



大学英语四、六级考试系列辅导丛书

大学英语4级考试

全真试题答案与详解

710分

向明松 黄 毅 主编



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710 分大学英语四、六级考试系列辅导丛书

大学英语四级考试全真试题 答案与详解

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为四川师范大学成都学院建校 10 周年献礼

前 言

在浩如烟海的大学英语四级考试书籍中,多是一些商业性的应市逐利之作,或仓促成篇,或赶急上市,则该详细之处,要么蜻蜓点水,寥寥数语;要么啰嗦冗长,不着边际,甚至在该解释的地方(如快速阅读,完型填空),只有答案,没有解释。这多半是一些在教学经验上不尚成熟者之作。要么,把题干和全部选项翻译成汉语,助长学生养成把考试题翻译成汉语才能解答的依赖习惯。这很不利于培养和提高学生的分析、判断和解题能力;读不懂题干的学生在四级考题面前,还是一筹莫展,无从着手。这些书,很不适合独立学院三本学生的应试复习之用。因此,我们组织坚持在教学第一线的有丰富教学经验的教授、副教授和中青年骨干教师组成团队,根据在课堂上积累起来的丰富教学经验,针对三本学生的接受能力和理解程度,精心编写出这本《大学英语四级考试全真试题答案与详解》,以满足三本学生的需要。我们力求通过题干上的关键词提示,让学生在文章中的相关部分通过分析、判断,找出解答问题的依据,从而提高学生的解题技巧和能力。

考虑到独立学院大学英语教学的实际情况及学生入学英语水平参差不齐的现状,以提高运用知识的技巧和能力为目标,为独立学院和三本院校以及一些二本院校的英语教学质量评估做出一些有益的工作,本书着重突出实用性和针对性,具有鲜明的可操作性和指导性。

本书从 2009 年 5 月开始至 2012 年 5 月定稿,历时三年,经过不断丰富和完善,方才脱稿。

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感谢在我院工作的英籍专家 Graham Sage、美籍学者 Hale Matthew Allen 博士和 Levine Ara Allen 教授对全书的审阅。

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由于作者的水平有限,本书难免存在疏漏与不当之处,欢迎读者批评指正。

编 者
2012 年 5 月
于四川师范大学成都学院

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2011 年 12 月大学英语四级考试真题试卷

Part I Writing (30 minutes)

Directions: *For this part, you are allowed 30 minutes to write a short essay entitled **Nothing Succeeds Without a Strong Will** by commenting on the humorous saying, "Quitting smoking is the easiest thing in the world. I've done it hundreds of times." You should write at least 120 words but no more than 180 words.*

注意：此部分试题在答题卡 1 上作答。

Nothing Succeeds Without a Strong Will

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, choose the best answer from the four choices marked A), B), C) and D). For questions 8—10, complete the sentences with the information given in the passage.*

Why Integrity Matters

What is Integrity?

The key to integrity is consistency—not only setting high personal standards for oneself (honesty, responsibility, respect for others, fairness) but also living up to those standards each day. One who has integrity is bound by and follows moral and ethical standards even when making life's hard choices, choices which may be clouded by stress, pressure to succeed, or temptation.

What happens if we lie, cheat, steal, or violate other ethical standards? We feel disappointed in ourselves and ashamed. But a lapse of integrity also affects our relationships with others. Trust is essential in any important relationship, whether personal or professional. Who can trust someone who is dishonest or unfair? Thus, integrity must be one of our most important goals.

Risky Business

We are each responsible for our own decisions, even if the decision-making process has been undermined by stress or peer pressure. The real test of character is whether we can learn from our mistake, by understanding why we acted as we did, and then exploring ways to avoid similar problems in the future.

Making ethical decisions is a critical part of avoiding future problems. We must learn to recognize risks, because if we can't see the risks we're taking, we can't make responsible choices. To identify risks, we need to know the rules and be aware of the facts. For ex-

ample, one who doesn't know the rules about plagiarism may accidentally use words or ideas without giving proper credit, or one who fails to keep careful research notes may unintentionally fail to quote and cite sources as required. But the fact that such a violation is "unintentional" does not excuse the misconduct. Ignorance is not a defense.

