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透析考纲 预测命题
真题例解 事半功倍

交大英语

四六级考试成功系列

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交大英语，轻松也能成功。

大学英语

四级模拟预测

过关卷



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内 容 提 要

本书系上海交通大学出版社大学英语四六级考试成功系列丛书之一。本套丛书针对大纲要求,分析研究四六级考试的基础题型和重点题型,编写针对不同水平考生的预测试题,四级分为《大学英语四级模拟预测过关卷》、《大学英语四级模拟预测高分卷》,同时编写《大学英语四级备考词汇》,帮助考生有效提高词汇量,达到考试要求。

本书包括八套预测试题,全面模拟四级考试,难度适当,突出四级常见题型;每两套预测试题后,分别设立解析篇章,针对重点题型进行细致评点,讲评常见错误问题及有效解题策略,以帮助考生取得模拟试题的最佳效果。本书为需要参加大学英语四级考试的学生所编写,也可供需要达到与大学四级考试相当的英语程度的英语学习者使用。

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出卷说明

在市场上各种模拟卷百家争鸣之际,结合笔者多年的教学经验,本模拟卷本着以:**形式模拟、考点模拟、内容模拟;覆盖全面、分配合理、题源可靠**等集百家之长的思路而服务于考生。

形式模拟:在形式上完全模仿考试真题,使考生在视觉冲击上有最直观的感受。比如本卷所有的完形填空部分都将文章和答案分列在试卷的左右两侧,而并不采用传统的先文章后题目的形式,这与真实考试保持了完全一致。

考点模拟:在各部分考题中的出题分别按照历年考试的出题点进行设计。

比如听力试题涉及四级听力常考的学习、工作、生活等对话场景;态度、细节、数字、人物关系等出题考点;转折、原因、建议、反问等语言重心。以样题一的短对话部分为例:

11 题考查习语 **he is being himself**,属词组词汇考点,**playing computer** 属娱乐场景;

12 题考查转折+反问重心,场景词汇 **assignment**,属学习场景;

13 题考查细节混淆、数字时间等考点;

14 题考查词组词汇 **rain cats and dogs**,属天气场景;

15 题考查态度表达 **I'm afraid**,场景词汇 **volume**,属买卖场景;

16 题考查 **reserve**(预订)、**menu**(菜单)等场景词汇,属用餐场景;

17 题的 **2 hours** 考查语调变化,以及 **make** 一词表示做到、做成的口语化表达,属交通场景;

18 题则考察了比较级的特殊用法和表达 **I can't agree with you more**,属健康场景。

再如阅读试题则重点把握了人文社会、科学普及、文化教育、经济商业等文章内容;主旨、细节、推理、词汇等出题考点。以样题二的仔细阅读部分为例:

第一篇为文化教育类文章,57~62 题分别为主旨大意、事实细节、词义理解、事实细节、推理判断题;

第二篇为科学普及类文章,63~67 题分别为主旨大意、事实细节、事实细节、推理判断、事实细节题。

最后以主观题的翻译为例,涉及了独立主格、虚拟语气、定语从句、词组词汇、同位语从句、强调句型等各项考点,可谓应有尽有,如样题六的翻译部分:

- 87 题考查倒装语序,及获得成功的动宾搭配表达;
- 88 题考查强调句型,及导致的翻译方法;
- 89 题考查虚拟语气,及如果不是因为的翻译方法;
- 90 题考查词组 **pretend to do something**,及无辜一词的翻译;
- 91 题考查见证、飞速两词的翻译,以及现在完成时的正确使用。

内容模拟:本套模拟卷甚至就内容进行了对考试真题的模拟。比如:

模拟卷八听力短文第三篇的内容就与 2003 年 6 月听力短文第三篇的内容一脉相承,讨论的是哈佛大学与剑桥大学,而且出题时也考虑到了类似的出题重点,比如对于大学图书馆的藏书量的问题、男女生入学问题(参考模拟卷八的 33、34 题),这些在当年考题中都有表现(参考 2003 年 6 月听力的 19、20 题),所以在本模拟题中也对这些进行了模拟考查。并考虑到考题的与时俱进的问题,故在难度上有所加大,当年的真题只涉及了剑桥大学,本文以对比的方式比较了两所大学各自的特色。值得一提的是,当年的第 18 题中涉及了以 **own** 为核心提示信息词,考查该学校特色一题则在模拟卷七的听力文章第二篇第 29 题有所体现。

