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快捷之路 >>>

新题型

大学英语四级 模拟试题及阅读训练

缪 学 主编 卜爱萍 主审



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——新题型大学英语四级模拟试题及阅读训练

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前言

本书旨在帮助广大考生了解和熟悉大学英语四级考试新题型,检测 and 提高自己的英语水平,顺利通过四级英语考试。在本书的编写过程中,我们的指导思想是:依据教育部颁发的《大学英语课程教学要求》和全国大学英语四、六级考试委员会最近颁布的《大学英语四级考试大纲(2006 修订版)》,突出重点、解决难点、注重引导、强调启发,使考生使用本书后,将相关知识和技能真正学到手。

本书分为两个部分。第一部分为十二套新题型大学英语四级模拟试题。这批试题完全按照四级大纲的要求设计,力争在形式和难度上尽可能接近实测试题,供考生在考试前六周热身之用。我们的建议是:充分发挥试题检测水平、诊断问题的作用,每周做两套,拉开间隔,更多关注答错情况,把上一套的问题解决消化后再做下一套,从而达到拾遗补缺的效果。在答题过程中还应尽量去体会并适应命题思路,挖掘出那种宜于意会、难以言传的意境,这种意境往往会造成水平相当的考生在考试成绩上的差异。

本书的第二部分是四十篇精心挑选的阅读理解短文。这些短文内容新颖,题材涵盖社会、文化、经济、历史、人物、种族、时尚、体育等诸多方面。每篇短文配有多项选择、词汇测试、正误判断和问题简答等形式的练习。我们的建议是:充分发挥每篇短文的利用价值。每周完成两篇。每篇课文的第一遍按快速阅读的要求进行,不查词典,不参考短语注解,直接完成所配练习。然后可按精读要求处理课文,利用各种参考方法,把课文读懂、读通、读透,不要把注意力停留在词汇层面,多关注语言表达方式、习惯搭配,多摘抄积累,强记多背,相信这样的方法给考生带来的益处,将大大超越阅读理解这个层面。鉴于考生们实际情况的差异,我们只在每篇短文后附上短语注释,不列生词,不配译文,留下较大的自主学习空间,也算是一种突破常规的尝试吧,因为“嚼过的馍不香”。但愿我们这个“馍”不仅能果腹充饥,而且越嚼越香。

本书由缪学主编,模拟试题一至四由王伟编写,模拟试题五至八由谢怡沁编写,模拟试题九至十二由刘学青编写,阅读短文第一课至第二十课由章健编写,第二十一课至第四十课由周健华编写,阅读短文的选材、编辑和部分练习的初稿由卜爱萍和陈萍承担。

本书如有不尽如人意之处乃至错误,敬请使用者不吝赐教。

编者

2007 年 1 月

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Section I Practice Tests

Practice Test 1

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.

What to do before you get there?

Justin Graham and his parents arrived for his freshman year at Duke University, found a hotel, and woke up early the next morning to begin the marathon task of moving everything Graham owned from the family minivan into his freshman dorm. But there was a problem: The van was gone. In its place, shattered glass. “My microwave, TV, stereo system, all my pictures... they took everything.” says Graham.

At the time, it felt like a disaster. But it turned out to be a good icebreaker, says Graham, a 2002 graduate. “Everyone (on campus) knew who I was ‘the guy whose stuff got stolen’.” (The police caught the thief two days later, after he was spotted throwing Graham’s undershirts from a car window while driving down the highway. Graham got a box of photos back soon afterward, but the rest was gone.)

Extreme icebreakers aside, Graham’s experience reinforces one big piece of advice that current students consistently give to freshmen: Spend the summer before college focusing less on what to

bring for your dorm room and more on preparing for the major life transition ahead. You're at least on the cusp of adulthood — if not already over the line — and it's time to start taking responsibility in ways you might not have in the past. Your mother still gets you up in the morning? Buy an alarm clock, and begin waking up on your own. Never done your own laundry? It's time to start.

