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最新版

大学英语四级考试 冲刺试卷

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高精度预测热点作文20篇

■ 主编 徐 绽

高等教育出版社



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责任校对 刘春萍

封面设计 赵 阳
责任印制 韩 刚

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前 言

大学英语四级考试是几乎每位本科生必须要通过的考试。为了帮助考生顺利通过考试,徐绽名师英语团队特编写了本书,供考生在复习冲刺阶段使用。

本书共包括六套全真模拟试卷,同时附赠 20 篇汉译英翻译练习、20 篇热点作文练习以及四级考试核心词汇。本书由从事大学英语四级考试研究与辅导的徐绽名师英语团队严格按照最新大学英语四级考试命题要求精心编写,力求模仿真题的题型与难度,同时契合考试重点考查的新变化,突出考点,是考生获得高分、顺利通关的必备复习资料。本书正式出版前已在全国多个培训机构和本科院校试用,受到一致好评。

在试卷设计及选材方面,由于现行的大学英语四级考试阅读部分所占分值比例较大,因此本书编者对阅读材料的摘取予以了高度重视。本书所选的阅读文章均来源于与真题同源的权威报纸杂志,包括《时代周刊》(Time),《卫报》(The Guardian),《华盛顿邮报》(The Washington Post),《新科学人》(New Scientist),《今日美国》(USA Today),《新闻周刊》(Newsweek)和《纽约时报》(The New York Times)等,更深刻地体现了真题本质,帮助读者更好地掌握考试阅读篇章风格。在解析中,阅读部分包括“全文翻译+超详点评+新重点强化”,使考生复习更高效。

本书的听力部分全部由英美专家录制,力求在口音、语速等方面接近四级考试真题录音。为了方便考生使用,本书的录音 MP3 即可以通过中国教育考试在线网站(www.eduexam.com.cn)和徐绽名师团队的网站(www.xuzhan.com)下载,也可以通过扫描高教社考试的官方微信二维码下载使用,便于考生随时随地练习听力。

由于编者水平有限,本书仍然存在不足之处,敬请读者批评指正。

编 者

2015 年 3 月

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大学英语四级考试冲刺试卷 (一)

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic **On Traffic Problems in Big Cities**. You should write at least 120 words but no more than 180 words. Outlines are given below in Chinese.

1. 大城市的机动车保有量迅速增长, 交通问题凸显;
2. 部分大城市实行车辆限行来缓解交通压力;
3. 对此, 你有什么看法和建议?

注意: 此部分试题请在答题卡 1 上作答。

Part II Listening Comprehension (30 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 1** with a single line through the centre.

注意: 此部分试题请在答题卡 1 上作答。

1. A) \$1.50. B) \$2.50 C) \$3.00 D) \$4.50
2. A) He cannot help her right now.
B) He is very glad to help her.
C) He will help the woman to type the papers.
D) It really depends.
3. A) She's taking a holiday. C) She is daydreaming.
B) She is sick. D) She is longing for her home.
4. A) They will continue to exist along with on-line education
B) They will attract fewer kids as on-line education expands.
C) They will be replaced by on-line education sooner or later.
D) They will limit their teaching to certain subjects only.
5. A) At the airport. C) In a reading room.

- B) In a restaurant. D) In a shopping mall.
6. A) Reading book on the campus lawn.
B) Depositing money in the bank.
C) Applying for financial aid.
D) Reviewing a student's application.
7. A) Buy a new book.
B) Write an advertisement in a newspaper.
C) Read the newspaper.
D) Lend his book on campus.
8. A) Nothing is wrong with the man.
B) The doctor is still examining him.
C) The result will come out on Wednesday.
D) The man has some trouble with his head.

Questions 9 to 12 are based on the conversation you have just heard.

9. A) He is concerned about exam.
B) He is concerned about CV.
C) He is concerned about his language.
D) He is concerned about finding a job
10. A) He asks her for advice about learning English.
B) He asks her for advice about finding a job
C) He asks her for advice about some exam difficulties.
D) He asks her for advice about documents.
11. A) CV stands for curriculum vitae
B) CV stands for calorific value.
C) CV stands for command vehicle.
D) CV stands for Cape Verde.
12. A) She advises him to write down good marks.
B) She advises him to write in English.
C) She advises him to get a professional guide.
D) She advises him to ask her professor.

Questions 13 to 15 are based on the conversation you have just heard.