模拟卷三听力短文第三篇的内容则完全参考了 2006 年 12 月考题中的第二篇长对话来进行设计。当年真题中以长对话的形式考查《哈利·波特》作者 J. K. Rowling 女士接受亚马逊书局的一段采访词,而模拟卷三中则以文章的形式考察了《柏林碟影》作者约翰·勒卡雷接受采访时的一段话。

由以上两例,读者不难发现,本模考卷在内容选择上也尽可能与真题保持了最大限度的贴近,使之对考生更具备正确的指导意义。

覆盖全面:在形式、考点、内容做到与真题尽量一致的情况下,本模考卷也尽量顾及覆盖的全面性。通过八套考题将可能考查到的形式、考点、内容都尽收其中,尽最大可能少让学生接触到所有题型。

虽然无法在一套题中囊括所有形式、考点、内容,但八套题之间相辅相成,相互补充,相互巩固的架构使本模拟卷更具参考价值。关于考点和内容之前已经尽数,在此仅以形式为例,不难发现八套模拟卷的快速阅读部分包括了四套是非+填空和四套选择+填空,这兼顾了改革以来出现过,以及考纲规定可能会出现的所有快速阅读的所有题型可能,使学生在考场中无论面对什么形式的变化都能心中有数,不致临阵乱了阵脚。

分配合理:在每份模拟卷设计的时候,都考虑到了考点、内容上尽量避免重复,并尽可能多地包含各类考题也是本模拟卷的一大特色。

以阅读部分为例,阅读包括了快速阅读、15 选 10、以及两篇仔细阅读,但纵览这八套模拟题,不难发现:

模拟卷一:科学普及的快读;文化教育的15选10;人文社会和经济商务的精读;
模拟卷二:人文社会的快读;经济商务的15选10;文化教育和科学普及的精读;
模拟卷三:科学普及的快读;人文社会的15选10;文化教育和科学普及的精读;
模拟卷四:……

横向而言,四篇文章保持四种不同内容;纵向而言,每种题型中保证各类题材都会出现。

以写作部分为例:

模拟卷一:社会话题+辩论模式

模拟卷二:校园生活+书信格式

模拟卷三:人文文化+辩论模式

模拟卷四:求职话题+辩论模式

模拟卷五:社会话题+图表说明

模拟卷六:求职话题+问题论说

模拟卷七:人文文化+问题论说

模拟卷八:校园生活+问题论说

八套考题囊括了常见的写作题材和体裁,并以不同的排列组合方式供考生测试自己的写作水平,发现问题,及时补救。

题源可靠:模拟题的题源林林总总,即使是有经验的出题者也很难下手选择。而笔者的出题思路非常简单,四级考试喜欢考什么,笔者就选择什么。八套模拟卷参考内容近至国内一些较老的六级、专四考题及国内著名报纸杂志;远至 *Time*(《时代周刊》)、*Newsweek*(《新闻周刊》)、*The Guardian*(《英国卫报》)、*The New York Times*(《纽约时报》)、*The Washington Post*(《华盛顿邮报》)、*USA Today*(《今日美国》),甚至《心灵鸡汤》、经典电影对白等等。而这些都并非空穴来风,如:

2011年6月刚过去的四级考试仔细阅读的第一篇来自《时代周刊》,第二篇则来自《纽约时报》;往前追溯2009年12月四级考题长对话中出现的一个回合居然和1993年6月四级考试的第10个短对话完全一模一样;2007年6月听力短文第一篇则来自于《心灵鸡汤第二辑——父母心》中一文;2006年12月则是亚马逊书局对J. K. Rowling的采访词;再往前也就不需要一一追溯了……

仅举一例来说明即可,模拟卷一的听力短文第一篇同样来自《心灵鸡汤》,这也足以证明笔者在题源选择上的细致了。

然而由于时间仓促,加之仅一人之力所为,难免有疏漏之处,请读者不吝指正。

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Model Test 1

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay concerning *whether children should be taught to compete or cooperate today*. You should write at least 120 words following the outline given below in Chinese.