The life skills are important, but students say to put some time into laying the foundation for this next big phase of your life, too. Katharine Brodock, a recent graduate of the University of Rochester, recommends doing what a friend of hers did; make a list of all the things you want to do freshman year and then brainstorm about how to organize the days to get them done. She thinks that managing unstructured time is one of the toughest challenges freshmen face; prioritizing can make it easier to decide how to spend your time when you're inundated with choices.

These choices are likely to involve tricky social situations. Chances are, you've never shared a room before — much less lived in a 12-by-12-foot space with a total stranger. Think about how you'll handle conflict with your roommate, students advise. And what will you do when an older guy at a fraternity party pressures you to go upstairs with him, or a hall mate passes you the bong? Nick von Keller, a sophomore at Bowdoin College in Brunswick, Maine, talked with high school friends about whether just because they could do something in college meant they actually wanted to. "A lot of times you set up these barriers like 'I won't do this until I get to college,'" he says. Well, now you're there — but is it really what you want to do?

Plan ahead. Research shows that students who figure out in advance how to handle difficult situations are less at risk for substance abuse and sexual assault. Yeah, it might seem cheesy, but if you have a plan — whether it's to limit yourself to x number of drinks or to water down your vodka tonics — you're more likely to follow at least parts of it, says Patricia Pasick, author of *Almost Grown: Launching Your Child From High School to College*. Unless you have the kind of parents who will discuss this with you openly, you might want to try talking to an older friend who's already been there.

Of course, you do need to spend some time packing over the summer. But instead of obsessing over those "what to bring to college" lists, ask current undergrads for their recommendations. Two often-overlooked items, according to recent freshmen: an egg-crate foam pad to make your standard-issue mattress more comfy and an umbrella. And keep track of those mailings. Madge Lawrence Treeger, coauthor of *Letting Go: A Parents' Guide to Understanding the College Years*, recalls one student who was so sick of all the mail his college was sending that he accidentally tossed aside his roommate application. Dashing it off the day it was due, he wrote, "can live with anyone." He ended up paired with two oddballs and sleeping on a friend's floor for much of the semester.

If you can afford it, take time to have adventures over the summer that take you out of your comfort zone, advises Jana Patterson, associate dean of student at Elon University in North Carolina. Brodock did a month-long research project in Fiji, where she lived among tribespeople — with no electricity. Your experience doesn't need to be exotic, as long as it's new to you. Volunteering at a soup kitchen (by yourself, not with your best friend) is good preparation for those first few uncomfortable weeks of college.

Finally, give your folks a break and spend some time with them, too. "Don't make it all about your friends," advises Brodock. You might be surprised to find that you miss your family once you get to college. "The fact that your parents aren't around doesn't really hit you until you get there," notes

Brodock, Look beyond that packing list, and chances are you'll sleep a bit better your first semester — with or without your T-shirts.

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 provides useful tips about navigating the first uncomfortable days in college.
2. One big piece of advice to freshmen is packing your luggage as much as possible.
3. Justin Graham's experience paved the way for him to cope with difficulties at the beginning of his college life.
4. The greatest challenge confronting freshman is how to rate time in order of priority.
5. In summer time finding a job in a restaurant is a good way to adapt to the new environment in college.
6. Nick von Keller believes that the notion of making decisions when things happened will do harm to students' psychological preparations.
7. Parents play the most important role in helping students safely cope with the original college years.

Part III Listening Comprehension

(35 minutes)

Section A

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

注意：此部分试题请在答题卡 2 上作答。

11. A) This apple pie tastes very good. B) His mother likes the pie very much.
C) This pie can't match his mother's. D) His mother can't make apple pies.
12. A) Read an article on political science. B) Present a different theory to the class.
C) Read more than one article. D) Choose a better article to read.
13. A) The woman would understand if she did Mary's job. B) The woman should do the typing for Mary.
C) The woman should work as hard as Mary. D) The woman isn't a skillful typist.
14. A) He wants to make an appointment with Mr. Smith. B) He wants to make sure that Mr. Smith will see him.
C) He wants to change the time of the appointment. D) He wants the woman to meet him at three o'clock.
15. A) He gets nervous very easily. B) He is an inexperienced speaker.
C) He is an awful speaker. D) He hasn't prepared his speech well.