13. A) A physics exam.
B) A lecture they plan to attend.
C) An assignment
D) Their favorite poets.
14. A) Listen to the woman's talk

- B) Study for a test.
 - C) Go to class.
 - D) Prepare his presentation.
15. A) In the library.
- B) In the woman's dormitory
 - C) In an empty classroom.
 - D) In the dining hall.

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 1** with a single line through the centre.*

注意：此部分试题请在答题卡 1 上作答。

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16. A) Opening to look through. C) Wind.
B) Light given. D) Wind's eye
17. A) Because it kept out the wind.
B) Because it blew out the smoke.
C) Because it let in more wind than light
D) Because it let in mostly light.
18. A) Through the windows. C) Through the doors.
B) Through the chimney. D) Through a hole in the roof

Passage Two

Questions 19 to 21 are based on the passage you have just heard.

19. A) Their family members. C) Their closest friends.
B) Strangers D) Their relatives.
20. A) To get advice C) To place an advertisement.
B) To subscribe. D) To apply for membership.
21. A) They are two famous doctors.
B) They are two well-known writers who give advice.
C) They are two lawyers.
D) They are two professors at the New York State University.

Passage Three

Questions 22 to 25 are based on the passage you have just heard.

22. A) Intercultural Commerce. C) Intercultural Communication.
B) Interaction in Communication. D) International Cooperation.
23. A) Once a month. C) Three times a month.
B) Twice a month. D) Four times a month.
24. A) Today after class. C) On Thursday
B) On Wednesday. D) On Sunday.
25. A) Participation. C) A research project.
B) Quizzes. D) Homework.

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 with the exact words you have just heard. 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 1 上作答。

In a nationwide survey of 1, 466 adults, (26) _____ by the Consumer Reports National Research Center in April 2008, people were asked how well they slept the night, week, and month before (27) _____ in the survey.

They found many people turn to drugs to (28) _____ sleep problems; almost 1 in 5 Americans took over-the-counter medicines at least once a week to help them sleep. Sixty-three percent of those who took sleep medications (29) _____ side effects; 24 percent said they became dependent on the medication they used; and 21 percent said that repeated use reduced the drug's effectiveness. More than a quarter of respondents said it took them 30 minutes or longer to (30) _____ the previous night, and one quarter (31) _____ in the middle of the night and couldn't go back to sleep for at least a half-hour. A third woke up much earlier than they'd hoped.

The survey found six characteristics that problem sleepers had in common; the most common was high stress levels. Most of the time, respondents were anxious over family or money (32) _____, health issues or work woes.

The report warns that far too many people are turning to medicine (33) _____ to treat their problem. In fact, last year in U. S., 24 million prescriptions were written for the four best-selling sleep drugs alone. "What people don't realize is these medications can cause a lot of side effects including daytime (34) _____, even unusual behavior like sleep-walking. Here are alternative treatments, such as sound machines, that may be quite (35) _____, yet have no risks at all," said a senior editor at Consumer Reports.

Part III Reading Comprehension (40 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 36 to 45 are based on the following passage.

For over three decades Intel has been providing Semi-conductor chips for computer hardware makers around the world. Intel's chips have been 36 many computers for years — both Macs and PCs. But, since tablet computers hit the market — the trend has shifted towards the small, mobile devices while sales of desktop computers 37 .

Earlier this year, Intel introduced a new genre of laptops called “ultra-book convertible laptops”. Intel Marketing Associate Mike Fard explains, “This year it's all about touch, we have touch computers based on Windows 8 running the Intel 38 , but even more exciting than just touch, is the ultra-book convertible. What that means is that you have a standard laptop that converts into a tablet and we have multiple designs that 39 this capability of going from a tablet to a laptop. This is one from Lenovo; we also have one from Dell.”

Intel has 40 a technology called “Ivy Bridge” on its new line of chips 41 reduces power consumption 42 .

This newest generation of laptops is sure to be a 43 with consumers, with lower prices than before. Earlier thin laptops were in the \$1 000 price range. The ultra-book convertible 44 , is expected to sell for around \$600 — making it more 45 against regular tablet PCs.

注意：此部分试题请在答题卡2上作答。

- | | | |
|----------------|-----------------|---------------|
| A) drop | F) running | K) however |
| B) managed | G) processors | L) decreasing |
| C) adopted | H) hit | M) feature |
| D) core | I) dramatically | N) applied |
| E) competitive | J) competent | O) which |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it.

Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on Answer Sheet 2.