"But Everybody Does It"

Most people who get in trouble do know the rules and facts, but manage to fool themselves about the risks they're taking by using excuses: "Everyone else does it," "I'm not hurting anyone," or "I really need this grade." Excuses can get very elaborate: "I know I'm looking at another's exam, even though I'm supposed to keep my eyes on my own paper, but that's not cheating because I'm just checking my answers, not copying." We must be honest about our actions, and avoid excuses. If we fool ourselves into believing we're not doing anything wrong, we can't see the real choice we're making—and that leads to bad decisions.

To avoid fooling yourself, watch out for excuses and try this test: Ask how you would feel if your actions were public, and anyone could be watching over your shoulder. Would you feel proud or ashamed of your actions? If you'd rather hide your actions, that's a good indication that you're taking a risk and rationalizing it to yourself.

Evaluating Risks

To decide whether a risk is worth taking, you must examine the consequences, in the future as well as right now, negative as well as positive, and to others as well as to yourself. Those who take risks they later regret usually focus on immediate benefits ("what's in it for me"), and simply haven't considered what might go wrong. The consequences of getting caught are serious, and may include a "0" on a test or assignment; an "F" in the class; suspension or dismissal from school; transcript notation; and a tarnished reputation. In fact, when you break a rule or law, you lose control over your life, and give others the power to impose punishment; you have no control over what that punishment might be. This is an extremely precarious and vulnerable position. There may be some matters of life and death, or highest principle, which might justify such a risk, but there aren't many things that fall in this category.

Getting Away With It—Or Not

Those who don't get caught pay an even higher price. A cheater doesn't learn from the test, depriving him/herself of an education. Cheating undermines confidence and independence; the cheater is a fraud, and knows that without dishonesty, he/she would have failed. Cheating destroys self-esteem and integrity, leaving the cheater ashamed, guilty, and afraid of getting caught. Worst of all, a cheater who doesn't get caught the first time usually cheats again, not only because he/she is farther behind, but also because it seems "easier." This slippery slope of eroding ethics and bigger risks leads only to disaster. Eventually, the cheater gets caught, and the later he/she gets caught, the worse the consequences. Students have been dismissed from school because they didn't get this simple message: Honesty is the ONLY policy that works.

Cheating Hurts Others, Too

Cheaters often feel invisible, as if their actions "don't count" and don't really hurt anyone. But individual choices have a profound cumulative effect. Cheating can spread like a disease, and a cheater can encourage others just by being seen from across the room. Recent statistics suggest 30% or more of college students cheat. If a class is graded on a

curve, cheating hurts others' grades. Even if there is no curve, cheating "poisons" the classroom, and others may feel pressured to join in. ("If I don't cheat, I can't compete with those who do.") Cheating also has a destructive impact on teachers. The real reward of good teaching is seeing students learn, but a cheater says, "I'm not interested in what you're trying to teach; all I care about is stealing a grade, regardless of the effect on others." The end result is a blatant and destructive attack on the quality of your education. Finally, cheating can hurt the reputation of the University, and harm those who worked hard for their degree.

Why Integrity Matters

If cheating becomes the norm, then we are in big trouble. We must rely on the honesty and good faith of others every day. If not, we couldn't put money in the bank, buy food, clothing, or medicine from others, drive across a bridge, get on a plane, go to the dentist—the list is endless. There are many examples of the vast harm that is caused when individuals forget or ignore the effect their dishonesty can have. The savings and loan scandal, the stock market and junk bond swindles, and, of course, Watergate, have undermined the faith of many Americans in the integrity of political and economic leaders and society as a whole. Such incidents take a tremendous toll on our nation's economy and our individual well-being. For example, but for the savings and loan debacle, there might be funds available to reduce the national debt and pay for education.

In sum, we all have a common stake in our school, our community, and our society. Our actions do matter. It is essential that we act with integrity in order to build the kind of world in which we want to live.

