

TOPWAY

上海交通大学 ©潘晓燕 主编

命题改革与预测试卷

大学英语 4 级考试

新题型之痛：时间不够，会做也没用！
学会抢时间的技巧远胜命中作文！

第十一版

710分改革 MP3版 新题型



三步进阶

●定位 ●解析 ●点睛

沙里淘金

全文译解 划线点评 总结规律 画龙点睛

CET 考试中心一直设在上海交通大学，同时上海交通大学又是 CET 考试阅卷中心。

本卷全部编者都工作在上海交通大学外语教育第一线，具有多年 CET 考试阅卷经验，对命题思想、考生误区等有深入了解，对考生有较高的指导性。

2007

命题改革与预测试卷

大学英语 4 级考试

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III. 篇章词汇:从词性入手缩小选择范围

篇章词汇题考查的单词词性只有4种:动词、名词、形容词和副词。考生可先将词库中的单词按照词性大致分类,再根据题目所处的上下文确定所需单词的词性和词形,两相对照,可大大缩小正确答案的选择范围,并由此节省大量时间。

下面以06年12月的篇章词汇题为例加以说明。

The flood of women into the job market boosted economic growth and changed U.S. society in many ways. Many in-home jobs that used to be done 47 by women... ranging from family shopping to preparing meals to doing 48 work... still need to be done by someone.

首先可确定第47题需要的是一个副词,修饰done。词库中有三个副词:really, technically, primarily,再结合上下文的语义,无需通读全文即可确定primarily为本题答案。

以上只是阅读部分的例子。淘金式思维还针对其他题型提供相应的训练方式。

IV. 淘金式思维的训练体系

本卷竭力传授“定位—解析—点睛”的淘金式应试思维,对应培养考生“快速锁定答案—准确判断正误—触类旁通解题”的技巧,解说致力于传授考生“抢时间”的应试思维和技巧,具有以下特点:

划线点评——快速定位答案的关键。本卷在听力原文和阅读理解的译文里,给解题的关键句加上了下划线,并标明其对应的题号,帮助考生迅速剔除无关信息,沙里淘金,萃取答题精华。

化繁为简——综观林林总总的英语辅导书,解析大多繁冗不堪,一大堆无关紧要的东西往往湮没了重点。本卷解析力求短小精悍、一针见血,把重点放在“到位”二字上。

化英为中——中英夹杂、长篇大论的解释往往使读者越看越糊涂,因此,本卷摒弃了这一得不偿失的解析方法,用精练的中文进行解析,只保留原文中的英文关键词/词组,解题思路清晰可见。

画龙点睛——要在考场上赢得时间,就要学会解题的方法。本卷概括总结每一类题的性质、解答方案,或者剖析这类题的命题陷阱。让考生能够触类旁通,在学会解答一道题的同时,学会解答一类题。

TOPWAY

命题改革与预测试卷

大学英语4级考试

标准预测试卷



Model 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.

Rivals No More

—How to help siblings (兄弟, 姐妹) become pals

“I didn’t start it. She hit me first.” “He ruined my new Play-Station game. Can’t he leave my stuff alone?” “Why do I have to give way to him all the time? It’s not fair!”

Sound familiar? If you’ve got two or more children, you probably know how intense and hurtful sibling rivalry can be—over the most trivial of things. “In our house, sometimes there is a quarrel over who gets to roller-skate down the driveway first,” says Pat Weston, a mother of four. Resolving the conflicts, however, is far from a trivial matter. These early conflicts with siblings affect self-confidence and self-reliance, future friendships and family harmony, according to experts. Even the ways adults handle problems can refer back to early battles with a brother or sister.

As a parent or guardian, how do you play up warmth, sharing and cooperation—while understanding feelings of jealousy, anger and aggression? Try these tips for peace.

See the big picture. Too often grown-ups step in at the “shriek stage” of a conflict, says parent educator and author Elizabeth Crary. “So they miss the whole picture.” The child who creates *commotion* (骚乱) with a hostile act, such as hitting, may actually be the victim of repeated offensive actions from a sneakier sibling. “When a parent understands what is really going on, she can help both children.” Crary explains.