Public Views on the Anti-Terrorism Act (Canada)

- A) This report is part of the ongoing efforts undertaken by the Research and Statistics Division of the Department of Justice Canada to help inform the Parliamentary review of the Anti-Terrorism Act which is mandated to take place within three years of the Act receiving Royal Assent. The Anti-Terrorism Act was proclaimed into law by the Parliament of Canada in December 2001.
- B) As a first phase, the Research and Statistics Division undertook a focus group study in March 2003 to examine how minority groups viewed the different provisions of the Anti-Terrorism Act. This was done in response to concerns that the Act's provisions might lead to certain minority groups being unfairly targeted. As a second phase, the Research and Statistics Division sought to obtain the views and examine the attitudes of the Canadian population in general with regard to the Anti-Terrorism Act. The firm Millward Brown Goldfarb was contracted to conduct focus group discussions and analyze the results. A total of 22 focus group sessions were held between February 2 and March 5, 2004, in Toronto, Ottawa, Winnipeg, Montreal, Calgary, Regina, Vancouver, Quebec City, and Halifax.
- C) Focus group participants were first selected using random sampling procedures based on telephone lists available for the locations. Participants in each city were then divided into 2 age groups; Group 1 was comprised of participants between the ages of 18 and 39, and Group 2 of participants 40 and over. In all, 196 male and female participants over the age of 18, with varying social and educational backgrounds, were selected. Sessions of approximately 2 hours in duration were conducted in English and French.
- D) The moderator's guide for the focus group sessions consisted of a modified version of the one designed for the first study; it was adapted for the general public. The focus group discussions centered on the following seven areas: awareness of the anti-terrorism legislation; reaction to the definition of terrorism; reaction to the listing of terrorist entities; reaction to the financing of terrorists; reaction to new investigative and preventive arrest powers; reaction to some mechanisms associated with investigative and preventive arrest powers; and impact of the Anti-Terrorism Act on individuals, families, and communities. Materials for each of these areas of discussion were distributed to participants prior to the discussion on each area.

Key Findings

- E) Awareness of the anti-terrorism legislation was generally low, with about only half of the participants in each group saying, when prompted, that they were aware of some aspects of the legislation. There was also low recall of pre-9/11 Canadian terrorist incidents; post-9/11

terrorist incidents outside of Canada were mentioned more often. The general feeling was that terrorist incidents in Canada prior to September 11, 2001, would have been dealt with under the Criminal Code; however, there was uncertainty as to what aspect of the Code would apply to terrorism. Participants were generally aware of heightened airport and border security measures, as well as tougher immigration procedures post 9/11.

- F) Although many participants felt that the brief overview of the Anti-Terrorism Act was too broad and somewhat vague, there was general support for the concept of legislation. Participants felt it was a step in the right direction, and some felt a certain level of comfort knowing that it was in place. There was a general assumption among participants that Canada's Anti-Terrorism Act was less severe than similar legislation in both the United States and the United Kingdom.
- G) The brief description and the accompanying provisions had a general appeal; however, they also gave rise to varying degrees of concern.
- H) The definition of a terrorist activity was well received, with participants appreciating the fact that it was broad and, therefore, would not exclude any potential terrorist group. However, some expressed concern that the broadness of the definition might lead to non-terrorist groups (such as environmentalists, labor union activists, and anti-globalization protestors) being unjustly defined as terrorists.
- I) While participants generally felt that the provision regarding the listing of terrorist entities was a necessary evil, concerns emerged over labeling individuals or groups as terrorists before they have a chance to appeal. This concerned several participants who saw it as reversing the well-known and respected concept of "innocent until proven guilty."
- J) In general, the provision regarding the financing of terrorism made sense to participants. However, there was great concern over the maximum sentence of 10 years for being found guilty of this offence; it was seen as being too lenient. The reporting obligation also concerned participants, as it places the responsibility on individuals to report potential activities and subjects them and their families to what they view as a considerable amount of risk.
- K) The provision bestowing new investigative and preventive arrest powers on the police was generally seen in a positive light, although there was some concern expressed about the possibility of it leading to the invasion of the privacy of innocent citizens as well as the potential for abuse by the police. Some were also concerned about the potential targeting of minority groups.
- L) The sunset clause, associated with the investigative and preventive arrest provision, was generally understood and participants felt that it was a good tool for monitoring police use of the new powers. A few participants in each group thought the sunset clause meant that the terrorism legislation would disappear in five years.
- M) The obligation of reporting to Parliament was also seen as a good tool to prevent police abuse

of their new powers. However, some participants felt that initially there should be multiple reporting obligations.

