

大学英语

四级技能训练教程 综合模拟试题

沈金华 颜靖平 主 编



復旦大學出版社

www.fudanpress.com.cn

新题型

大学英语四级技能训练教程 综合模拟试题

主 编	沈金华	颜靖平	
编 者	夏玉芳	傅晓燕	孙晓玲
	刘胜兵	黄 萍	沈金华
	谢孝兰	陈 慧	颜靖平

江苏工业学院图书馆
藏书章

复旦大学出版社

图书在版编目(CIP)数据

大学英语四级技能训练教程综合模拟试题/沈金华,颜靖平主编.
—上海:复旦大学出版社,2006.12
ISBN 7-309-05284-6

I. 大… II. ①沈…②颜… III. 英语-高等学校-水平考试-习题
IV. H319.6

中国版本图书馆 CIP 数据核字(2006)第 158408 号

大学英语四级技能训练教程综合模拟试题

沈金华 颜靖平 主编

出版发行 复旦大学出版社 上海市国权路 579 号 邮编 200433
86-21-65642857(门市零售)
86-21-65118853(团体订购) 86-21-65109143(外埠邮购)
fupnet@fudanpress.com http://www.fudanpress.com

责任编辑 唐 敏
总 编 辑 高若海
出 品 人 贺圣遂

印 刷 浙江临安市曙光印务有限公司
开 本 787 × 1092 1/16
印 张 16.5
字 数 388 千
版 次 2006 年 12 月第一版第一次印刷
印 数 1—10 000

书 号 ISBN 7-309-05284-6/H · 1046
定 价 29.00 元

如有印装质量问题,请向复旦大学出版社发行部调换。

版权所有 侵权必究.

内 容 简 介

《大学英语四级技能训练教程综合模拟试题》是根据最新公布的《大学英语四级考试大纲(2006 修订版)》的具体规定和大学英语四、六级考试委员会公布的四级考试样卷所涉题型和内容,再结合编者大学英语教学和四级考试辅导经验,为高等院校学生准备全国大学英语四级考试而编写的。旨在通过这本书的帮助,使考生熟悉考试新的题型,并通过大量练习提高英语综合应用能力。

本书试题选材广泛新颖,题目针对性强、覆盖面大,题目难度、数量和正式考题相当。全书共 10 套全真模拟试题,题型设置、重点难点的分布、覆盖范围都与样题保持一致,并附有听力文字材料、试题答案和部分习题的详细注解(另行刊印成册),同时还配有光盘。本书有很强的针对性和实用性,对考生具有较好的指导作用。

本书适合所有准备参加大学英语四级新题型考试的考生使用。

前 言

2004 年教育部高教司组织制定了《大学英语课程教学要求(试行)》,并很快在全国部分高校开始试点。新的《大学英语课程教学要求(试行)》重新调整了大学英语的教学目标,指出大学英语教学目标主要是培养学生的英语综合应用能力,特别是听说能力,使他们在以后的工作和社会交往中能用英语有效地进行口头和书面信息交流。

《大学英语四级考试大纲(2006 修订版)》就是在《全国大学英语四、六级考试改革方案(试行)》和新的《大学英语课程教学要求(试行)》的基础上制定的。根据《全国大学英语四、六级考试改革方案(试行)》,全国大学英语四、六级考试改革已逐步完善,新题型的大学英语四、六级考试已经于 2006 年 6 月正式实行。新题型的全国大学英语四、六级考试成为了检测我国学习英语人员的英语能力是否达到《大学英语课程教学要求(试行)》的一杆标尺。

根据最新的《大学英语四级考试大纲(2006 修订版)》对改革后四级考试的规定,四级考试由四部分组成:听力理解、阅读理解、综合测试和写作测试。听力理解部分所占比例将由原来的 20% 提高到 35%,其中,听力对话占 15%,听力短文占 20%;阅读理解部分比例调整为 35%;综合测试和写作能力测试部分比例分别为 15%。详细分布如下表:

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

同时,新的四级考试大纲还对计分体制和成绩报告方式作了具体规定,采用满分为 710 分的计分体制,不设及格线。各单项的满分分别为:听力 249 分,阅读 249 分,综合测试 70 分,作文 142 分,各单项分数之和为 710 分。

大学英语四、六级考试委员会公布的四级考试样卷分为六个部分,根据答题的顺序分别

为:写作、快速阅读、听力、仔细阅读、完形填空和翻译。但考试委员会也指出:在实际考试中,可能根据上述表格中的框架结构,采用与样卷不完全相同的题型。样卷结构、试题内容、各部分答题时间和所用答题卡情况如下:

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

为了使广大英语学习者尽快熟悉改革后的大学英语四级考试题型和内容,我们组织编写了这本新题型的四级考试模拟试题集。该书包含 10 套全真模拟题,为了方便学生练习和充分理解所编试题,书中配备有参考答案、部分详解以及整个听力部分的录音原文,试题的听力部分配有光盘。

为了充分体现教育部颁布的《全国大学英语四、六级考试改革方案(试行)》精神和大学英语四、六级考试委员会公布的四级考试样卷所涉题型和内容,按照《大学英语四级考试大纲(2006 修订版)》的具体规定,我们在每套模拟试卷的题型上略作变化,以便学生有机会熟悉各种题型;但每套试题的难度和长度基本保持和样题一致。

该书的选材广泛、内容丰富、信息量大,具有很强的知识性和趣味性,既能丰富和巩固学生的英语知识,又能作为较好的考前训练课本,有效地提升学生四、六级应试的水平。

本书由中南大学外国语学院沈金华和颜靖平主编,参加编写的还有孙晓玲、夏玉芳、傅晓燕、刘胜兵、黄萍、谢孝兰、陈慧。本套试题在编写和校对过程中,难免有不足之处,希望读者和专家批评指正,以便今后有效地对其进行修订。

编者
2006 年 11 月

目 录

Test One	1
Answer Sheet 1	13
Answer Sheet 2	15
Test Two	17
Answer Sheet 1	29
Answer Sheet 2	31
Test Three	33
Answer Sheet 1	45
Answer Sheet 2	47
Test Four	49
Answer Sheet 1	61
Answer Sheet 2	63
Test Five	65
Answer Sheet 1	77
Answer Sheet 2	79
Test Six	81
Answer Sheet 1	93
Answer Sheet 2	95
Test Seven	97
Answer Sheet 1	107
Answer Sheet 2	109
Test Eight	111
Answer Sheet 1	123
Answer Sheet 2	125
Test Nine	127
Answer Sheet 1	139
Answer Sheet 2	141
Test Ten	143
Answer Sheet 1	155
Answer Sheet 2	157

Test One

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.

Speaking in Public

Similarities Between Public Speaking and Conversation

How much time do you spend each day talking to other people? The average adult spends about 30 percent of her or his waking hours in conversation. As you will see, there are many similarities between daily conversation and public speaking.

Children learn the art of conversation by trial and error. A toddler says “cookie” to persuade her father to give her a snack. A five-year-old tells a little story to entertain Grandma and gain admiration. If neither of these things works — the cookie isn’t forthcoming. Grandma is not amused — well, back to the drawing board. Next time the child will try it a slight different way.

By the time you read this book, you will have spent much of your life perfecting the art of conversation. You may not realize it, but you already employ a wide range of skills when talking to people. These skills include the following.

1. *Organizing your thoughts logically.* Suppose you were giving someone direction to get to your house. You wouldn’t do it this way.

When you turn off the highway, you’ll see a big dinner on the left. But before that, stay on the highway to Exit 67. Usually a couple of the neighbor’s dogs are in the street, so go slow after you turn at the blinking light. Coming from your house you get on the highway through Maple Street. If you pass the taco stand, you’ve gone too far. The house is blue.

Instead, you would take your listener systematically, step by step, from his or her house to your house. You would organize your message.

2. *Tailoring your message to your audience.* You are a geology major. Two people ask you

how pearls are formed. One is your roommate; the other is your nine-year-old niece. You answer as follows:

To your roommate: *"When any irritant, say a grain of sand, gets inside the oyster's shell, the oyster automatically secretes a substance called nacre, which is principally calcium carbonate and is the same material that lines the oyster's shell. The nacre accumulates in layers around the irritant core to form the pearl."*

To your niece: *"Imagine you're an oyster on the ocean floor. A grain of sand gets inside your shell and makes you uncomfortable. So you decide to cover it up. You cover it with a material called mother-of-pearl. The covering builds up around the grain of sand to make a pearl."*

3. *Telling a story for maximum impact.* Suppose you are telling a friend about a funny incident at last week's football game. You don't begin with the punch line ("Keisha fell out of the stands right onto the field. Here's how it started ..."). Instead, you carefully build up your story, adjusting your words and tone of voice to get the best effect.

4. *Adapting to listener's feedback.* Whenever you talk with someone, you are aware of that person's verbal, facial, and physical reactions. For example:

You are explaining an interesting point that came up in biology class. Your listener begins to look confused, puts up a hand as though to stop you, and says "Huh?" You go back and explain more clearly.