Observing your kids also allows for lots of opportunities to encourage instances of their good behavior: “I like the way you let your brother look at your baseball cards.”

Focus on feelings. When they're angry, children are too nervous and confused to process information correctly. Crary advises working between crises to teach calm-down techniques—how to breathe deeply or shake out the “mads,” for example. When everyone is less angry, try helping your kids to identify and express their underlying emotions, and listen sensitively to each one's side.

At first, especially with very young children, you may need to do some prompting. For example: “I can see you're sad that your sister doesn't feel like sharing her crayons right now.” or, “You seem upset that Mummy spends so much time feeding the baby.” When kids learn that their feelings will be respected, they often become more considerate of others.

Rely on rules. In the Di Micele kitchen, the walls are devoted to the children's artwork, all on the theme of getting along. With three boys under age six, parents Sabrina and Eric make a special effort to explain and reinforce the rules for harmony. “Still,” Sabrina admits, “it's hard. We all have to work on this.”

It takes time and patience, but rules do reduce conflict. “Children understand rules and want boundaries,” says Hildy Ross, professor of psychology at the University of Waterloo in Ontario, Canada. “Without them, issues don't get resolved.”

Ross found that parents actually enforce their rules inconsistently, only about half the time. During busy periods, perhaps they do not follow through, or even forget the rules they created. Aggressive acts by kids generate more notice than violations against property—taking a toy, or not sharing, for instance. “But property and individual rights are important to kids, and so is consistency,” says Ross.

A possession a child prizes should be protected to limit confrontations. Privacy and personal space deserve protection too. And to avoid remote-control fights, be clear about the schedule for TV, video or computer games. A timer or calendar can prevent countless “It's my turn!” quarrels.

Let kids own the answer. When establishing rules or handling conflicts, help children find solutions on their own. A three-step plan is a good idea. First, define the issue: “What are you fighting over?” Next, promote understanding by asking each child to repeat the other's point of view: “What did your brother say about playing with his Lego toys?” Finally, see if the kids can brainstorm a solution.

Working together, the Di Miceli boys decided to watch “Sesame Street” on the big family television. If oldest brother Chase got bored, he could watch cartoons on the TV set upstairs. Chase also exchanged computer time. He gets to use the Playhouse Disney games before school, and four-year-old Grayson takes his turn in the afternoon. “Children are more thoughtful, creative and agreeable when they have so-so in solving their problems,” Ross explains.

Model good behavior. Mum is typically the *referee* (裁判员) in disputes, but according to one study, Dad's positive influence has more weight when it comes to cooperation. “Affectionate fathers who showed how to share and take turns taught children a style of interaction that increased cooperation,” states Brenda Volling, associate professor of psychology at the University of Michigan.

Parents can create teachable moments by playing family board games that promote cooperation. Or they can set the stage for pretend play that allows each child to have an exciting role. ("Your sister wants to be a police officer, so how about if you become a firefighter?")

Kids are highly motivated to have close, loving relationships within the family, say the experts. And cooperation with one another *spirals* (盘旋移动) outwards in their lives, attracting friends who appreciate their skills. Says Volling, "Showing kids how to express their feelings, compromise and have fun together is a lifelong gift." Those early sibling bonds really do mean a lot.

注意:此部分试题请在答题卡1上作答。

1. The passage offers some advice on how to solve children rivalry at school.
2. Early conflicts with one's sibling may influence one's way of handling problems as an adult.
3. Grown-ups arriving at the "shriek stage" of a conflict tend to make wrong judgment.
4. The child who is hit by his sibling may be to blame for his previous offensive actions.
5. The smaller a child is, the less considerate he is of others.
6. Parents should protect their children's privacy and personal space.
7. Father is a typical referee in children disputes.
8. With anger, children may become so nervous and confused that they _____.
9. According to Hildy Ross, the conflict issues can't be solved without _____.
10. Parents can create teachable moments by playing family board games or by _____.