16. A) She didn't like the books the man bought.
B) There wasn't a large selection at the bookstore.
C) The man bought a lot of books.
D) She wanted to see what the man bought.
17. A) Buy a ticket for the ten o'clock flight.
B) Ask the man to change the ticket for her.
C) Go to the airport immediately.
D) Switch to a different flight.
18. A) Dr. Lemon is waiting for a patient.
B) Dr. Lemon is busy at the moment.
C) Dr. Lemon has lost his patience.
D) Dr. Lemon has gone out to visit a patient.

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

19. A) Fly home to stay with her family.
B) Take summer courses.
C) Take an overseas holiday.
D) Go on a camping trip.
20. A) He has to earn some money to pay his fees.
B) He can't afford it.
C) He is taking a summer course.
D) He wants to study for next semester.
21. A) To Royal Island Park.
B) To the mountains.
C) To Royal National Park.
D) To Great Southern Park.
22. A) Central, Sutherland, Garie.
B) Sutherland, Caringbah, Waterfall.
C) Central, Waterfall, Sutherland, Garie.
D) Central, Sutherland, Waterfall.

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

23. A) \$10.
B) \$1.
C) \$6.
D) \$60.
24. A) Midnight.
B) At noon.
C) 2 pm.
D) 5 pm.
25. A) \$6.00.
B) \$6.50.
C) \$7.00.
D) \$7.50.

Section B

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

注意：此部分试题请在答题卡 2 上作答。

Passage One

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

- 26. A) His friend gave him the wrong key.
B) He didn't know where the back door was.
C) He couldn't find the key to his mailbox.
D) It was too dark to put the key in the lock.
- 27. A) It was getting dark.
B) He was afraid of being blamed by his friend.
C) The birds might have flown away.
D) His friend would arrive any time.
- 28. A) He looked silly with only one leg inside the window.
B) He knew the policeman wouldn't believe him.
C) The torch light made him look very foolish.
D) He realized that he had made a mistake.

Passage Two

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

- 29. A) The threat of poisonous desert animals and plants.
B) The exhaustion of energy resources.
C) The destruction of oil wells.
D) The spread of the black powder from the fires.
- 30. A) The underground oil resources have not been affected.
B) Most of the desert animals and plants have managed to survive.
C) The oil lakes soon dried up and stopped evaporating.
D) The underground water resources have not been polluted.
- 31. A) To restore the normal production of the oil wells.
B) To estimate the losses caused by the fires.
C) To remove the oil left in the desert.
D) To use the oil left in the oil lakes.

Passage Three

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

- 32. A) A car outside the supermarket.
C) Paul's car.
- B) A car at the bottom of the hill.
D) The sports car.
- 33. A) Inside the car.
B) At the foot of the hill.

- C) In the garage. D) In the supermarket.
 34. A) The driver of the sports car. B) The two girls inside the car.
 C) The man standing nearby. D) The salesman from London.
 35. A) Nobody. B) The two girls.
 C) The bus driver. D) Paul.

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.

Why does cream go bad faster than butter? Some researchers think they have the answer, and it comes down to the 47 of the food, not its chemical composition — a finding that could help rid some processed foods of chemical preservatives.

Cream and butter 48 pretty much the same substances, so why cream should sour 49 faster has been a mystery. Both are emulsions — tiny globules (小球体) of one liquid evenly distributed throughout another. The difference 50 in what's in the globules and what's in the surrounding liquid, says Brocklehurst, who led the investigation.

In cream, fatty globules drift about in a sea of water. In butter, globules of a watery solution are locked away in a sea of fat. The bacteria which make the food go 51 bad prefer to live in the watery regions of the 52. "This means that in cream, the bacteria are free to grow throughout the mixture," he says.

When the situation is 53, the bacteria are locked away in compartments (隔仓室) buried deep in the sea of fat. Trapped in this way, individual colonies cannot spread and 54 run out of

nutrients (养料). They also slowly poison themselves with their waste products. "In butter, you get a self-limiting system which stops the bacteria growing," says Brocklehurst.