A friend has asked you to listen while she practices a speech. At the end you tell her, "There's just one part I really don't like — that quotation from the attorney general." Your friend looks very hurt and says, "That was my favorite part!" So you says, "But if you just worked the quotation in a little differently, it would be wonderful."

Each day, in casual conversation, you do all these things many times without thinking about them. You already possess these communication skills. And these are among the most important skills you will need for public speaking.

To illustrate, let's return briefly to one of the hypothetical situations at the beginning of this chapter. When addressing the school board about the need for a special teacher:

■ You *organize* your ideas to present them in the most persuasive manner. You steadily build up a compelling case about how the teacher benefits the school.

■ You *tailor* your message to your audience. This is no time to launch an impassioned defense of special education in the United States. You must show how the issue is important to the people in that very room — to their children and to the school.

■ You *tell your story for maximum impact.* Perhaps you relate an anecdote to demonstrate how much your child has improved. You also have statistics to show how many other children have been helped.

■ You *adapt to listener's feedback.* When you mention the cost of the special teacher, you notice sour looks on the faces of the school board members. So you patiently explain how small that cost is in relation to the overall school budget.

In many ways, then, public speaking requires the same skills used in ordinary conversation.

Most people who communicate well in daily talk can learn to communicate just as well in public speaking. By the same token, training in public speaking can make you a more adaptable communicator in a variety of situations, such as conversations, classroom discussions, business meetings, and interviews.

Differences Between Public Speaking and Conversation

Despite their similarities, public speaking and everyday conversation are not identical. Imagine that you are telling a story to a friend. Then imagine yourself telling the story to a group of seven or eight friends. Now imagine telling the same to a 20 or 30 people. As the size of your audience grows, the manner in which you present the story will change. You will find yourself adapting to three major differences between conversation and public speaking.

1. Public speaking is more highly structured. It usually imposes strict time limitations on the speaker. In most cases, the situation does not allow listeners to interrupt with questions or commentary. The speaker must accomplish her or his purpose in the speech itself. In preparing the speech, the speaker must anticipate questions that might exist in the minds of listeners and answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation.
2. Public speaking requires more formal language. Slang, jargon, and bad grammar have little place in public speeches. As angry as she is about industrial pollution, when Wilam Subra speaks to a congressional committee, she doesn't say "We've damn well got to stop the greedy creeps who pollute whole communities just to make a few more bucks." Despite the growing informality of all aspects of American life, listeners usually react negatively to speakers who do not elevate and polish their language when addressing an audience. A speech should be "special".
3. Public speaking requires a different method of delivery. When conversing informally, most people talk quietly, interject stock phrases such as "like" and "you know", adopt a casual posture, and use what are called vocalized pauses ("uh", "er", or "um"). Effective public speakers, however, adjust their voices to be heard clearly throughout the audience. They assume a more erect posture. They avoid distracting mannerisms and verbal habits.

With study and practice, you will be able to master these differences and expand your conversational skills into speechmaking. Your speech class will provide the opportunity for the study and practice.

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. About 30% of our time is spent in conversation.
2. Children learn the art of conversation by trying various solutions and learning from their failure.
3. The art of conversation is taught in classroom.
4. To audience of different ages and different educational levels we must talk in different language.

5. We don't have to pay attention to the listener's verbal, facial, and physical reactions when we talk.
6. You make use of skills of conversation only when you are on very formal occasions.
7. There is no necessary relationship between communicating well in daily talk, in public speaking and in other situations like classroom discussion, business meetings and interviews.

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. They met for the first time.
B. They both arrived at the same moment.
C. He met Helen ten times.
D. He bought something in the supermarket.
12. A. She is going to Tokyo.
B. She wants to catch the train.
C. She doesn't want to get caught in the rain.
D. She can't drive.
13. A. She has to take three more this spring.
B. She'll be able to finish them in the summer.
C. She'll wait until fall to take them.
D. She has already completed them.
14. A. Parents.
C. A teacher and a student.
15. A. At a concert.
C. At an art museum.
16. A. Ten o'clock.
C. Nine-thirty.
17. A. Nothing.
B. To read the next chapter in the textbook.
C. To see a movie and write a paragraph.
D. To check out a book from the library.
18. A. He gave it to the woman.
B. He put it away.
- B. Two friends.
D. A parent and a child.
B. At a flower shop.
D. At a restaurant.
B. Nine o'clock.
D. Five o'clock.