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。

- A 11. A) She got up later than usual. *oversleep*
C) She forgot she had classes. B) The bus was late.
D) Her clock was slow.
12. A) He enjoys phoning home every week.
B) He never fails to phone home weekly.
C) He phones home more often now.
D) He has been asked to phone home every week.
13. A) Because she has got an appointment.
B) Because she has to go to school.
C) Because she has to work.
D) Because she wants to eat in a new restaurant.
- B 14. A) The teacher postponed the meeting.
B) There won't be an exam this afternoon.
C) The students will be attending the meeting.
D) The students will have a physical examination.

15. A) On the whole, the woman liked the film.
 B) The woman didn't see the film.
 C) The film was very exciting.
 D) The film wasn't as good as the woman had expected.
16. A) The man wants to go to Tokyo.
 B) The man wants to go to Shanghai.
 C) There are 4 flights to Tokyo for the rest of the day.
 D) There are two direct flights to Tokyo within the next 4 hours.
17. A) He went to see his cousin.
 B) He was held up in traffic.
 C) His car ran out of gas.
 D) He had a traffic accident.
18. A) The woman should have finished her project by now.
 B) The woman should work on her work for one more week.
 C) The woman shouldn't have spent a week on her project.
 D) The woman has been working at a very fast pace.

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

19. A) Because she's in a meeting.
 B) Because she's out of the office.
 C) Because she's talking with another customer.
 D) Because she's spending her holiday.
20. A) A list of software products.
 B) A picture of the newest computers.
 C) Information on after-sales service.
 D) An introduction about the products.
21. A) At 2:30 pm.
 B) At 3:30 pm.
 C) At 4:30 pm. *4:30*
 D) At 5:00 pm.
22. A) 560-1288. *fab*
 B) 560-1828.
 C) 560-2187.
 D) 560-1287. *Kordell*

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

- C 23. A) To make an appointment.
 B) To ask for an interview.
 C) To promote advertisement.
 D) To have a negotiation.
- D 24. A) Impatient but then reluctant.
 B) Indifferent but then interested.
 C) Reluctant but then convinced.
 D) Impatient but then accepted.
- C 25. A) Customers can get the payment back if they're not satisfied with the products.
 B) The company will redo the products again and again until the costumers are satisfied.
 C) Customers should do exactly according to the contract.
 D) The company charges a proper amount of money.

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。

2000BC

Passage One

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

- 26. A) 4,000 years ago. B) 3,000 years ago.
- C) 2,000 years ago. D) 1,000 years ago.
- 27. A) The small bowl was put above the large bowl.
- B) The large bowl was put above the small bowl.
- C) The small bowl was put inside the large bowl.
- D) The large bowl consisted of two equal parts.
- 28. A) Horsemen. B) Brass doors.
- C) Drops of water. D) Metal balls.

Passage Two

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

- 29. A) They are the most attractive women in Britain.
- B) They are the most popular film stars.
- C) They are the first women news announcers on British television.
- D) They appear almost every night in TV plays.
- 30. A) At 10 in the evening. B) At 9 in the evening.
- C) At 9 in the morning. D) At 10 in the morning.
- 31. A) People still talk a lot about it.
- B) Fewer people watched Susan's programme from then on.
- C) Anna's photographs appeared frequently in newspapers.
- D) The number of viewers of her programme that day increased by millions.

Passage Three

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

- 32. A) It is completely flat. B) It has few rivers.
- C) It has many large lakes. D) It is hilly.
- 33. A) Because the soil has been overworked. B) Because the climate is cold.
- C) Because the weather is too dry. D) Because the soil is sandy.
- C 34. A) By raising cattle. B) By working on farms.
- C) By working in factories. D) By raising sheep.
- 35. A) At school. B) From their parents.
- C) From books. D) In factories.

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

significance

third time, you should check what you have written.

