

# 大学英语

# 四

## 级考试

# 模拟

CET-4

## 训练

● 主编 / 胡安琳 楼宝春

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考点分析细致

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# 大学英语四级考试模拟训练

主 编：胡安琳 楼宝春

编 者：(按姓氏笔画排序)

刘凌燕 陈 鸣 张 和 吴 昀

沈永杰 黄 睿 楼宝春

上海教育出版社  
上海海文音像出版社

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**图书在版编目(CIP)数据**

大学英语四级考试模拟训练 / 胡安琳, 楼宝春主编.  
上海: 上海教育出版社, 2007. 4  
ISBN 978-7-5444-1269-8

I. 大… II. ①胡…②楼… 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(2007)第054016号

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**大学英语四级考试模拟训练**

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上海世纪出版股份有限公司  
上海教育出版社 出版  
上海海文音像出版社  
易文网: [www.ewen.cc](http://www.ewen.cc)

上海世纪出版股份有限公司 出品  
外语教育图书分公司

(邮编: 200235 上海钦州南路81号8楼 021-64378133)

上海世纪出版股份有限公司发行中心  
上海人教海文图书音像有限公司 发行  
(邮编: 200083 上海水电路54号 021-56978943)

各地新华书店经销 上海华文印刷厂印制  
开本 787×1092 1/16 印张 17 插页 0  
2007年4月第1版 2007年4月第1次印刷  
印数 0,001—5,000本

ISBN 978-7-5444-1269-8/H·0054 定价: 28.50 元  
(如发生质量问题, 读者可向工厂调换)

## 前 言

全国大学英语四、六级考试改革正在如火如荼地进行。改革的举措涉及题型、计分体制和成绩报道方式。改革的目的是培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。因此,所有参加全国大学英语四、六级考试的考生都必须了解考试的形式和内容。在2006年11月出版的《大学英语四级考试大纲》中,四级考试各部分测试内容、题型和所占比例如下表所示:

试卷构成	测试内容		测试题型	比 例	
听力理解	听力对话	短 对 话	多项选择	15%	35%
		长 对 话	多项选择		
	听力短文		多项选择	20%	
			复合式听写		
阅读理解	仔细阅读理解		多项选择	25%	35%
			选词填空或简答题		
	快速阅读理解		是非判断 + 句子填空或其他	10%	
完型填空	完型填空		多项选择	10%	10%
写作和翻译	写 作		短文写作	15%	20%
	翻 译		汉 译 英	5%	

可以看出,在考试内容和形式上,四级考试将加大听力理解部分的题量和比例,增加快速阅读理解测试,提高非选择性试题的比例。试点阶段的四级考试由四部分构成:听力理解、阅读理解、完型填空和写作和翻译。听力理解部分的比例提高到35%,其中听力对话部分占15%,听力短文部分占20%。阅读理解部分比例调整为35%,其中仔细阅读部分(Reading in Depth)占25%,快速阅读部分(Skimming and Scanning)占10%。完型填空部分比例为10%。

写作和翻译测试部分比例为 20%,其中写作部分 15%,翻译部分占 5%。此外,自 2005 年 6 月考试起,四、六级考试成绩采用满分为 710 分的记分体制,不设及格线;成绩报道方式由考试合格证书改为成绩报告单。

本书就是根据《全国大学英语四、六级考试改革方案(试行)》的要求及四级考试样卷编写的,涵盖四级考试所有最新题型。新题型的出台旨在促使广大教师及学生在日常的英语教与学的过程中把精力集中在提高语言的实际运用能力方面,避免应试性的教与学。为了充分发挥新题型对教与学的指导作用,我们反复研究了最新题型的样题,精心编写了这本模拟试题。参加本书编写的都是具有丰富大学英语教学经验的教师。本书使用的素材精选自国内外书刊杂志,阅读理解部分的短文题材广泛,体裁多样。在选材和试题设计的过程中,参照正式公布的四级考试样题,对试题的难易度进行了认真的分析和研究,使本书的测试题基本达到测试所要求的信度和效度。