1. 有人认为如今教孩子学会竞争比学会合作重要；
2. 有人认为如今教孩子学会合作比学会竞争重要；
3. 你的观点。

注意：此部分试题请在答题卡 1 上作答。

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.

Are we ready for the library of the future?

Librarians or providers of tech support?

Librarians today will tell you their job is not so much to take care of books but to give people access to information in all forms. Since librarians, like so many people, believe that the entire universe of commerce, communication and information is moving to digital form, they are on a reform to give people access to the Internet—to prevent them from becoming second-class citizens in an all-digital world.

Something funny happened on the road to the digital library of the future, though. Far from becoming keepers of the keys to the Grand Database of Universal Knowledge, today's librarians are increasingly finding themselves in an unexpected, overloaded role: They have become the general public's last-resort providers of tech support.

It wasn't supposed to be this way. Today's libraries offer a variety of media and social-cultural events—they are “blended libraries,” to use a term created by Kathleen Imhoff, assistant director of the Broward County Library of Fort Lauderdale, Florida. At the newly remodeled San Francisco Public Library, the computers are prominently displayed in the center of the Library building while the books are all but hidden on the periphery. Imhoff's own library has word processing and other types of software for visitors to use, Internet access, audio CDs, videotapes, concerts, lectures, books and periodicals in three forms (print, microfiche and digital).

Many libraries have found that this kind of “blending” is hugely popular in their communities, and librarians explain the changes in their institutions’ roles by pointing to the public demand for these new services. But other trends are at work, too.

Can computers really help visitors to find what they want?

For some time, libraries have been automating their back-end, behind-the-desk functions for reasons of cost and convenience, just like any other business. Now, the computers have moved out from behind librarians’ desks and onto the floor where the visitors are. This means that, suddenly, library-goers will have to know how to use those computers.

This sounds reasonable enough until you take a close look. Unfortunately, the same technology that cuts costs and relieves librarians of work behind the scenes increases it for the public—and for the librarians at the front desk who have to help the public figure out how to use the technology. The unhappy result: People are simply not finding the information they seek.

If you are just coming to the library to read a book for pleasure and you know what a card catalog is and you have some basic computer skills, then you are going to be OK. But if you are trying to find some specific information—say, whether software in the classroom helps kids learn better or the causes of lung cancer or the basic procedure for doing a cost-benefit analysis of computer systems (three topics I have actually tried to look up in the San Francisco Library)—then you’re in trouble.

What should a visitor of the future Library be equipped with?

To begin with, library visitors must now be able to type, to use a mouse and a menu and to understand the various types of computer interfaces (terminal text, windows and browsers). It’s also nice if you know 17 different ways to quit a program, which electronic databases you should look in for what kinds of information, the grammar necessary to define your search and the Library of Congress’ controlled vocabulary. After I had been to the new San Francisco Library three times, I started keeping a folder of instructions on how to do a keyword search (*fi a* = author, for example), since I would forget between visits.

Probably half the population has never used a computer, fewer know how to type and almost nobody knows anything about electronic databases or searching grammar. As a result, the public library is now engaged in a massive attempt to teach computer literacy to the entire country. Some librarians compare it to the adult literacy programs the library also sponsors, but this is on a far larger scale—and less closely tied to the library’s traditional mission.

What do libraries do to help visitors to get prepared for the future libraries?

The response at each library system has been different. Some libraries actually give courses in word processing, accounting program and so on. But even at libraries where the staff has resisted becoming computer trainers, they are still forced to devote significant resources to the problem.