注意:此部分试题请在答题卡 2 上作答。

Today's lecture is on the subject of Pronunciation Achievement Factors.

As an introduction we should ask ourselves three questions. Why should it be difficult for adults to learn (36) accurate pronunciation in a foreign language? Secondly, why do some people achieve better results than others? And thirdly, what factors (37) predict who will achieve good pronunciation?

There have been several research studies (38) identifying factors that affect performance. Firstly, and perhaps the most (39) significant was the mother tongue. The closer the student's own language is to English to start with, the (40) greater the chance of high achievement. Secondly, he discovered that the learner's (41) attitude towards pronunciation makes a difference: Students who believe in the importance of pronunciation tend to make more progress. Thirdly, (42) contact with native speakers of the language has strong (43) positive effects on pronunciation. Fourthly, and possibly the least important, was the student's own natural ability. (44) _____

Two other factors were tested but found to be of little overall importance: (45) the same personality, with the rest are outgoing or shy. What conclusions can be drawn from these studies? We can't change the first factor—the mother tongue—but we can control the second and third. (46) Therefore we have considered pronunciation.

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.

Hungry prehistoric hunters, not climate change, drove elephants to extinction during the *Pleistocene era* (更新世), new research suggests.

At least 12 kinds of elephants N 47 A to wander about the African, Eurasian, and American continents. Today, only two 48 O of elephants are left in South Asia and Africa. One theory for this dramatic death holds that rapid climate shifts at the end of the most recent major ice age, some 10,000 years ago, 49 M vegetation and broke up *habitats* (栖息地), causing the death of those unable to adapt to the new conditions. Another I 50 blames prehistoric humans, whose improved weapons and hunting techniques allowed them to wipe out whole herds of elephants.

To help 51 K the debate, archaeologist Todd Surovell of the University of Wyoming, and colleagues tested two assumptions. If humans caused the elephant extinction, Surovell reasoned, the timing of the die-off in 52 F regions should match human expansion into those regions. On the contrary, if the extinction was 53 D to climate change, elephants should remain in regions 54 G colonized by humans and would only begin to die off once climate change occurred.

The team tested both theories by analyzing where and when elephants were killed. In all, the

resolve the debate. 解决争议.

study included 41 archaeological sites on five continents. The researchers found that, as humans 55 B out of Africa, they left a trail of dead elephants behind them. The creatures disappear from the fossil record of a region once it became colonized by humans. Modern elephants survived in refuges 56 A to ^{化石}humans, such as tropical forests, says Surovell.

注意:此部分试题请在答题卡2上作答。

热带雨林.

- | | |
|-----------------------|---|
| A) uninviting | I) <u>hypothesis</u> 假说, 假设 [haɪ'pɒθəsɪs] |
| B) <u>migrated</u> 迁移 | J) endurance |
| C) declined | K) resolve |
| D) due | L) <u>polish</u> 抛光剂, 擦亮, 润色 |
| E) memorial | M) altered |
| F) specific | N) used |
| G) already | O) species |
| H) casually | |

Sections B

Direction: 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 ^{透彻} on the following passage.

A detailed and thorough research project undertaken by the Open University recently reported that their evidence appears to show that competition between nearby schools does not significantly improve (academic standards). Indeed, their report inclines to the opposite outcome: the exam results may actually decline where competition is fiercest.

When the further education sector was "privatized" a few years ago, competition between colleges became truly fierce, at least in urban areas where potential students could choose between several of them. Colleges appointed highly paid marketing directors and gave them large budgets; some even 'bribed' interested students with promises of hundreds of pounds if they completed certain courses satisfactorily.

Fully competitive markets being a philosophical foundation of Britain's recent governments, it was no surprise to hear claims that many educational developments of the 1990s would move us towards a free market in secondary education—giving youngsters and their parents a free choice of where to study. However, the secondary sector did not become particularly competitive while, admittedly, the consumers have been given more information, which is one aspect of a truly free market. It is very rare that two nearby schools with at least some empty places are similar enough to be comparable yet different enough to be rankable; only where that occurs can there be true competition.