The researchers are already working with food companies 55 to see if their products can be made resistant to bacterial attack through alterations to the food's structure. Brocklehurst believes it will be 56 to make the emulsions used in salad cream, for instance, more like that in butter. The key will be to do this while keeping the salad cream liquid and not turning it into a solid lump.

注意：此部分试题请在答题卡 2 上作答。

- | | |
|--------------|--------------|
| A) keen | D) eagerness |
| B) position | J) lies |
| C) rapidly | K) countless |
| D) reject | L) much |
| E) mixture | M) flexible |
| F) possible | N) contain |
| G) structure | O) bad |
| H) reversed | |

Section B

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

Passage One

Questions 57 to 61 are based on the following passage.

Believe it or not, optical illusion (错觉) can cut highway crashes.

Japan is a case in point. It has reduced automobile crashes on some roads by nearly 75 percent using a simple optical illusion. Bent stripes, called chevrons (人字形), painted on the roads make drivers think that they are driving faster than they really are, and thus drivers slow down.

Now the American Automobile Association Foundation for Traffic Safety in Washington D. C. is planning to repeat Japan's success. Starting next year, the foundation will paint chevrons and other patterns of stripes on selected roads around the country to test how well the patterns reduce highway crashes.

Excessive speed plays a major role in as much as one fifth of all fatal traffic accidents, according to the foundation. To help reduce those accidents, the foundation will conduct its tests in areas where speed-related hazards are the greatest — curves, exit slopes, traffic circles, and bridges.

Some studies suggest that straight, horizontal bars painted across roads can initially cut the average speed of drivers in half. However, traffic often returns to full speed within months as drivers

become used to seeing the painted bars.

Chevrons, scientists say, not only give drivers the impression that they are driving faster than they really are but also make a lane appear to be narrower. The result is a longer lasting reduction in highway speed and the number of traffic accidents.

注意：此部分试题请在答题卡 2 上作答。

57. The passage mainly discusses _____.
A) a new way of highway speed control
B) a new pattern for painting highways
C) a new approach to training drivers
D) a new type of optical illusion
58. On roads painted with chevrons, drivers tend to feel that _____.
A) they should avoid speed-related hazards
B) they are driving in the wrong lane
C) they should slow down their speed
D) they are approaching the speed limit
59. The advantage of chevrons over straight, horizontal bars is that the former _____.
A) can keep drivers awake
B) can cut road accidents in half
C) will have a longer effect on drivers
D) will look more attractive
60. The American Automobile Association Foundation for Traffic Safety plans to _____.
A) try out the Japanese method in certain areas
B) change the road signs across the country
C) replace straight, horizontal bars with chevrons
D) repeat the Japanese road patterns
61. What does the author say about straight, horizontal bars painted across roads?
A) They are falling out of use in the United States.
B) They tend to be ignored by drivers in a short period of time.
C) They are applicable only on broad roads.
D) They cannot be applied successfully to traffic circles.

Passage Two

Questions 62 to 66 are based on the following passage.

Unless we spend money to spot and prevent asteroids (小行星) now, one might crash into Earth and destroy life as we know it, say some scientists.

Asteroids are bigger versions of the meteoroids (流星) that race across the night sky. Most orbit the sun far from Earth and don't threaten us. But there are also thousands of asteroids whose orbits put them on a collision course with Earth.

Buy \$50 million worth of new telescopes right now. Then spend \$10 million a year for the next 25 years to locate most of the space rocks. By the time we spot a fatal one, the scientists say, we'll have a way to change its course.

Some scientists favor pushing asteroids off course with nuclear weapons. But the cost wouldn't be cheap.

Is it worth it? Two things experts consider when judging any risk are: 1) How likely the event is; and 2) How bad the consequences if the event occurs. Experts think an asteroid big enough to destroy lots of life might strike Earth once every 500,000 years. Sounds pretty rare — but if one did fall, it would be the end of the world. “If we don't take care of these big asteroids, they'll take care of us,” says one scientist. “It's that simple.”

The cure, though, might be worse than the disease. Do we really want fleets of nuclear weapons sitting around on Earth? “The world has less to fear from doomsday (毁灭性的) rocks than from a great nuclear fleet set against them,” said a New York Times article.