注意：此部分试题请在答题卡 1 上作答。

1. A person of integrity not only sets high moral and ethical standards but also _____.
A) sticks to them in their daily life B) makes them known to others
C) understands their true values D) sees that others also follow them
2. What role does integrity play in personal and professional relationships?
A) It helps to create team spirit. B) It facilitates communication.
C) It is the basis of mutual trust. D) It inspires mutual respect.
3. Why must we learn to identify the risks we are going to take?
A) To ensure we make responsible choices. B) To avoid being overwhelmed by stress.
C) so that we don't break any rules. D) so that we don't run into trouble.
4. Violation of a rule is misconduct even if _____.
A) it has caused no harm B) it is claimed to be unintentional
C) it has gone unnoticed D) it is committed with good intentions
5. What should one do if he doesn't wish to fool himself?
A) Avoid making excuses. B) Listen to other people's advice.
C) Make his intentions public. D) Have others watch over his shoulder.
6. Those who take risks they regret later on _____.
A) will often become more cautious B) are usually very aggressive
C) value immediate benefits most D) may lose everything in the end
7. According to the author, a cheater who doesn't get caught right away will _____.
A) pay more dearly B) become more confident
C) be widely admired D) feel somewhat lucky
8. Cheaters at exam don't care about their education, all they care about is how to _____

9. Integrity matters in that all social activities rely on people's _____.
10. Many Americans lost faith in the integrity of their political leaders as a result of _____.

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) Read the notice on the window. B) Get a new bus schedule.
C) Go and ask the staff. D) Board the bus to Cleveland.
12. A) He was looking forward to seeing the giraffes.
B) He enjoyed watching the animal performance.
C) He got home too late to see the TV special
D) He fell asleep in the middle of the TV program.
13. A) She wants to take the most direct way.
B) She may be late for the football game.
C) She is worried about missing her flight.
D) She is currently caught in a traffic jam.
14. A) At a restaurant. B) In a fish shop. C) At a clinic. D) On a fishing boat.
15. A) He is an experienced sales manager.
B) He is being interviewed for a job.
C) He is a close friend of the woman.
D) He is good at answering tricky questions.
16. A) The man should consider his privacy first.
B) The man will choose a low-rent apartment.
C) The man is not certain if he can find a quieter place.
D) The man is unlikely to move out of the dormitory.
17. A) The woman is going to make her topic more focused.
B) The man and woman are working on a joint project.
C) One should choose a broad topic for a research paper.
D) It took a lot of time to get the man on the right track.
18. A) They went camping this time last year.
B) They didn't quite enjoy their last picnic.
C) They learned to cooperate under harsh conditions.
D) They weren't experienced in organizing picnics.

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

19. A) He likes Sweden better than England.

- B) He prefers hot weather to cold weather.
 C) He is an Englishman living in Sweden.
 D) He visits London nearly every winter.
20. A) The bad weather. B) The gloomy winter.
 C) The cold houses. D) The long night.
21. A) Delightful. B) Painful. C) Depressing. D) Refreshing.
22. A) They often stay up late reading. B) They work hard and play hard.
 C) They like to go camping in summer. D) They try to earn more and spend more.

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

23. A) English Literature. B) Management.
 C) French. D) Public Administration.
24. A) English teaching. B) Staff training.
 C) Careers guidance. D) Psychological counseling.
25. A) Its generous scholarships. B) Its worldwide fame.
 C) Its well-designed courses. D) Its pleasant environment.

注意：此部分试题请在答题卡 2 上作答。

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.*

Passage One

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

26. A) Characteristics of Japanese artists. B) Some features of Japanese culture.
 C) The art of Japanese brush painting. D) The uniqueness of Japanese art.
27. A) To calm themselves down. B) To enhance concentration.
 C) To show their impatience. D) To signal lack of interest.
28. A) How listeners in different cultures show respect.
 B) How speakers can win approval from the audience.
 C) How speakers can misunderstand the audience.
 D) How different Western and Eastern art forms are.

