the passage the author argues that \_\_\_\_\_.  
 A. it is unfair to blame the English teachers for the language deficiencies of the students  
 B. young people would not commit offences against the language if the teachers did their jobs properly  
 C. to eliminate language deficiencies one must have sensitive eyes and ears  
 D. to improve the standard of English requires the effort of several generations

### Part III Vocabulary and Structure (20 minutes)

**Directions:** *There are 30 incomplete sentences in this part. For each sentence there are four choices marked A, B, C, and D. Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the center.*

41. It was very cold, \_\_\_\_\_ they still went swimming.  
 A. in spite of                      B. but                      C. however                      D. though
42. Experts advise that more attention be given to \_\_\_\_\_ of wild life.  
 A. contradiction                      B. conversation                      C. convention                      D. conservation
43. They don't \_\_\_\_\_ students run in the corridors.  
 A. allow                      B. permit                      C. approve                      D. let
44. If you don't think it necessary to make \_\_\_\_\_ any missed lessons, speak up now.  
 A. up                      B. away with                      C. for                      D. up to
45. The ancient Egyptians believed all illnesses were related to \_\_\_\_\_ was eaten.  
 A. which                      B. it                      C. what                      D. that
46. In the States, the black people on the whole \_\_\_\_\_ a much higher unemployment rate.  
 A. suffer from                      B. amount to                      C. reach for                      D. extend to
47. She still kept \_\_\_\_\_ hold of one of William's hands, and looked up in his face.  
 A. stiff                      B. tight                      C. rigid                      D. close
48. This chapter will look at language from the standpoints of both structure and function, but with more emphasis on \_\_\_\_\_.  
 A. latter                      B. the latter                      C. later                      D. the latest
49. Public transportation in most of the countries is expanding. \_\_\_\_\_, the use of subways and buses is declining in some metropolitan areas.

- A. Nevertheless      B. Consequently      C. Therefore      D. Despite the fact
50. The discussion quickly become a very \_\_\_\_\_ argument about increasing price.  
A. roaring      B. heated      C. boiling      D. warm
51. Nearly everyone would favor \_\_\_\_\_ positive attitudes toward school, a respect for others, and a love of learning.  
A. students to develop      B. students developing  
C. students' to develop      D. students' developing
52. Teaching and learning always happen in a social context, among people, in a certain society, and \_\_\_\_\_ certain reasons.  
A. because of      B. due to      C. owing to      D. for
53. Problems like this \_\_\_\_\_ every day in the factory.  
A. rise      B. raise      C. arouse      D. arise
54. I don't think that your watch is \_\_\_\_\_.  
A. worthy pricing      B. worth the price      C. worth of the price      D. worthy to buy
55. \_\_\_\_\_ my great disappointment, I discovered that the watch had been broken.  
A. With      B. For      C. On      D. To
56. If you have mosquito problem, remember that they reproduce in water. Be sure to \_\_\_\_\_ these spots in and around your home.  
A. release      B. occupy      C. eliminate      D. investigate
57. \_\_\_\_\_ is it from your home to the place where you work?  
A. How distant      B. What distance      C. How long      D. How far
58. I promise to meet her there in a month, providing I was \_\_\_\_\_ recovered to do so.  
A. sincerely      B. sufficiently      C. seriously      D. sharply
59. Dr. Robert Bell went to New York, bought some books, and \_\_\_\_\_.  
A. visited his daughter      B. visiting his daughter  
C. to visit his daughter      D. visit his daughter
60. You would tell from his big ears that he \_\_\_\_\_ his father.  
A. took after      B. took over      C. took to      D. took off
61. "Martin was taking pictures of wild animals."  
"Oh, no. He \_\_\_\_\_ been killed!"  
A. probably would      B. might have      C. surely have      D. likely had
62. Accustomed to living in the city, \_\_\_\_\_.  
A. I had difficulty living in the country  
B. living in the country was a problem for me  
C. the country was difficult for me to live in  
D. living in the country was hard to me
63. No sooner had the speaker begun to talk \_\_\_\_\_ were cheers.  
A. then there      B. than there      C. until there      D. when there
64. Scientific discoveries and inventions do not always influence the language \_\_\_\_\_ their impor-

tance.