- N) Overall, participants felt that the risks associated with the Anti-Terrorism Act and the new powers it bestows on the police were acceptable in light of the protection the Act affords to the country and its citizens, although the level of safety they felt did not change after learning about the provisions of the Act, since they did not feel unsafe to begin with.
- O) The majority of participants said that the Act has had no direct impact on them, apart from them having to wait longer at the border or in line for ticketing or security at airports, which can primarily be attributed to post-9/11 security measures rather than to the Act itself. A few participants stated that they had friends or relatives adversely affected by post-9/11 security measures, with experiences ranging from being pulled over at the border to being deported from the United States. In these cases, the individuals affected were said to be members of visible minority groups.

注意：此部分试题请在答题卡 2 上作答。

46. To obtain the views and examine the attitudes of the Canadian population is the main task of the focus group study.
47. It's generally assumed that Canada's Anti-Terrorism Act was lenient, compared with similar legislation in other nations of the neighborhood.
48. Participants were generally supportive to new investigative and preventive arrest powers of the police, apart from a few minor doubts.
49. After the Anti-Terrorism Act was proclaimed into law, it still needs a couple of years to receive Royal Assent.
50. The broadness of the definition of a terrorist activity might cause injustice among non-terrorist groups.
51. The general feeling was that prior to September 11, 2001, terrorist incidents in Canada would have been categorized under the Criminal Code.
52. Citizens were obliged to report potential terrorists' activities, which may put an enormous amount of stress on them.
53. It's said that the Act itself has not directly influenced most participants' daily life, except for heightened airport and border security measures.
54. The concept of the legislation was appreciated and supported, for it was standing ready for the right direction.
55. Participants felt that the sunset clause would be a good tool to limit the excess power of the police.

Section C

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 56 to 60 are based on the following passage.

According to two recent research papers, sugar is toxic enough to kill mice and is the drug of choice for laboratory rats, which prefer it to cocaine. Now it has been called “the most dangerous drug of this time” by Paul van der Velpent, head of Amsterdam’s health service. Velpent called for government restrictions on sugar in food and a ban on soft drinks in schools. An anti-sugar movement is emerging. Endocrinologist Dr Robert Lustig’s lecture, *Sugar: The Bitter Truth*, has picked up four million views on YouTube. The latest National Diet and Nutrition Survey shows all age groups exceeded the recommended 11% of energy coming from sugars added to foods. For children aged between 11 and 18 the mean intake was 15.3%. Since the survey is self-reported it is likely that most people underestimate their intake.

Why are we eating more? We like sugar and manufacturers have made some foods sweeter. An analysis found that Hovis wholemeal bread had doubled in sugar content between 1978 and 2013. A meta-analysis paper (that combines the results of studies) published this year found that increased intake of sugar led to weight gain. It also showed that children who had one sugary drink a day were 55% more likely to be overweight than those who did not. An accompanying editorial argued that sugar interferes with metabolic processes that protect against diabetes and heart attacks.

Another study found that replacing 5% of calories from saturated fat with calories from sugars or other high-glycogenic-index carbohydrates increased the rate of heart attacks by 33%. A Princeton Review study found that rats experienced changes to the dopamine and opioid receptors in their brains after being flooded with sugar. This made them sugar-dependent. The authors queried whether adults could also develop a dependency.

Whatever the conclusion, it is worth cutting down on sugar. Be aware of how much your food contains. Fat-free products often have high sugar levels to make them tasty, so try to avoid them. More sleep will also make you less likely to crave sugar. Recommended limits are 50g a day in a 2 000-calorie diet. A teaspoon is 4g. So now you know.

注意：此部分试题请在答题卡 2 上作答。

56. Which statement can be learned from the first paragraph?

- A) Compare with sugar, laboratory rats are more willing to choose cocaine.
- B) Government and schools need to take some measures to reduce sugar intake, which is the most dangerous drug of this time.
- C) For children aged between 11 and 18, 11% of exceeded energy comes from sugar.
- D) People have excessive intake of sugar because they like it and manufactures produce

sweeter food.

57. Why is an anti-sugar movement emerging?

- A) Sugar improves metabolic processes that protect against diabetes and heart attacks.
- B) Manufacturers produce much sweeter food, which lead to people's growing love for sugar.
- C) An excess of sugar provides excessive energy, which is not useful.
- D) People who eat more sugar are more likely to be overweight.

58. What did the Princeton Review study indicate?

- A) The changes on the dopamine and opioid receptors of rats make them sugar-dependent.
- B) The changes on the dopamine and opioid receptors of adults make them develop a sugar-dependent.
- C) The changes on the dopamine and opioid receptors of rats lead to their death.
- D) The changes on the dopamine and opioid receptors of adults lead to their excessive eat of sugar.