本书包括十套模拟试卷并配有答案和解析,建议读者在使用此书时,严格按照实考模式,限时闭卷一次性完成,然后核对标准答案,实在弄不清的,再参阅解析,以便最大限度地提高训练效果。

本书的听力测试部分由陈鸣、沈永杰编写,阅读理解部分由张和、吴昀编写,综合测试部分由楼宝春、黄睿、刘凌燕编写,写作测试部分由黄睿编写。

由于编者水平有限,错误与疏漏之处在所难免,诚请读者不吝指正。

编者

2007 年 3 月

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# Model Test One

## Part I Writing (30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a composition on the topic: **Colleges Have Opened Their Doors Wider**. You should write at least 120 words, and base your composition on the outline given in Chinese below:

### Colleges Have Opened Their Doors Wider

1. 高校扩招是一件好事;
2. 高校扩招会带来一些问题;
3. 我的观点。

## 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.

### The Best Years of Your Life?

I was a schoolboy in Britain in the 1970's. When I was eleven years old, all the children in my class, the top class at primary school, were made to sit an examination called the 11<sup>+</sup> (The Eleven Plus). This exam was to have a profound effect on our lives but, of course, we did not know this at the time.

Children who passed the 11<sup>+</sup>, and I was one, were considered "academic". That meant we were chosen to go to Grammar schools where we would be taught to pass even more difficult exams before finally going on to University at the age of 18. After university a job in a profession such as medicine, law or business was expected.

Children who failed the 11<sup>+</sup> were seen as "non-academic" and were sent to Secondary Modern schools where they would be prepared for less rigorous tests and would leave school at 16 to get a job in a local factory or office.

So, children who had grown up together and played together from the age of 5 were separated at 11 and thereafter went separate ways and had totally different destinies. I was the only child from my school to pass the 11<sup>+</sup>.

My new Grammar school was an hour away from my home and I had to take two buses to get there. As I got older I sometimes cycled to school and when I became 17 I bought a motorbike and rode there.

The school buildings were impressively large and old. Some parts were said to date back to the time of the founding of the school in 1556 but I didn't believe that. The school had a Latin motto, which was printed on the badges of our school uniforms: *Praestat Opes Sapientia* meaning "wisdom before wealth".

Of course my Grammar school was a boys-only school. There was an all-girls school next door but I was not interested in that, at least not until I entered the fifth form at the age of 16.

The first surprise on entering the school was that we had to move from room to room according to the timetable of the lessons. For example, if the first period on Monday morning was mathematics, we had to go to Mr. Sharma's classroom on the ground floor of the main block. But if the next lesson were physics then we would all have to troop up to the science laboratories on the third floor of the new wing. This constant moving from room to room between lessons by all the boys in the school meant we had plenty of opportunities to play around with our classmates in the corridors and find excuses to be late for the next period.

Nearly all our teachers were men and we called them, "Sir". The masters would call us by our family names. Apart from the various subject teachers we also had a form teacher who looked after our class. The form teacher I liked best was the one who looked after us when I was in form 3: Crispin Pickles. He was an English teacher and looked like a 19th century romantic poet with long, wild hair, tiny round glasses and untidy, colorful clothes. He was fond of quoting Shelley and Keats to us during the morning roll call and his idea of punishing boys who had been naughty was to get them to copy out passages from Shakespeare.

Looking back, I realize that many of the teachers at my school were eccentrics. There was Mr. Badman, who was hugely fat, completely bald, taught us medieval history, and would throw the blackboard duster at any boy who failed to remember important dates in our nation's history. Or Mr. Sparks, the master of religious education, who tried to teach us the basics of Christianity but whose constant dribbling and spitting meant that any boy in the first three rows of chairs was in danger of getting sprayed. Or Mr. Weavel, the biology master, known to us all as "Bugs", who taught us about alcohol, the dissection of frogs, and "the facts of life" while singing Bob Dylan songs out loud in class.

I quickly found I was good at some subjects and had to work hard at others. I had no difficulty with languages, either modern or ancient (I took both Latin and Greek) and enjoyed history and geography. But I struggled with the sciences and I had no time at all for art or music. Sport, however, counted for more than any other subject at my school.