- A. in the name of    B. in proportion to    C. on the top of    D. with regard to
65. The sailor did nothing but \_\_\_\_\_ the food.  
A. complain about    B. complained about  
C. to complain about    D. had been complaining about
66. She said she'd rather you \_\_\_\_\_ tomorrow instead of today.  
A. comes    B. will come    C. shall come    D. came
67. When they went into the shop and asked to look at the engagement rings, a girl brought out the cheaper ones, \_\_\_\_\_ she had arranged with James.  
A. the which was what    B. what was that  
C. which was what    D. that was that
68. The manufacturers \_\_\_\_\_ carried out one of the Chairman's proposals, but they didn't.  
A. must have    B. shouldn't have    C. ought to have    D. couldn't have
69. All things \_\_\_\_\_, the result is satisfactory.  
A. considered    B. considering    C. to consider    D. are considered
70. Because his parents didn't approve of his majoring in physical education, William had to take civil engineering \_\_\_\_\_.  
A. as the second choice    B. as the choice two  
C. is second choice    D. the choice as the second

#### Part IV      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 below the passage. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

A land free from destruction, plus wealth, natural resources, and labor supply — all these were important 71 in helping England to become the center for the Industrial Revolution. 72 they were not enough. Something 73 was needed to start the industrial process. That "something special" was men — 74 individuals who could invent machines, find new 75 of power, and establish business organizations to reshape society.

The men who 76 the machines of the Industrial Revolution 77 from many backgrounds and many occupations. Many of them were 78 inventors than scientists. A man who is a 79 scientist is primarily interested in doing his research 80. He is not necessarily working 81 that his findings can be used.

An inventor or one interested in applied science is 82 trying to make something that has a concrete 83. He may try to solve a problem by using the theories 84 science or by experimenting through trial and error. Regardless of his method, he is working to obtain a 85 result: the construction of a harvesting machine, the burning of a light bulb, or one of 86 other objectives.



Most of the people who 87 the machines of the Industrial Revolution were inventors, not trained scientists. A few were both scientists and inventors. Even those who had 88 or no training in science might not have made their inventions 89 a groundwork had not been laid by scientists years 90.

- |                   |                 |                |                |
|-------------------|-----------------|----------------|----------------|
| 71. A. cases      | B. reasons      | C. factors     | D. situations  |
| 72. A. But        | B. And          | C. Besides     | D. Even        |
| 73. A. else       | B. near         | C. extra       | D. similar     |
| 74. A. generating | B. effective    | C. motivating  | D. creative    |
| 75. A. origins    | B. sources      | C. bases       | D. discoveries |
| 76. A. employed   | B. created      | C. operated    | D. controlled  |
| 77. A. came       | B. arrived      | C. stemmed     | D. appeared    |
| 78. A. less       | B. better       | C. more        | D. worse       |
| 79. A. genuine    | B. practical    | C. pure        | D. clever      |
| 80. A. happily    | B. occasionally | C. reluctantly | D. accurately  |
| 81. A. now        | B. and          | C. all         | D. so          |
| 82. A. seldom     | B. sometimes    | C. usually     | D. never       |
| 83. A. plan       | B. use          | C. idea        | D. means       |
| 84. A. of         | B. with         | C. to          | D. as          |
| 85. A. single     | B. sole         | C. specialized | D. specific    |
| 86. A. few        | B. those        | C. many        | D. all         |
| 87. A. proposed   | B. developed    | C. supplied    | D. offered     |
| 88. A. little     | B. much         | C. some        | D. any         |
| 89. A. as         | B. if           | C. because     | D. while       |
| 90. A. ago        | B. past         | C. ahead       | D. before      |

## Part V Writing (30 minutes)

**Directions:** For this part, you are allowed thirty minutes to write a composition on the topic *Fast Food in China*. You should write at least 100 words and you should base your composition on the outline (given in Chinese) below:

1. 目前中国有两种快餐:中式快餐和西式快餐
2. 这两种快餐各有优缺点
3. 中式快餐应在竞争中胜过西式快餐