Passage Two

Questions 29 to 32 are based on the passage you have just heard.

29. A) Directing personnel evaluation. B) Buying and maintaining equipment.
 C) Drawing up plans for in-service training. D) Interviewing and recruiting employees.
30. A) Some of his equipment was damaged in a fire.
 B) The training program he ran was a failure.
 C) Two of his workers were injured at work.
 D) Two of his employees committed theft.
31. A) A better relationship with his boss.
 B) Advancement to a higher position.
 C) A better-paying job in another company.
 D) Improvement in the company's management.

32. A) She has more self-confidence than Chris.
 B) She works with Chris in the same division.
 C) She has more management experience than Chris.
 D) She is competing with Chris for the new job.

Passage Three

Questions 33 to 35 are based on the passage you have just heard

33. A) They help us see the important values of a culture.
 B) They guide us in handling human relationships.
 C) They help us express ourselves more effectively.
 D) They are an infinite source of human knowledge.
34. A) Their wording may become different.
 B) The values they reflect may change.
 C) Their origins can no longer be traced.
 D) They may be misinterpreted occasionally.
35. A) Certain values are shared by a large number of cultures.
 B) Some proverbs are assuming more and more importance.
 C) Old proverbs are constantly replaced by new ones.
 D) Certain values have always been central to a culture.

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：此部分试题请在答题卡 2 上作答。

Our lives are woven together. As much as I enjoy my own (36) _____. I no longer imagine I can get through a (37) _____ day, much less all my life, (38) _____ on my own. Even if I am on (39) _____ in the mountains, I am eating food someone else has grown, living in a house someone else has built, wearing clothes someone else has (40) _____ from cloth woven by others, using (41) _____ someone else is distributing to my house. (42) _____ of interdependence is everywhere. We are on this (43) _____ together.

As I was growing up, (44) _____.
 “Make your own way”, “stand on your own two feet”, or my mother’s favorite remark when I was face-to-face with consequences of some action: “Now that you’ve made your bed, lie on it!” Total independence is a dominant theme in our culture, I imagine that (45) _____. But the teaching was shaped by our cultural images, and instead I grew up believing that I was supposed to be totally “independent” and consequently became very reluctant to ask for help.

(46) _____.

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.

With the world's population estimated to grow from six to nine billion by 2050, researchers, businesses and governments are already dealing with the impact this increase will have on everything from food and water to infrastructure and jobs. Underlying all this 47 will be the demand for energy, which is expected to double over the next 40 years.

Finding the resources to meet this demand in a 48, sustainable way is the cornerstone of our nation's energy security, and will be one of the major 49 of the 21st century. Alternative forms of energy—bio-fuels, wind and solar, to name a few—are 50 being funded and developed, and will play a growing 51 in the world's energy supply. But experts say that, even when 52, alternative energy sources will likely meet only about 30% of the world's energy needs by 2050.

For example, even with 53 investments, such as the \$93 million for wind energy development 54 in the American Recovery and Reinvestment Act, important alternative energy sources such as wind and bio-fuels 55 only about 1% of the market today.

Energy and sustainability experts say the answer to our future energy needs will likely come from a lot of 56——both traditional and alternative.

注意：此部分试题请在答题卡 2 上作答。

A) stable	B) solutions	C) significant	D) role	E) progress
F) marvelous	G) included	H) growth	I) exactly	J) consist
K) comprise	L) competitions	M) combined	N) challenges	O) certainly

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.

Boys' schools are the perfect place to teach young men to express their emotions and are more likely to get involved in activities such as art, dance and music, according to research released today.

Far from the traditional image of a culture of aggressive masculinity in which students either sink or swim, the absence of girls gives boys the chance to develop without pressure to conform to a stereotype, the US study says.

Boys at single sex schools were said to be more likely to get involved in cultural and

artistic activities that helped develop their emotional expressiveness, rather than feeling they had to conform to the “boy code” of hiding their emotions to be a “real man”.

The findings of the study go against received wisdom that boys do better when taught alongside girls.