My school was famous for sport. It had a very good rugby team, and also did well at cricket. But it was best known for rowing. Being an old school on the river Thames, it was expected to produce strong rowing crews. I was part of an "eight" for a couple of years in forms



four and five but I found the early morning training on the river on freezing winter mornings no fun at all, and quietly gave up the sport with the excuses that I had to prepare my “O” levels (as the exams taken around age 16 were then called).

Almost as important as sport was the friendships we made in the break time between lessons. We would go onto the playing fields and play games like “fives”, a sort of squash but using the hand to hit the ball rather a racket. Or we would sit in groups on the grass and talk about our favorite pop singers and learnedly discuss the meanings of the lyrics of the latest David Bowie songs.

Of my school friends I only keep in touch with one of them now. Then I had many different mates: Graham “Gunner” Gunning, who was tall and thin and who later went to work in a bank; Malcolm “Jock” McKay, who was not Scottish at all, who dropped out of school in his final year and went to live in Paris; and Stephen “Slim” Allen, a very fat boy, who was the practical joker in the class, always playing tricks on the masters and the other boys. I bumped into him by chance a couple of years ago in the high street. He had married right after leaving school and had had three children, but then had got divorced and was living by himself in a tiny flat near the railway station. He was still as fat as ever.

I did well at school, academically. After the “O” levels exams at age 16 I entered the sixth form to prepare for the advanced “A” levels (or matriculation exams, which are also used to enter university). I became a prefect and so wore a special tie and bossed around the younger boys, telling them not to run in the corridors and ordering them to fetch me drinks.

I passed all my exams and was accepted into Cambridge University to read history. It was 1981. I was almost ready to leave home and leave my childhood behind. Life at Cambridge would be wonderfully liberating after the discipline of school, but that is another story ...

1. The 11<sup>+</sup> exam was designed to separate students who were good academically from those who were good at sports.
2. Students who failed the 11<sup>+</sup> were likely to get a job in a factory or office in the future.
3. Not until the writer entered the fifth form at the age of 16 did he make a girl friend.
4. When he first entered the Grammar school, the writer was surprised to learn that there was an all-girls school next door.
5. According to the passage, students had various subject teachers as well as form teachers in the Grammar school.
6. The writer says that many of the schoolteachers were quite odd.
7. Mr. Pickles was a medieval history teacher and looked like a 19th century romantic poet with long, wild hair.
8. The writer was interested in some school subjects such as \_\_\_\_\_.
9. The writer gave up rowing with the excuse that \_\_\_\_\_.
10. Since he did very well in \_\_\_\_\_ exams, the writer succeeded in \_\_\_\_\_.

entering the University of Cambridge.

### 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.

11. A) Take the GRE test again in eight weeks.  
B) Call to check his scores.  
C) Be patient and wait.  
D) Inquire when the test scores are released.
12. A) A job opportunity.  
B) A position as general manager.  
C) A big university.  
D) An inexperienced salesman.
13. A) The assignment looks easy but actually it's quite difficult.  
B) The assignment is too difficult for them to complete on time.  
C) They cannot finish the assignment until Thursday.  
D) They have plenty of time to work on the assignment.
14. A) At a newsstand.  
B) At a publishing house.  
C) At a car dealer's.  
D) At a newspaper office.
15. A) He wishes to have more courses like it.  
B) He finds it hard to follow the teacher.  
C) He wishes the teacher would talk more.  
D) He doesn't like the teacher's accent.
16. A) She's a maid.  
B) She's an apartment manager.  
C) She sells stoves and refrigerators.  
D) She's a real estate agent.
17. A) Half an hour.  
B) Less than an hour.  
C) More than an hour.  
D) About an hour.
18. A) At the theatre.  
B) At a railway station.  
C) At a booking office.  
D) At a restaurant.

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

19. A) Hit another car.  
B) Park illegally.  
C) Drive through a stop sign.  
D) Cross a street on a red light.
20. A) He must pay a \$ 100 fine.  
B) What he did was serious.