The Open University research was probably not flawed—but its conclusions are. This is because the team did not really compare areas having true competition (as just defined) with areas that do not.

But, let us all breathe a sigh of relief. Secondary schools had started of late to move in the marketing direction—considering allocating scarce resources of staff and money to persuading the pupils that their schools are the best in the area. No schools could afford to do that properly, so it is a relief to realize this research tells us we don't have to.

Competition? We haven't got time for it! Let's spend our small budget in teaching and learning, not in competing and marketing.

注意:此部分试题请在答题卡 2 上作答。

- C 57. It is indicated in the passage that competition between schools results in _____.
A) higher enrollment rate
B) lower academic standard
C) higher marketing expenses
D) privatization of further education
- B 58. Real competition can happen only when _____.
A) academic standard is improved
B) there are comparable schools with different educational qualities
C) students have different interests
D) schools of all areas have sufficient budget for their development
- A 59. According to the passage, the free market in secondary education _____.
A) only provides consumers with more information
B) is more competitive than the higher education market
C) means there will be more intensive competition than in colleges
D) is a real surprise to Britain's recent government
- D 60. The author of the passage feels relieved that _____.
A) secondary schools have to market themselves
B) most secondary schools have scarce resources of staff and money
C) the research by Open University proves that most secondary schools are the best in its area
D) schools needn't prove that they are the best
- D 61. What might be the author's attitude towards competitions between nearby schools?
A) The author is in favor of various kinds of competition.
B) The author is indifferent to any competition and its result.
C) The author is not certain of the effect of competitions.
D) The author is against inter-collegiate competitions.

Passage Two

Questions 62 to 66 are based on the following passage.

Sleep is very ancient. In the *electroencephalographic* (脑电图仪的) sense we share it with all the *primates* (灵长类动物) and almost all the other mammals (哺乳动物) and birds: it may extend back (上溯) as far as the *reptiles* (爬行动物).

There is some evidence that the two types of sleep, dreaming and dreamless, depend on the life style of the animal, and that predators (食肉动物) are statistically much more likely to dream than prey, which are in turn much more likely to experience dreamless sleep. In dream sleep, the animal is powerfully *immobilized* (使固定不动) and remarkably unresponsive to external stimuli. Dreamless sleep is much shallower, and we have all witnessed cats or dogs cocking their ears to a sound when apparently fast asleep. The fact that deep dream sleep is rare among prey today

seems clearly to be a product of natural selection, and it makes sense that today, when sleep is highly evolved, the stupid animals are less frequently immobilized by deep sleep than the smart ones. But why should they sleep deeply at all? Why should a state of such deep immobilization ever have evolved?

Perhaps one useful hint about the original function of sleep is to be found in the fact that dolphins and whales and aquatic mammals in general seem to sleep very little. There is, by and large, no place to hide in the ocean. Could it be that, rather than increasing an animal's vulnerability, Ray Meddis of London University has suggested this to be the case. It is conceivable that animals that are too stupid to be quite on their own initiative are, during periods of high risk, immobilized by the implacable arm of sleep. The point seems particularly clear for the young of predatory animals. This is an interesting notion and probably at least partly true.

注意:此部分试题请在答题卡 2 上作答。

62. Which of the following might be the best title for this passage?

- A) Evolution of Sleep. B) Two Types of Sleep.
C) The Original Function of Sleep. D) Animals and Sleep.