Tony Little, headmaster of Eton, warned that boys were being failed by the British education system because it had become too focused on girls. He criticized teachers for failing to recognize that boys are actually more emotional than girls.

The research argued that boys often perform badly in mixed schools because they become discouraged when their female peers do better earlier in speaking and reading skills.

But in single-sex schools teachers can tailor lessons to boys’ learning style, letting them move around the classroom and getting them to compete in teams to prevent boredom, wrote the study’s author, Abigail James, of the University of Virginia.

Teachers could encourage boys to enjoy reading and writing with specifically “boy-focused” approaches such as themes and characters that appeal to them. Because boys generally have more acute vision, learn best through touch, and are physically more active, they need to be given “hands-on” lessons where they are allowed to walk around. “Boys in mixed schools view classical music as feminine and prefer the modern genre in which violence and sexism are major themes,” James wrote.

Single-sex education also made it less likely that boys would feel they had to conform to a stereotype that men should be “masterful and in charge” in relationships. “In mixed schools, boys feel compelled to act like men before they understand themselves well enough to know what that means,” the study reported.

注意：此部分试题请在答题卡 2 上作答。

57. The author believes that a single-sex school would _____.
A) force boys to hide their emotions to be “real man”
B) help to cultivate masculine aggressiveness in boys
C) encourage boys to express their emotions more freely
D) naturally reinforce in boys that traditional image of a man
58. It is commonly believed that in a mixed schools boys _____.
A) perform relatively better
B) grow up more healthily
C) behave more responsibly
D) receive a better education
59. What does Tony Little say about the British education system?
A) It fails more boys than girls academically.
B) It focuses more on mixed school education.
C) It fails to give boys the attention they need.
D) It places more pressure on boys than on girls.
60. According to Abigail James, one of the advantages of single-sex schools is _____.
A) teaching can be tailored to suit the characteristics of boys
B) boys can focus on their lessons without being distracted
C) boys can choose to learn whatever they are interested in
D) teaching can be designed to promote boys’ team spirit
61. Which of the following is characteristic of boys according to Abigail James’ report?
A) They enjoy being in charge.
B) They conform to stereotypes.
C) They have sharper vision.
D) They are violent and sexist.

Passage Two

Questions 62 to 66 are based on the following passage.

It's an annual argument. Do we or do we not go on holiday? My partner says no because the boiler could go, or the roof fall off, and we have no savings to save us. I say that you only live once and we work hard and what's the point if you can't go on holiday. The joy of a recession means no argument next year—we just won't go.

Since money is known to be one of the things most likely to bring a relationship to its knees, we should be grateful. For many families the recession means more than not booking a holiday. A YouGov poll of 2,000 people found 22% said they were arguing more with their partners because of concerns about money. What's less clear is whether divorce and separation rates rise in a recession—financial pressures mean couples argue more but make splitting up less affordable. A recent research shows arguments about money were especially damaging to couples. Disputes were characterized by intense verbal aggression, tended to be repeated and not resolved, and made men, more than women, extremely angry.

Kim Stephenson, an occupational psychologist, believes money is such a big deal because of what it symbolizes, which may be different things to men and women. "People can say the same things about money but have different conceptions of what it is for," he explains. "They will say it's to save, to spend, for security, for freedom, to show someone you love them." He says men are more likely to see money as a way of buying status and of showing their parents that they've achieved something.

"The biggest problem is that couples assume each other knows what is going on with their finances, but they don't. There seems to be more of a taboo about talking about money than talking about death. But you both need to know what you are doing, who is paying what into the joint account and how much you keep separately. In a healthy relationship you don't have to agree about money, but you have to talk about it."

62. What does the author say about vacationing?

- A) People enjoy it all the more during a recession.
- B) Few people can afford it without working hard.
- C) It makes all the hard work worthwhile.
- D) It is the chief cause of family disputes.