注意：此部分试题请在答题卡 2 上作答。

62. What does the passage say about asteroids and meteoroids?
- A) They are heavenly bodies different in composition.
 - B) They are heavenly bodies similar in nature.
 - C) There are more asteroids than meteoroids.
 - D) Asteroids are more mysterious than meteoroids.
63. What do scientists say about the collision of an asteroid with Earth?
- A) It is very unlikely but the danger exists.
 - B) Such a collision might occur once every 25 years.
 - C) Collisions of smaller asteroids with Earth occur more often than expected.
 - D) It's still too early to say whether such a collision might occur.
64. What do people think of the suggestion of using nuclear weapons to alter the courses of asteroids?
- A) It sounds practical but it may not solve the problem.
 - B) It may create more problems than it might solve.
 - C) It is a waste of money because a collision of asteroids with Earth is very unlikely.
 - D) Further research should be done before it is proved applicable.
65. We can conclude from the passage that _____.
- A) while pushing asteroids off course nuclear weapons would destroy the world
 - B) asteroids racing across the night sky are likely to hit Earth in the near future
 - C) the worry about asteroids can be left to future generations since it is unlikely to happen in our lifetime
 - D) workable solutions still have to be found to prevent a collision of asteroids with Earth
66. Which of the following best describes the author's tone in this passage?
- A) Optimistic.
 - B) Critical.
 - C) Objective.
 - D) Arbitrary.

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 centre.

注意：此部分试题请在答题卡 2 上作答。

In a telephone survey of more than 2,000 adults, 21% said they believed the sun revolved (旋转) around the earth. An 67 7% did not know which revolved around 68. I have no doubt that 69 all of these people were 70 in school that the earth revolves around the sun; 71 may even have written it 72 a test. But they never 73 their incorrect mental models of planetary (行星的) 74 because their everyday observations didn't support 75 their teachers told them: People see the sun moving 76 the sky as morning turns to night, and the earth seems stationary (静止的) 77 that is happening. Students can learn the right answers 78 heart in class, and yet never combined them 79 their working models of the world. The objectively correct answer the professor accepts and the 80 personal understanding of the world can 81 side by side, each unaffected by the other.

Outside of class, the student continues to use the 82 model because it has always worked well 83 that circumstance. Unless professors address 84 errors in students' personal models of the world, students are not 85 to replace them with the 86 one.

- | | | | |
|------------------|---------------|----------------|---------------|
| 67. A) excessive | B) extra | C) additional | D) added |
| 68. A) what | B) which | C) that | D) other |
| 69. A) virtually | B) remarkably | C) ideally | D) preferably |
| 70. A) learned | B) suggested | C) taught | D) advised |
| 71. A) those | B) these | C) who | D) they |
| 72. A) on | B) with | C) under | D) for |
| 73. A) formed | B) altered | C) believed | D) thought |
| 74. A) operation | B) position | C) motion | D) location |
| 75. A) how | B) which | C) that | D) what |
| 76. A) around | B) across | C) on | D) above |
| 77. A) since | B) so | C) while | D) for |
| 78. A) to | B) by | C) in | D) with |
| 79. A) with | B) into | C) to | D) along |
| 80. A) adult's | B) teacher's | C) scientist's | D) student's |
| 81. A) exist | B) occur | C) survive | D) maintain |
| 82. A) private | B) individual | C) personal | D) own |
| 83. A) in | B) with | C) on | D) for |
| 84. A) general | B) natural | C) similar | D) specific |
| 85. A) obliged | B) likely | C) probable | D) partial |
| 86. A) perfect | B) better | C) reasonable | D) correct |

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。

答题卡 1 (Answer Sheet 1)

[illegible]

Part I Writing

(30 minutes)

Directions: For this part, you are allowed thirty minutes to write a composition on how you finance your college education. You should write at least 120 words following the outline given below in Chinese:

1. 上大学的费用 (tuition and fees) 可以通过多种途径解决。
2. 哪种途径适合我(说明理由)。

How I Finance My College Education

[illegible]