53. Predators are _____.

- A) able to prey even when they are in deep dream sleep
B) more likely to experience dream sleep
C) incapable of preying when immobilized by dreamless sleep
D) good at preying on stupid animals

64. The example of dogs and cats in the second paragraph is intended to _____.

- A) explain which animals are mammals B) show the differences between mammals
C) illustrate how shallow dreamless sleep is D) reveal how smart they are

65. Compare with dreamless sleep, deep dream sleep is _____.

- A) not the result of natural selection
B) less likely to appear to primates
C) more protective to the animals
D) at a higher stage of evolution

66. According to some scientists' research findings, dolphins seldom sleep because _____.

- A) of their stupidity B) of their vulnerability
C) there are possible dangers in the ocean D) aquatic mammals do not need sleep

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。

During McDonald's early years French fries were made from scratch every day. Russet Burbank potatoes were 67, cut into shoestrings, and fried in its kitchens. 68 the chain expanded nationwide, in the mid-1960s, it sought to 69 labour costs, reduce the number of suppliers, and 70 that its fries tasted the same at every restaurant. McDonald's began 71 to frozen French fries in 1966—and few customers noticed the difference. 72, the change had a profound effect 73 the nation's agriculture and diet. A familiar food had been transformed into a highly processed industrial 74. McDonald's fries now come from huge manu-

facturing plants 75 can process two million pounds of potatoes a day. The expansion 76 McDonald's and the popularity of its low-cost, mass-produced fries changed the way Americans eat.

The 77 of McDonald's French fries played a 78 role in the chain's success—fries are much more profitable than hamburgers—and was 79 praised by customers, competitors, and even food critics. Their 80 taste does not stem 81 the kind of potatoes that McDonald's 82, the technology that processes them, or the restaurant equipment that fries them: other chains use Russet Burbank, buy their French fries from the 83 large processing companies, and have similar 84 in their restaurant kitchens. The taste of a French fry is 85 determined by the cooking oil. For decades McDonald's cooked its French fries in a mixture of about 7 per cent cottonseed oil and 93 per cent beef fat. The mixture gave the fries their unique 86.

- | | | | |
|--|---|--|---|
| 67. A) scaled | B) stripped | <input checked="" type="checkbox"/> C) peeled | D) sliced |
| 68. <input checked="" type="checkbox"/> A) As | B) Due to | C) Owing to | D) With |
| 69. A) diminish | <input checked="" type="checkbox"/> B) cut | C) decrease | D) lessen |
| 70. A) ensue | <input checked="" type="checkbox"/> B) ensure | C) enrich | D) enable |
| 71. <input checked="" type="checkbox"/> A) switching | B) diverting | C) modifying | D) altering |
| 72. A) Still | B) Anyway | C) Besides | <input checked="" type="checkbox"/> D) Nevertheless |
| 73. A) of | B) to | <input checked="" type="checkbox"/> C) on | D) in |
| 74. A) brand | B) stuff | <input checked="" type="checkbox"/> C) commodity | D) produce |
| 75. A) this | <input checked="" type="checkbox"/> B) that | C) / | D) what |
| 76. A) into | B) from | C) in | <input checked="" type="checkbox"/> D) of |
| 77. <input checked="" type="checkbox"/> A) taste | B) production | C) processing | D) price |
| 78. A) decisive | B) determinant | C) essential | <input checked="" type="checkbox"/> D) crucial |
| A 79. A) long | B) only \times | <input checked="" type="checkbox"/> C) first | D) lonely \times |
| A 80. A) distinctive | B) distinct | <input checked="" type="checkbox"/> C) distinguished | D) distinguishable |
| 81. A) in | B) to | C) on | <input checked="" type="checkbox"/> D) from |
| 82. A) possesses | <input checked="" type="checkbox"/> B) buys | C) acquires* | D) grows |
| C 83. A) exact | B) identical | C) same | <input checked="" type="checkbox"/> D) alike |
| 84. A) woks | B) pots | C) boilers | <input checked="" type="checkbox"/> D) fryers |
| 85. A) adequately | B) massively | C) plentifully | <input checked="" type="checkbox"/> D) largely |
| 86. <input checked="" type="checkbox"/> A) flavour | B) fragrance | C) smell | D) perfume |

Part VI Translation (5 minutes)

Directions: Complete the sentences by translating into English the Chinese given in brackets.

Please write your translation on Answer Sheet 2.