- C) He should be more careful. D) He was lucky there were no injuries.
21. A) He was cheated by the policeman. B) He was cheated by the traffic lights.  
C) He was fined unreasonably. D) He was fined reasonably.
22. A) The woman often violated the traffic regulations.  
B) The woman often got the fine ticket.  
C) The woman should be responsible for the fine.  
D) The woman thought the fine was reasonable.

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

23. A) A recent injury. B) Getting married.  
C) A personal problem at home. D) A problem with a co-worker.
24. A) Give the woman a massage.  
B) Go jogging with the woman after work.  
C) Help the woman plan her wedding.  
D) Give the woman free passes to a health club.
25. A) The woman is not satisfied with her marriage.  
B) The woman is confident in her marriage.  
C) The man is an enthusiast for sports.  
D) The man goes jogging after work every day.

## 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 the Answer Sheet with a single line through the centre.

### Passage One

**Questions 26—29 are based on the passage you have just heard.**

26. A) An artist hopes that the public will understand him and learn from him.  
B) An artist hopes that the public will notice only shapes and colors in his work.  
C) An artist hopes that the public will teach him something.  
D) An artist hopes that the public will believe what he says in his work.
27. A) Because he feels that they have been used frequently in the past.  
B) Because he feels that they are easy to work with.  
C) Because he feels that they are worth showing to the public.  
D) Because he feels that they will be most attractive to the public.
28. A) With the artist's work, the public might notice particular shapes or colors.  
B) With the artist's work, the public might see the shapes and colors that express his experience.  
C) With the artist's work, the public might feel his delight in shapes and colors.

- D) All of the above.
29. A) A painting is more easily understood than a symphony.  
B) Art is merely the arranging of shapes and colors.  
C) Every artist tries to say something to the public.  
D) One must look beyond shape and color to find what the artist is saying.

### Passage Two

Questions 30—32 are based on the passage you have just heard.

30. A) Diet. B) Sleep.  
C) Adequate living space. D) Stress.
31. A) They cannot sleep well. B) They cannot eat well.  
C) They tend to bite each other. D) They tend to reproduce more.
32. A) Rats can populate rapidly.  
B) Population explosion can have the effects on man.  
C) Over-crowdedness can have the effects on rats and animals.  
D) It is a natural law that animals live and die.

### Passage Three

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

33. A) Men are cleverer than women.  
B) It was the women's invention that changed history.  
C) Life was difficult and dangerous in ancient times.  
D) Women's work was at home.
34. A) The invention of machines. B) The invention of the alphabet.  
C) The invention of rockets. D) The invention of agriculture.
35. A) They spent all their time looking for food.  
B) Men had to go out hunting but women didn't.  
C) Women stayed at home and looked after the animals.  
D) They kept animals and killed them for food.

### 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.

When I was in high school, the only important (36) \_\_\_\_\_ I looked for in a job were

which job paid the most and which job had the best (37) \_\_\_\_\_. Now that I've had more experience, however, I've found that job (38) \_\_\_\_\_ is an even more important consideration.

As I headed into my first "adult" job, I didn't realize how important actually enjoying my job could be. Then, after my (39) \_\_\_\_\_ year at college, I got a job in the office of a vocational center for women. Since I did not have a (40) \_\_\_\_\_ work degree or counseling experience, I was not allowed to work with clients. Instead, my duties (41) \_\_\_\_\_ handling the office's paperwork. I keyboarded and filed correspondence and filled out countless forms. I soon found myself (42) \_\_\_\_\_. I wanted to work with people, not paper, but this job kept me sitting quietly at my desk all day. The time seemed to creep by.

Because of my disappointment with the office job, during my second year in college, I looked for a job that would have more people (43) \_\_\_\_\_. Luckily, I found what I had been looking for in a job waiting on tables at the local coffee shop. People skills are very important for waiting on tables. To be a successful waitress, you need to develop a good rapport with your co-workers. (44) \_\_\_\_\_. Waiting on tables took advantage of my ability to work well with people. Although I worked hard, the days passed very quickly. I was never bored.

The pay for both the office job and waiting on tables job was adequate, (45) \_\_\_\_\_.