C. He didn't have the pen.

D. He wrote a letter with it.

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

19. A. He wants to attend summer school.
B. He will travel to Europe.
C. He plans to baby-sit.
D. He hopes to get a job.
20. A. Tending the house while the owner is away.
B. Taking care of pets and a garden.
C. Renting your house to students.
D. Watching a family's kids in their house.
21. A. They make sure they know the house-sitter well.
B. They look at the housemistress's grade.
C. They interview the house-sitter's family.
D. They ask the house-sitter for references.
22. A. Student — professor.
B. Clerk — client.
C. Student — student.
D. Employee — employee.

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

23. A. In a dentist's office.
B. In a hospital.
C. In a drugstore.
D. In a doctor's office.
24. A. To tell him that the woman would meet him at his office.
B. To ask him for an appointment.
C. To ask him what time the woman's appointment was.
D. To get a prescription for the woman.
25. A. The woman had a toothache.
B. She wanted to buy some aspirin.
C. She was a regular patient of Dr. Williams.
D. Dr. Williams was very busy.

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. When they were six years old.
B. At the time when they have to do so.
C. After they've got a clear picture of a particular job.
D. When they've gained information about their choices.
27. A. The fee needed to take special courses.
B. Working hours.
C. The intensity of the job.
D. One's qualification.
28. A. Self-evaluation.
B. The consultation from the teacher.
C. The advice from family members.
D. Lucky chance.

Passage Two

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

29. A. She wrote repeatedly to medical schools.
B. She asked for help from a famous doctor.
C. She tried to get the support from the student body.
D. She talked to the dean of the college again and again.
30. A. He was happy to have Elizabeth study in his college.
B. He was supported by a famous doctor.
C. He turned down Elizabeth's application.
D. He expected the student body to refuse Elizabeth's application.
31. A. Her application was quickly accepted by a medical college.
B. She was the world's first female student of a medical college.
C. She was disappointed with the students' decision.
D. Her application was ignored by the student body.

Passage Three

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

32. A. They ate the same food as other animals.
B. They wandered in grassland.
C. They lived among trees.
D. They fought against cows and sheep.
33. A. Because they didn't grow well when kept indoors.
B. Because they didn't like waste food from the farm and the house.
C. Because they could find food for themselves well enough in woodlands.

- D. Because British farmers didn't know how to breed pigs.
34. A. British pigs found their way to the Mediterranean.
B. British types of pig were replaced by overseas ones.
C. Other animals received more attention than pigs.
D. Well-known farmers concentrated on pigs.
35. A. They were taller. B. They had shorter noses.
C. They had stronger legs. D. They were rounder.

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 blank 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 more than once.

Blanks 47 to 56 are based on the following passage.

I believe in the importance of pace. I grew up in a very frenetic household, both parents working jobs that 47 all their attention. I was little and fast and rushed around, and I still have that person inside me, always at risk of moving too quickly, missing the connection, making mistakes.

The forest behind our house offered a peaceful respite (歇息). My 48 for the vertical world took me from tall trees in my backyard to climbing steep cliffs. As a teen, I was moving easily over the 49 of the American West and was drawn to higher summits. When I was 19, I learned something called the "rest step" from an old mountain climber named Paul Petzoldt. He advised me to rest in the middle of each step completely, but 50. The rest step, which I still practice today, allows me to walk or climb with little 51. I can move very quickly yet still find a pause in every step.

The awareness of pace — that I 52 to my teacher — has served me whether I am seeking the world's highest summits or sharing my love for the mountains with others. It served me as I drive, 53 my speed to gain a bit of calm and reach my 54 only minutes behind the “record time” a faster lane might provide. It serves me at home where we 55 a tradition of gathering each night at the dinner table to eat and talk to each other.

In times of crisis, pace comes to my aid. Another of Petzoldt's lessons was when faced with an 56, sit down, collect yourself, make a plan. When needs seem most urgent — even life-threatening — the practice of slowing down offers calm and clarity.

注意:此部分试题请在答题卡2上作答。

- | | | |
|----------------|----------------|-------------|
| A. landscapes | F. demanded | K. maintain |
| B. emergency | G. adjusting | L. briefly |
| C. focused | H. temporarily | M. goal |
| D. devote | I. reserve | N. effort |
| E. destination | J. passion | O. owe |

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.

All the stars that are visible in our night sky are hurling (猛飞, 急冲) through space at speeds that can be measured in miles per second but are so far away that their distances are measured in light years. To us, they appear to have no motion relative to each other. We call these “fixed” stars.