Such has been the case in San Francisco, where people with disabilities can sign up to use the voice-recognition program Dragon Dictate—but only if they can prove they already know how to use the software. The librarians have neither the time nor the peculiar skill (nor the time to develop the skill) to teach it to them. At the reference desks, librarians try not to spend a lot of time

teaching people the basics of how to use the computer, but sometimes it's unavoidable. "We try to get them started," says business librarian John Kenney. "We let them do as much as they can on their own and they come get us. It's certainly a big problem."

The San Francisco Library offers classes on its own electronic catalog, commercial periodical indexes and the Internet twice a week as well as occasional lectures about the Internet. Although it seems odd to me that people now need to take a two-hour class before they can use the library, the classes are always full. But despite the excellent teachers, two hours is simply not enough to meet the needs of the students, many of whom have never used a computer before in their lives and many of whom simply can't type. When I took the class one Tuesday, the man sitting next to me said he has used the library's computer catalog many times, but he keeps making typing mistakes without knowing it. This unexpectedly throws him into the wrong screens and he doesn't know how to get back. On the floor, he repeatedly has to ask a librarian for help.

Libraries' own trouble

"Providing technology does not mean people can use the technology," says Marc Webb, a San Francisco librarian and one of the teachers. "Half the voters are still trying to read English." The library has also had to deal with the practical difficulties of making its catalog accessible via the Internet, a new service many libraries are starting to offer.

"It's absolutely overwhelming," Webb says. "Everyone is getting to us with multiple transports, they're all using different software, they have Winsock or Telnet set up differently, and suddenly the library is forced to become a hardware and software help desk. When you're trying to tell someone over the telephone how to set up Winsock through AOL when this is the first time they've ever used a computer, it's very difficult."

注意:此部分试题请在答题卡 1 上作答。

1. In today's libraries, the librarians are people who _____.
 A) take care of the books
 B) conduct better-reader programs
 C) provide tech support for the public
 D) help promote the popularity of the library
2. According to Kathleen Imhoff, libraries at the present time are _____.
 A) traditional libraries
 B) blended libraries
 C) digital libraries
 D) high-tech libraries
3. What is said about the San Francisco Public Library?
 A) There are only computer databases, without books.
 B) Books are no longer open to the general public.
 C) Computers are more prominently displayed than books.
 D) The number of librarians has been decreased sharply.
4. Libraries have been automating their back-end, behind-the-desk functions in consideration of _____.

- A) cost and convenience
 - B) advancement of technology
 - C) the demands of readers
 - D) the number of visitors
5. If you have some basic knowledge of card catalogue and computer skills, you will be able to _____.
- A) find a software that helps improve learning ability
 - B) find a procedure for doing financial analysis
 - C) know the causes of lung cancer
 - D) read a book for pleasure
6. What programs are sponsored by public libraries?
- A) Wildlife protection programs.
 - B) Adult literacy programs.
 - C) Environmental research programs.
 - D) Family planning programs.
7. Dragon Dictate is the software which is used to help _____ in library use.
- A) school children
 - B) the blind or deaf
 - C) elderly people
 - D) the disabled
8. The San Francisco Library requires its visitors to take a _____ course before they can use the library.
9. The man sitting next to the author in the class could not open the right screen because of his _____.
10. Recently, many libraries are trying to provide the visitors with a new service: _____.

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 center.

注意:此部分试题请在答题卡2上作答。

11. A) He doesn't know what to say.
 B) The boy was not Tom himself.
 C) Tom often plays the computer.
 D) Tom is adjusting himself.

12. A) The movie. B) The man.
C) The watch. D) Her homework.
13. A) 3:04. B) 3:30.
C) 3:45. D) 3:19.
14. A) The woman doesn't have an umbrella. B) The man likes cats and dogs.
C) The woman likes cats and dogs. D) The woman has only one umbrella.
15. A) The woman is afraid of the man.
B) The man misses the woman.
C) The books are sold out.
D) She didn't advertise anything in last week's newspaper.
16. A) At a telephone shore. B) At a supermarket.
C) At the man's home. D) At a restaurant.
17. A) The flight is delayed.
B) The man is going to attend a meeting.
C) Flight No. 402 is delayed because of mechanical problems.
D) The woman is a passenger.
18. A) She doesn't agree with the man.
B) She wants to eat more vegetables.
C) She wants to eat better vegetables.
D) She was not allowed to agree with the man.