注意:此部分试题请在答题卡2上作答,只需写出译文部分。

87. I heard that he was charged / accused of ^{with} be collected (被指控) stealing a car.
88. It is vital that collecting enough money (募集到足够的钱) to fund the project.
89. I'd rather read than watch television: the programs seem to be getting worse (越来越差) all the time.
90. It wasn't until dark (直到天黑) she realized it was too late to go home.
91. Her diligence and intelligence made up for (弥补了) her lack of experience.

Model Test 2

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.

Rock Solid Readers

—How to help your child become a standout student

Library day is the best day of school for five-and-a-half-year-old Victoria Lin. She searches for books by her favorite author, Dr Seuss. Her mum has read The Cat in the Hat to her so many times that she can read some of it on her own, with a little help from her memory. She also chooses books she and her dad like to read and talk about, such as non-fiction about fire-fighters or marine animals. Her family plans to visit an aquarium (水族馆) soon, so the librarian suggests a book on dolphins. Victoria adds it to her own "library" along with one about manatees (海牛)—they fascinate her.

Victoria is well on her way to becoming a good reader, which could make all the difference in the world to her future. Decades of research demonstrate that enjoying reading and reading well are the biggest factors in a child's school success. Good readers make great students. They score higher on achievement tests in every year, in all subjects, including maths and science. So what are the secrets of giving your children an academic edge as well as lifelong pleasure?

1. Good readers start out ahead.

Reading scores in Year One are a key indicator of school success in Year Eleven. What happens in the very early years has a lasting effect on learning. So try these tips with young children:

● The more you read, talk and sing to babies, the greater their foundation for vocabulary and understanding. The youngest ones are amazingly receptive to language.

● Toddlers (初学走路的孩子) will sit still to interact with books if you arouse their interest

with questions like “Who’s that?” and “What else do you see?”

● Preschool is the time for children to begin to learn the alphabet, and to become aware of the sounds that make up words—a crucial skill for reading known as *phonemic awareness* (音位意识). They don’t call it that, but Victoria and her mum practice phonemic awareness whenever they’re reading her favorite rhyming books. They clap out the syllables in names (“Vic-tor-i-a”) or play word games, such as “I’m thinking of a word that starts with the letter E.”

● Young school-age kids need lots of practice reading to and with their parents. Try echo reading to build fluency: You read a passage and then let your child read one. Call your child’s attention to punctuation and interesting words as you read.

2. Good readers have better vocabularies.

Think about the conversations you’ve had with your child today. There’s a good chance that—because of the busy lives parents lead—most of the words you use are simple, immediate and directive. For example, “It’s time to go now!” Especially on our busiest days, it’s easy for parents to forget that kids look to us for varied and rich conversations. From Year Three on, kids need to learn about 3000 new words a year—that’s eight new words a day. And it takes at least four exposures to make a word their own. To enrich your child’s word power, try these ideas:

● Tell stories about the past, present and future. At dinnertime, relate a story about your childhood or ask about an upcoming school event.

● Encourage play. According to child development expert Sue Bredekamp, it’s a crucial way for children to develop their language skills.

● Read a variety of books—picture books, stories with rhymes, science or history books that convey cool new information. And engage your child in extended conversations about what you read together.

3. Good readers preview and summarize.

As you begin a new book, spend a little time with the cover, suggests Francie Alexander of Scholastic Education. Read the title, look at the illustration and ask your child what she thinks the book is about. Research shows that prediction triggers the deeper thinking that improves comprehension. Every few pages or so, ask your child to retell what’s happened; ask what might happen next.

4. Good readers picture a story in the mind.

Children who do this are better at remembering details and are much more interested in reading for pleasure. Encourage your child to notice a character’s features or clothing, for example.

5. Good readers connect to what they’re reading.

Comments from you help create engaged readers: “This story reminds me of the time…” or “I wonder if that character…”. Soon your child will be eager to make his or her own links.

PREPARING your child to be a good reader is one of the greatest gifts you can give as a