In the office job, I received a regular paycheck. As a waitress, I received a small paycheck. The bulk of my pay came as tips, and those tips varied greatly depending on what shift I worked, which tables I was assigned, and how busy the restaurant was.

(46) \_\_\_\_\_.

When I worked in an office, the pay and schedule were good, but the job didn't make use of my skills with people and left me dissatisfied. By contrast, although waiting on tables paid less dependably and had a more demanding schedules, I found the job much more satisfying because I worked directly with people.

## 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 in the blank more than once.**

Questions 47 to 56 are based on the following passage.

You are 47 to do some FL (Foreign Language) reading every day and try to finish one

FL book at least every week. You are no 48 busy, with little spare time, and this may sound 49. But if you read in the way described, it is perfectly possible. The key is to be honest with yourself about what you really enjoy: thrillers, women's magazines, newspapers—it really doesn't matter what you read as long as it 50 interests you, because that is the only certain way to make yourself read. It is impossible to 51 good speeds by practicing on material that is difficult or 52.

If you 53 this program for only a few months, you should achieve a very marked increase in your reading 54. What you do with your FL reading skill when you have developed it is to study for a further qualification. The point is that in order to develop the skill, a great deal of practice on easy interesting materials is 55. If you can prove to yourself by 56 your own reading skill by this method, your teaching can carry the certainty that comes only from experience.

- |                |                |
|----------------|----------------|
| A) unrealistic | I) dull        |
| B) genuinely   | J) advised     |
| C) double      | K) doubt       |
| D) developing  | L) pursue      |
| E) efficiency  | M) engineer    |
| F) transformed | N) complicated |
| G) reach       | O) agency      |
| H) essential   |                |

## Section B

**Directions:** There are two 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.**

Do you remember last summer, when furious travelers were urging Congress to do something about airline customer service? Airlines promised to improve, and they adopted new standards just before Christmas. But as another summer nears, plenty of experienced travelers don't see much improvement in customer service overall.

This month, the Department of Transportation's (DOT) inspector general's office will issue its first critical article on whether airlines are honoring their promises. One survey suggests problems: The number of complaints to the DOT about the top 10 airlines in the first quarter soared 89% from a year ago.

Hit last summer by passenger complaints and the threat of consumer-protection laws by



Congress, 14 *carriers* (航空公司) voluntarily agreed to adopt a set of basic customer-service standards called Customers First. From immediate refunds to truthful reservation agents to toilets that flush during onboard delays, the “12 commitments” to passengers were introduced as a major effort to improve service. Since then, airlines have been redesigning websites, retraining employees and upgrading technology.

Recently, DOT inspector general Kenneth Mead, at McCain’s request, sent 20 examiners to airports to document whether each airline is doing what it promised, Mead cautions travelers shouldn’t expect too much. Most of the promises are aimed at better communication with customers, not problems of free flights.

“We think passengers, both business and leisure, perceive travel as more of a quarrel these days,” spokeswoman Shelly Sasson says. “Some of this is perception, but a lot is reality.” “And when improvements are made, it takes a long time for them to be noticed”, she says.

Now, the efforts may be working. During the first quarter, Delta had the second-lowest rate of complaints among the top 10 carriers. Still, its rate, along with other carriers’, is up from last year. McCain and other lawmakers say new consumer protection laws aren’t out of the question if the industry’s voluntary program doesn’t work.

57. The word “soared” (Line 4, Para. 2) means \_\_\_\_\_.

- A) demanded
- B) decreasing
- C) increasing
- D) becoming leveled off

58. Which of the following is NOT mentioned in the passage?

- A) Government has sent officials to check any improvement the air service airlines have made.
- B) Some people suggest passengers show more understanding to airlines about their efforts to better air service.
- C) To improve air service doesn’t mean that there will no longer be any deficiencies in air traveling.
- D) It is thought that passengers should be patient when they are waiting for any improvement made by airlines.

59. Why did the fourteen carriers voluntarily reach the agreement on a set of basic customer-service standards called Customers First?

- A) They tried to improve their images in front of the public and decrease passenger complaints.
- B) They were threatened by Congress to improve service.
- C) They were afraid that the Department of Transportation’s (DOT) inspector general’s office would issue something unfavorable to them.
- D) They were protected by laws and didn’t want to continue quarrels with customers.