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

19. A) No. 13. B) No. 17.
C) No. 30. D) No. 70.
20. A) Cold. B) Very hot.
C) Cooler. D) Drier.
21. A) Florida. B) New York.
C) California. D) Indiana.

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

22. A) Doing a survey on people's comments on local services.
B) Having a chat.
C) Talking about their future.
D) Discussing how to improve the quality of old people's life.
23. A) Because this helps him to relax.
B) Because this is good for the environment.
C) Because he can enjoy himself with his dog in these parks and green areas.
D) Because there are too many buildings in the town.
24. A) College students. B) Senior citizens.
C) Adults. D) School students.

- 25. A) It should be redecorated.**
B) It should have more multimedia facilities.
C) It should have more rooms.
D) There should be more books and more kinds of books as well.

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 center.*

注意：此部分试题请在答题卡2上作答。

Passage one

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

26. A) Because he was hungry.
B) Because he was a professional beggar.
C) Because he needed to support his school education.
D) Because he loved the young woman at that neighborhood.
27. A) He became stronger physically.
B) Tears ran down his cheeks.
C) He regained faith in God and human beings.
D) Both A and C.
28. A) Nothing.
B) Another glass of milk.
C) A dime.
D) A lot of money that will take the rest of her life to pay.

Passage Two

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

- 29.** A) Bring it to the police.
B) Stamp the bike with a number.
C) Register the bike.
D) Put the number of the bike on a list.
- 30.** A) two locks for an expensive bike.
B) a good lock for an expensive bike.
C) cheap locks for cheap bikes.
D) good locks for cheap bikes.
- 31.** A) How to have the bike stamped.
B) How to protect your bike.
C) How to buy good locks.
D) How to report your lost bike to the police.

Passage Three

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

32. A) 25. B) 30. C) 35. D) 40.
 33. A) In Tuscany. B) In Milan. C) In Florence. D) In France.
 34. A) A painter. B) An architect. C) An engineer. D) All of the above.
 35. A) In France. B) In Florence. C) In Milan. D) In Tuscany.

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。

Once upon a time, in a 36 land, a young prince lived in a shining castle. Although he had everything his heart 37, the prince was spoiled, 38, and unkind. But then, one 39 night, an old beggar woman came to the castle and offered him a single rose in return for shelter from the 40 cold. Repulsed by her haggard looking, the prince sneered at the gift and turned the old woman away, but she warned him not to be deceived by 41, for beauty is found 42. And when he dismissed her again, the old woman's ugliness melted away to 43 a beautiful enchantress. 44, and as punishment, she transformed him into a hideous beast, and placed a powerful spell on the castle and all who lived there. Ashamed of his monstrous form, the beast concealed himself inside his castle, with a magic mirror as his only window to the outside world. 45. If he could learn to love another, and earn her love in return by the time the last petal fell, then the spell would be broken. If not, he would be doomed to remain a beast for all time. 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 bank is identified by a letter. Please mark the corresponding letter for each item on Answer Sheet 2 with a single line through the center. You may not use any of the words in the bank more than once.

注意:此部分试题请在答题卡 2 上作答。

Questions 47 to 56 are based on the following passage.

For some educators, there is nothing wrong with fun and games. A group called the Education

Arcade recently held a conference in Los Angeles to discuss the future of 47 games. The Education Arcade brings together international game designers, publishers, teachers and policymakers. They say they want to lead 48 in the way the world learns through computer and video games.

The 49 was part of E-three, the Electronic Entertainment Exposition. This is a yearly trade 50 where companies show off new games and educational products. The Education Arcade started at the Massachusetts Institute of Technology (MIT), near Boston. Professors worked with the Microsoft Company to create what they called the Games-to-Teach Project. The group began to 51 ways to use technology in teaching and learning. They worked with game designers to develop ideas about how 52 and science could mix with game playing. The Education Arcade is the research part of this Games-to-Teach Project.