But the planets, as measured by star distances, are practically next-door neighbors. A planet, moving between the Earth and the remote and seemingly immobile stars, will soon betray its motion. To ancient sky-watchers, this ability to move may have had a magical, god-like quality. The word “planet” is derived from a Greek word meaning “wandering star”. And evidence that the planets were associated with the god lies in their very names, which — other than the Earth — represent ancient deities.

Planets are usually banned from star charts in most astronomy (天文学) books because they have no fixed residence; they indeed appear to wander around among the constellations (星座群). Of the Sun's nine planets including our own Earth, five can be readily seen in our nighttime sky without optical aid: Mercury, Venus, Mars, Jupiter and Saturn.

Fortunately the Sun, Moon and planets always travel along a known path, through the constellations, and never stray far from an imaginary belt or zone in the sky known as the ecliptic. There are thirteen recognized constellations — star patterns crossed by the ecliptic. You can be quite sure that if you find a bright “star” in a constellation that is not usually included on star charts, that “star” is almost certainly a planet. Your daily newspaper, usually on the weather page, may provide a listing for the “evening stars” and “morning stars” for that period. The expression dates back to antiquity because an evening or morning star is never a star at all; it is always a planet. You can also distinguish a planet from the stars by their steady light, for they seem to twinkle less than true stars.

注意:此部分试题请在答题卡 2 上作答。

57. The passage is mainly concerned with _____.
A. what a star is
B. what a planet is
C. how to distinguish a planet from a star
D. how to measure the distance between two stars
58. In ancient Greece, planets were associated with gods because they _____.
A. were constant in the sky
B. were able to move and were believed to have some magic power
C. shone especially bright in the nighttime sky
D. looked nicer than stars
59. It can be inferred that “Mercury, Venus, Mars, Jupiter and Saturn” were all names of _____.
A. war heroes in ancient Greece
B. famous Greek philosophers
C. stars in ancient Greek astronomy
D. gods in Greek mythology
60. A planet differs from a star in that _____.
A. its light is weaker than that of a star
B. it shines more steadily than a star
C. it looks smaller than a star
D. it moves more slowly than a star
61. “The ecliptic” in the last paragraph is probably a(n) _____.
A. constellation in the sky
B. certain belt or zone in the sky
C. pattern of stars in the sky
D. imaginary path along which stars and planets move

Passage Two

Questions 62 to 66 are based on the following passage.

Moods, say the experts, are emotions that tend to become fixed, influencing one's outlook for hours, days or even weeks. That's great if your mood is a pleasant one, but a problem if you are sad, anxious, angry or simply lonely.

Perhaps the best way to deal with such moods is to talk them out; sometimes, though, there is no one to listen. Modern pharmacology offers an abundance of tranquilizers, anti-depressants and anti-anxiety drugs. What many people don't realize, however, is that scientists have discovered the effectiveness of several non-drug approaches to make you loose from an unwanted mood. These can be just as useful as drugs, and have the added benefit of being nonpoisonous. So next time you feel out of sorts, don't head for the drug-store but try the following approach.

Of all the mood-altering self-help techniques, aerobic (增氧健身的) exercise seems to be the most efficient cure for a bad mood. "If you could keep the exercise, you'd be in high spirits," says Kathryn Lance, author of *Running for Health and Beauty*.

Researchers have explained biochemical and various other changes that make exercise compare favorably to drugs as a mood raiser. Physical exertion such as housework, however, does little. The key is aerobic exercise — running, cycling, walking, swimming or other repetitive and sustained activities that boost the heart rate, increase circulation and improve the body's utilization of oxygen. Do them for at least 20 minutes a session three to five times a week.

注意:此部分试题请在答题卡2上作答。

62. What is the main subject of the passage?
- A. How to beat a bad mood.
B. How to do physical exercises.
C. How to talk bad moods out.
D. How to be involved in aerobic exercise.
63. It can be inferred from the passage that _____.
A. the best way to overcome a bad mood is to talk to oneself
B. when one is in a bad mood, he or she may not work very efficiently
C. some drugs are more effective than physical exercises
D. a person can make a big profit if he is in a good mood
64. "Feel out of sorts", as it is used in the second paragraph could best be replaced by "_____".
A. put things in order
B. are in a bad mood
C. search for tranquilizers
D. want a mood-raiser
65. According to the passage, all of the following are true except _____.
A. moods can have a bad influence on people's emotions
B. aerobic exercise can help people get rid of bad mood