63. What does the author mean by saying "money is known... to bring a relationship to its knees" (Line 1—2, Para. 2)?

- A) Money is considered to be the root of all evils.
- B) Some people sacrifice their dignity for money.
- C) Few people can resist the temptation of money.
- D) Disputes over money may ruin a relationship.

64. The YouGov poll of 2000 people indicates that in a recession _____.

- A) conflicts between couples tend to rise
- B) it is more expensive for couples to split up
- C) couples show more concern for each other
- D) divorce and separation rates increase

65. What does Kim Stephenson believe?

- A) Money is often a symbol of a person's status.
- B) Money means a great deal to both men and women.
- C) Men and women spend money on different things.

- D) Men and women view money in different ways.
66. The author suggests at the end of the passage that couples should _____.
 A) put their money together instead of keeping it separately
 B) make efforts to reach agreement on their family budgets
 C) discuss money matters to maintain a healthy relationship
 D) avoid arguing about money matters to remain romantic

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) on the right side of the paper. 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。

Employers fear they will be unable recruit students with the skills they need as the economic recovery kicks in, a new survey 67.

Nearly half of organizations told researchers they were already struggling to find 68 with skills in science, technology, engineering and maths (STEM), 69 even more companies expect to experience 70 of employees with STEM skills in the next three years.

The Confederation of British Industry 71 694 businesses and organizations across the public and 72 sectors, which together employ 2.4 million people.

Half are 73 they will not be able to fill graduate posts in the coming years, while a third said they would not be able to 74 enough employees with the right A-level skills.

“75 we move further into recovery and businesses plan 76 growth, the demand for people with high-quality skills and qualifications will 77,” said Richard Lambert, director general, CBI “Firms say it is already hard to find people with the right 78 or engineering skills. The new government must make it a top 79 to encourage more young people to study science-related 80.”

The survey found that young people would improve their job prospects 81 they studied business studies, maths, English and physics or chemistry at A-level. The A-levels that employers 82 least are psychology and sociology. And while many employers don't insist on a 83 degree subject, a third prefer to hire those with a STEM-related subject.

The research 84 worries about the lack of progress in improving basic skills in the UK 85. Half of employers expressed worries about employees' basic literacy and numeracy(计算) skills, while the biggest problem is with IT skills, 86 two-thirds reported concerns.

- | | | | |
|-------------------|--------------|--------------|---------------|
| 67. A submits | B) reveals | C) launches | D) generates |
| 68. A audience | B) officials | C) partners | D) staff |
| 69. A while | B) because | C) for | D) although |
| 70. A exits | B) shortages | C) absences | D) departures |
| 71. A surveyed | B) searched | C) exposed | D) exploited |
| 72. A) collective | B) private | C) personal | D) civil |
| 73. A) confronted | B) conformed | C) concerned | D) confused |

- | | | | |
|--------------------|---------------|---------------|----------------|
| 74. A) bind | B) attain | C) transfer | D) recruit |
| 75. A) Lest | B) Unless | C) Before | D) As |
| 76. A) with | B) for | C) on | D) by |
| 77. A) dominate | B) stretch | C) enforce | D) intensify |
| 78. A) creative | B) technical | C) narrative | D) physical |
| 79. A) priority | B) option | C) challenge | D) judgment |
| 80. A) procedures | B) academies | C) thoughts | D) subjects |
| 81. A) until | B) since | C) whereas | D) if |
| 82. A) rate | B) discuss | C) order | D) observe |
| 83. A) typical | B) positive | C) particular | D) general |
| 84. A) highlighted | B) prescribed | C) focused | D) touched |
| 85. A) masses | B) workforce | C) faculty | D) communities |
| 86. A) what | B) whom | C) where | D) why |

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. Charity groups organized various activities to _____ (为地震幸存者筹款).
88. Linda _____ (不可能收到我的电子邮件); otherwise, she would have replied.
89. It's my mother _____ (一直在鼓励我不要灰心) when I have difficulties in my studies.
90. The publishing house has to _____ (考虑这部小说的受欢迎程度).
91. It is absolutely wrong to _____ (仅仅以金钱来定义幸福).