The group recently announced that a "Games for Learning" statement will be 53 on some products. This should begin to appear in American stores in about six months. The 54 is to help people find games that are fun but will also teach. The Education Arcade says it also wants to get businesses to produce more games that teach.

Companies have been creating systems like hand-held educational 55 made by LeapFrog. And new educational role-playing games are being developed MIT and the Colonial Williamsburg Foundation in Virginia are developing a game called "Revolution". Players will get to experience the American Revolution 56.

A) placed	B) mathematics	C) primarily	D) goal	E) occurrences
F) show	G) explore	H) estimated	I) radical	J) educational
K) change	L) online	M) devices	N) conference	O) inherit

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statement. 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 center.

注意:此部分试题请在答题卡2上作答。

Passage one

Questions 57 to 61 are based on the following passage.

It is not often realized that women held a high place in southern European societies in the 10th and 11th centuries. As a wife, the woman was protected by the setting up of a *dowry* (彩礼) or *decimum*. Admittedly, the purpose of this was to protect her against the risk of desertion, but in reality its function in the social and family life of the time was much more important. The *decimum* was the wife's right to receive a tenth of all her husband's property. The wife had the right to withhold consent, in all transactions the husband would make, and more than just a right: the documents show that she enjoyed a real power of decision equal to that of her husband. In no case did the documents indicate any degree of difference in the legal status of husband and wife.

The wife shared in the management of her husband's personal property, but the opposite was not always true. Women seemed perfectly prepared to defend their own inheritance against husbands who tried to exceed their rights, and on occasion they showed a fine fighting spirit. A case in point is that of Maia Vivas, a Catalan woman of Barcelona. Having agreed with her husband Miro to sell a field she had inherited for the needs of the household, she insisted on compensation. None being offered, she succeeded in dragging her husband to the *scribe* (法学家) to have a contract duly drawn up assigning her a piece of land from Miro's personal inheritance. The unfortunate husband was obliged to agree, as the contract says, "for the sake of peace." Either through the dowry or through being hot-tempered, the Catalan wife knew how to win herself, with the context of the family, a powerful economic position.

57. A decimum was _____.
 A) the wife's inheritance from her father
 B) a gift of money to the new husband
 C) a protection of the wife's right
 D) a written contract
58. In the 10th and 11th centuries in southern European, women's social position was _____.
 A) higher than men's
 B) as high as men's
 C) lower than men's
 D) never recognized
59. The purpose of mentioning the case of Maia Vivas is _____.
 A) to show women had the same rights as, if not more than, their husbands
 B) to prove hot-tempered woman held a powerful economic position
 C) to tell the readers the real situations in some countries
 D) to show the fight spirits of women
60. Could a husband sell his wife's inheritance according to this passage?
 A) Yes, if she agreed.
 B) No, under no circumstances.
 C) Yes, whenever he wished to.
 D) Yes, when they needed money for the household.
61. Which of the following is NOT mentioned as an effect of the dowry system?
 A) The husband had to share the power of decision in marriage.
 B) The wife could manage her husband's personal property.
 C) The wife gained a powerful economic position.
 D) The wife would not be deserted by her husband.

Passage Two

Questions 62 to 66 are based in the following passage.

In order to host the Olympics, a city must submit a proposal to the IOC. After all proposals have been submitted, the IOC votes. If no city is successful in gaining a majority in the first vote, the city with the fewest votes is eliminated, and voting continues with successive rounds until a majority winner is determined. Typically the Games are awarded several years in advance, allowing

the winning city time to prepare for the Games.

In selecting the site of the Olympic Games, the IOC considers a number of factors, chief among them which city has, or promises to build, the best facilities, and which organizing committee seems most likely to stage the Games effectively. The IOC also considers which parts of the world have not yet hosted the Games. For instance, Tokyo, the host of the 1964 Summer Games, and Mexico City, the host of the 1968 Summer Games, were chosen in part to popularize the Olympic movement in Asia and in Latin America. Because of the growing importance of television worldwide, the IOC in recent years has also taken into account the host city's time zone. Whenever the Games take place in the United States or Canada, for example, American television networks are willing to pay significantly higher amounts for television rights because they can broadcast popular events live in prime viewing hours.