59. Which of the following has the same meaning with "queried" in the third paragraph?

- A) Consulted.
- B) Questioned.
- C) Required.
- D) Inquired.

60. Which of the following is the method to help people reduce sugar intake according to the passage?

- A) People should eat more fat-free food, which can help them avoid obesity.
- B) People should eat no more than 13 teaspoons of sugar a day in a 2 000-calorie diet.
- C) People should intensify exercise every day.
- D) People should have more sleep in order to control the desire for sweet food.

Passage Two

Questions 61 to 65 are based on the following passage

During the Second World War, doctors tried to save severely burned pilots with grafts of donated skin. The grafted skin looked good for a few days, but then withered and died. Studies led by Peter Medawar — who won a 1960 Nobel Prize for his work — found that grafts of an individual's own skin did work, while those of a donor did not. We now know that the donor skin grafts failed because the recipient's immune system recognized the grafted skin as foreign and killed it. The same process leads to the rejection of donated organs. But how does our immune system learn what is self and what is foreign?

As immunologist Daniel Davis explains in *The Compatibility Gene*, it is all down to specific genes — formally known as the major histocompatibility complex genes. Although our appearance, lifestyle and career path may make us feel unique, we are actually always one of a group; it is only our compatibility genes that define us as true individuals. Davis provides a well-written and easy-

to-read account of the sometimes complicated biology behind the crucial genes that affect our lives so profoundly.

From early on in the evolution of life, individual cells — and later multicellular organisms — developed the ability to recognize that which was the same as them, and that which was different. Davis recounts how, when we are growing as fetuses, our compatibility genes train the immune system to recognize our own cells and tissues as “self” and so, in healthy people, they know what not to attack. Our cells are identified by the presence of unique surface molecules, coded for by the compatibility genes.

Meanwhile, our immune systems make antibodies. These are randomly generated in a kind of lottery, which means they will be able to attack a great diversity of molecules, especially those of pathogens. By chance, though, a few of these antibodies will also match the compatibility-gene molecules on our own cells. Leaving such antibodies around would be suicide — literally. To stop this, Darwinian-style selection comes into play within the immune system, eliminating any cells that produce antibodies matching “self”.

注意：此部分试题请在答题卡 2 上作答。

61. Why did the grafted skin withere and die after a few days?
 - A) Because a person's immune system identifies the grafted skin which comes from other people.
 - B) Because people have different immune systems, and these immune systems can not be blended together.
 - C) Because the special features of grafted skin can not be adapted by the recipients.
 - D) Because the recipients do not have powerful immune system for fighting diseases.
62. Why does the author say “Although our appearance, lifestyle and career path may make us feel unique, we are actually always one of a group”?
 - A) People may have same appearance, lifestyle or career path, which can not be the unique feature.
 - B) Our appearance, lifestyle and career path can help us distinguish ourselves from a group.
 - C) People may have different appearance, lifestyle or career path, but they still can not be true individuals.
 - D) Our appearance, lifestyle and career path define us to be a member of a group.
63. Which of the following does not help people develop the ability to recognize that which is different from them?
 - A) Multicellular organisms.
 - B) Individual cells.
 - C) Compatibility genes.
 - D) Surface molecules.
64. Which of the following is the explanation of “our immune systems make antibodies”?

- A) Immune systems can recognize the grafted skin as foreign.
 - B) Immune systems have the ability to attack a great diversity of pathogens.
 - C) Immune systems are able to recognize that which was the same as them, and that which was different.
 - D) Immune systems make compatibility genes define us as true individuals.
65. What does the passage mainly talk about?
- A) Your compatibility genes make you unique as well as affecting all parts of your life.
 - B) Donor skin grafts failed because the recipient's immune system recognized the grafted skin as foreign and killed it.
 - C) Our appearance, lifestyle and career path may make us feel unique, so that grafted skin can not live in our body.
 - D) Our immune systems are able to attack a great diversity of molecules, especially those of pathogens.

Part IV Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.

有一个事实我们不得不相信，那就是科技的发展已经彻底改变了我们的生活方式。以前，我们从没想到过生活质量会和科技之间有着如此紧密的联系。现如今，几乎人人都在使用网络，通过这个平台，我们学习、交朋友、获取信息的方式得以发生天翻地覆的转变。而且，大家普遍认为，这样的现象将会一直持续到未来很长一段时间。

注意：此部分试题请在答题卡 2 上作答。