60. What can be learned from the last paragraph?

- A) The rate of complaints is going up in all airlines in spite of the efforts they made.

- B) Improvements some airlines have made are not effective, which leads to more complaints.
  - C) The efforts of the top 10 carriers are much greater than before and lead to the low rate of complaints.
  - D) There may be a need to pass laws to improve airline customers service.
61. The main idea of the passage is that \_\_\_\_\_.
- A) passenger complaints increase though airlines have taken steps to improve air service
  - B) passenger complaints decrease for airlines have taken steps to improve air service
  - C) air service has been improved greatly though it is hard to be noticed by passengers
  - D) air service needs improving badly as the results of passenger complaints

### Passage Two

Questions 62 to 66 are based on the following passage.

The motor vehicle has killed and disabled more people in its brief history than any bomb or weapon ever invented. Much of the blood on the street flows essentially from uncivil behavior of drivers who refuse to respect the legal and moral rights of others. So the massacre on the road may be regarded as a social problem.

In fact, the enemies of society on wheels are rather harmless people. Just ordinary people acting carelessly, you might say. But it is a principle both of law and common morality that carelessness is no excuse when one's actions could bring death or damage to others. A minority of the killers go even beyond carelessness to total negligence. Researchers have estimated that as many as 80 per cent of all automobile accidents can be attributed to the psychological condition of the driver. Emotional upsets can distort drivers' reactions, slow their judgment, and blind them to dangers that might otherwise be evident. The experts warn that it is vital for every driver to make a conscious effort to keep one's emotions under control.

Yet the irresponsibility that accounts for much of the problem is not confined to drivers. Street walkers regularly violate traffic regulations, they are at fault in most vehicle walker accidents; and many cyclists even believe that they are not subject to the basic rules of the road.

Significant legal advances have been made towards safer driving in the past few years. Safety standards for vehicle have been raised both at the point of manufacture and through periodic road-worthiness inspections. In addition, speed limits have been lowered. Due to these measures, the accident rate has decreased. But the accident experts still worry because there has been little or no improvement in the way drivers behave. The only real and lasting solution, say the experts, is to convince people that driving is a skilled task requiring constant care and concentration. Those who fail to do all these things present a threat to those with whom they share the road.

62. What is the main idea of this passage?

- A) It shows that the motor vehicle is a very dangerous invention.



- B) It states the misunderstanding between drivers and street walkers.  
 C) It analyzes traffic problems and warns drivers of the importance of safe driving.  
 D) It discusses traffic problems and proposes possible solutions.
63. According to the passage, traffic accidents may be regarded as a social problem because \_\_\_\_\_.
- A) autos have become most destructive to mankind  
 B) people usually pay little attention to law and morality  
 C) impolite actions bring much harm to people  
 D) the lack of virtue is becoming more severe
64. Which of the following is true according to the passage?
- A) Most traffic problems are caused by carelessness of the street walkers and drivers.  
 B) It is of great importance for drivers to be emotionally healthy.  
 C) Researchers can not give accurate estimations of the traffic problem.  
 D) Drivers would not admit their hidden tensions in the course of driving.
65. People mentioned as being responsible for the road accidents do not include \_\_\_\_\_.
- A) careless bicycle-riders  
 B) mindless people walking in the street  
 C) irresponsible drivers  
 D) immoral manufactures of automobiles
66. Which of the following best reflects the author's attitude toward a future without traffic accident problems?
- A) Doubtful yet still longing for.  
 B) Happy and rather confident.  
 C) Surprised and very pleased.  
 D) Disappointed and deeply worried.

### 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 of the paper. You should choose the ONE that fits into the passages. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

<p>Many universities currently do not allow students to <u>67</u> pets in their dorm rooms. <u>68</u> are made only for service animals such as guide dogs and hearing <u>69</u>. These working</p>	<p>67. A) buy                      B) sell              C) keep                    D) abandon          68. A) Exceptions    B) Respects              C) Expectations   D) Inspections          69. A) aids                 B) people              C) tests                  D) dogs</p>
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