Once the Games have been awarded, it is the responsibility of the local organizing committee—not the IOC or the NOC of the host city's country—to finance them. This is often done with a portion of the Olympic television revenues and with corporate sponsorships, ticket sales, and other smaller revenue sources, such as commemorative postage stamps or proceeds from a national lottery. In many cases there is also direct government support.

Although many cities have achieved a financial profit by hosting the Games, the Olympics can be financially risky. When the proceeds from the games were less than expected, the city was left with large debts.

62. During voting, the city _____ will win host of Olympics.
 A) getting most votes in the first vote B) getting more than half votes
 C) being supported by a major city D) going around successfully
63. In selecting the host city, the IOC will consider several factors EXCEPT _____.
 A) the time zone of the host city
 B) the existing facilities of the host city
 C) whether the area has hosted the Games
 D) whether profit could be made by the host city
64. According to the passage, one of the reasons for Tokyo to be the host of Olympics in 1964 may be _____.
 A) it's a major city of Japan B) it's a famous city
 C) it's a city in Asia D) it's nice and cool in summer
65. Every Olympic Games is financed by _____.
 A) the local government and the financial organizations
 B) the local government and the organizing committee
 C) the IOC and the National Olympic Committee
 D) the local companies and the local media
66. The word "proceeds" in the last sentence most probably means "_____".
 A) sponsorship B) reputation
 C) financial support D) financial profit

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 center.

注意:此部分试题请在答题卡2上作答。

During the 1980s, unemployment and underemployment in some counties was as high as 90 per cent. Some countries did not 67 enough food; basic needs in housing and clothing were not 68. Many of these countries looked to the industrial processes of the developed nations 69 solutions.

70, problems cannot always be solved by copying the industrialized nations. Industry in the developed nations is highly automated and very 71. It provides fewer jobs than labor-intensive industrial processes, and highly 72 workers are needed to 73 and repair the equipment. These workers must be trained, 74 many nations do not have the necessary training institutions. Thus, the 75 of importing industry becomes higher. Students must be sent abroad to 76 vocational and professional training. 77, just to begin training, the students must 78 learn English, French, German, or Japanese. The students then spend many years abroad, and 79 do not return home.

All nations agree that science and technology 80 be shared. The point is: counties 81 the industrial processes of the developed nations need to look carefully 82 the costs, because many of these costs are 83. Students from these nations should 84 the problems of the industrialized counties closely. 85 care, they will take home not the problems of science and technology, 86 the benefits.

- | | |
|-------------------|-----------------|
| 67. A) generate | B) raise |
| C) produce | D) manufacture |
| 68. A) answered | B) met |
| C) calculated | D) remembered |
| 69. A) for | B) without |
| C) as | D) about |
| 70. A) Moreover | B) Therefore |
| C) Anyway | D) However |
| 71. A) expensive | B) mechanical |
| C) flourishing | D) complicated |
| 72. A) gifted | B) skilled |
| C) trained | D) versatile |
| 73. A) keep | B) maintain |
| C) retain | D) protect |
| 74. A) since | B) so |
| C) and | D) yet |
| 75. A) charge | B) price |
| C) cost | D) value |
| 76. A) accept | B) gain |
| C) receive | D) absorb |
| 77. A) Frequently | B) Incidentally |
| C) Deliberately | D) Eventually |
| 78. A) soon | B) quickly |
| C) immediately | D) first |
| 79. A) some | B) others |
| C) several | D) few |
| 80. A) might | B) should |
| C) would | D) will |
| 81. A) adopting | B) conducting |
| C) receiving | D) adjusting |
| 82. A) to | B) at |
| C) on | D) about |
| 83. A) opaque | B) secret |
| C) sealed | D) hidden |
| 84. A) tackle | B) learn |
| C) study | D) manipulate |
| 85. A) In | B) Through |
| C) With | D) Under |
| 86. A) except | B) nor |
| C) or | D) but |