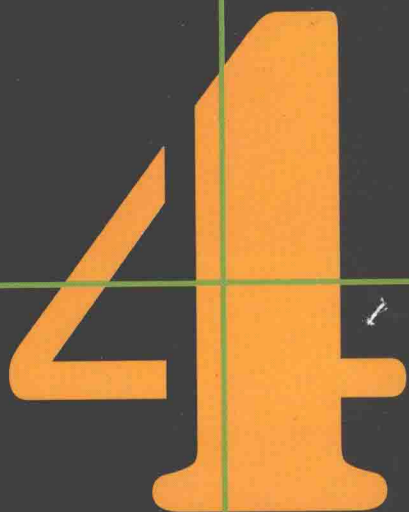


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# 大学英语四级 真题精解



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北京理工大学出版社

BEIJING INSTITUTE OF TECHNOLOGY PRESS

# 大学英语四级真题精解

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# 前 言

《大学英语四级真题精解》是一部供非英语专业本、专科学生使用的应试指导用书。该书依据考试大纲，对近几年的真题进行了深入、细致、系统的分析与归纳，对考查的知识体系、重要知识点以及考试技巧做出了简明扼要的概括。该书凝结了编者多年的教学经验及对大学英语四级考试辅导的真知灼见，帮助应试者正确地认识大学英语四级考试的本质与特性，引导他们避开斜偏、费时、低效之路，在扎实学习、构建完整的知识体系的基础上，以优异的成绩顺利通过四级考试。

大学英语四级考试各单项成绩计分如下：听力部分占 35%：短对话占 8%，长对话占 7%，短文理解占 10%，短文听写占 10%；阅读部分占 35%：仔细阅读理解占 20%，仔细阅读理解单词填空占 5%，快速阅读是非判断题或其他占 10%；综合部分占 15%：完型或改错占 10%，简答或翻译占 5%；作文部分占 15%。

单项部分如无作答或全部答错，该部分成绩为 0 分。新四级的总分为 710 分。但阅卷时按百分制来打分。分数出来后，再由 100 分转换成 710 分。评分方式具有弹性：根据各个部分的试题难易度进行分数调整，即上调难度高的试题分数，下调难度低的试题分数。总分在 220 分以上的考生可以获得成绩报告单。凡总分在 220 分以下者，其单项分和总分均为 0 分，不发成绩报告单。

尽管全体编者严谨、细致、认真地完成了各套真题的精解，但书中仍不免会有疏漏之处，恳请诸位专家予以批评指正。

编 者

# 目 录

2009年12月大学英语四级考试真题.....	1
2009年6月大学英语四级考试真题.....	15
2008年12月大学英语四级考试真题.....	29
2008年6月大学英语四级考试真题.....	43
2007年12月大学英语四级考试真题.....	57
2007年6月大学英语四级考试真题.....	70
2006年12月大学英语四级考试真题.....	83
2006年6月大学英语四级考试真题.....	96
2005年12月大学英语四级考试真题.....	109
2009年12月大学英语四级考试真题作文范文及听力原文.....	121
2009年6月大学英语四级考试真题作文范文及听力原文.....	126
2008年12月大学英语四级考试真题作文范文及听力原文.....	131
2008年6月大学英语四级考试真题作文范文及听力原文.....	137
2007年12月大学英语四级考试真题作文范文及听力原文.....	142
2007年6月大学英语四级考试真题作文范文及听力原文.....	147
2006年12月大学英语四级考试真题作文范文及听力原文.....	153
2006年6月大学英语四级考试真题作文范文及听力原文.....	158
2005年12月大学英语四级考试真题作文范文及听力原文.....	163
2009年12月大学英语四级考试真题答案与精解.....	168
2009年6月大学英语四级考试真题答案与精解.....	179
2008年12月大学英语四级考试真题答案与精解.....	189
2008年6月大学英语四级考试真题答案与精解.....	199
2007年12月大学英语四级考试真题答案与精解.....	211
2007年6月大学英语四级考试真题答案与精解.....	221

2006年12月大学英语四级考试真题答案与精解.....	232
2006年6月大学英语四级考试真题答案与精解.....	243
2005年12月大学英语四级考试真题答案与精解.....	254
2009年12月大学英语四级考试真题阅读汉译.....	263
2009年6月大学英语四级考试真题阅读汉译.....	267
2008年12月大学英语四级考试真题阅读汉译.....	271
2008年6月大学英语四级考试真题阅读汉译.....	275
2007年12月大学英语四级考试真题阅读汉译.....	279
2007年6月大学英语四级考试真题阅读汉译.....	282
2006年12月大学英语四级考试真题阅读汉译.....	286
2006年6月大学英语四级考试真题阅读汉译.....	290
2005年12月大学英语四级考试真题阅读汉译.....	293

# 2009年12月大学英语四级考试真题

## Part I Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a short essay on the topic of *Creating a Green Campus*. You should write at least 120 words following the outline given below:

1. 建设绿色校园很重要
2. 绿色校园不仅指绿色的环境……
3. 为了建设绿色校园，我们应该……

注意：此部分试题请在答题卡1上作答。

### Creating a Green Campus

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## 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*.

注意：此部分试题请在答题卡1上作答。

merit-based Aid

For questions 1-7, choose the best answer from the four choices marked A), B), C) and D).

For question 8-10, complete the sentences with the information given in the passage.

### Colleges Taking Another Look at the Value of Merit-based Aid

奖学金

Good grades and high tests scores still matter a lot to many colleges as they award financial aid.

But with low-income students projected to make up an ever-larger share of the college-bound population in coming years, some schools are re-examining whether that aid, typically known as “merit aid”, is the most effective use of precious institutional dollars.

George Washington University in Washington D.C., for example, said last week that it would cut the value of its average merit scholarships by about one-third and reduce the number of recipients (接受者), pouring the savings, about \$2.5 million, into need-based aid. Allegheny



College in Meadville, Pa., made a similar decision three years ago.

Now, Hamilton College in Clinton, N.Y., says it will phase out merit scholarships altogether. No current merit-aid recipients will lose their scholarships, but need-based aid alone will be awarded beginning with students entering in fall 2008.

Not all colleges offer merit aid. Generally, the more selective a school is, the less likely it is to do so. Harvard and Princeton, for example, offer generous need-based packages, but many families who don't meet need eligibility (资格) have been willing to pay whatever they must for a big-name school.

For small regional colleges that struggle just to fill seats, merit aid can be an important revenue-builder because many recipients still pay enough tuition dollars over and above the scholarship amount to keep the institution running.

But for rankings-conscious schools in between, merit aid has served primarily as a tool to recruit top students and to improve their academic profits. "They're trying to buy students," says Skidmore College economist Sandy Baum.

Studies show merit aid also tends to benefit disproportionately students who could afford to enroll without it.

"As we look to the future, we see a more pressing need to invest in need-based aid," says Monica Inzer, dean of admission and financial aid at Hamilton, which has offered merit scholarships for 10 years. During that time, it rose in US News & World Report's ranking of the best liberal arts colleges, from 25 to 17.

Merit aid, which benefited about 75 students a year, or about 4% of its student body, at a cost of about \$1 million a year, "served us well," Inzer says, but "to be discounting the price for families that don't need financial aid doesn't feel right any more."

Need-based aid remains by far the largest share of all student aid, which includes state, federal and institutional grants. But merit aid, offered primarily by schools and states, is growing faster, both overall and at the institutional level.

Between 1995-96 and 2003-04, institutional merit aid alone increased by 212%, compared with 47% for need-based grants. At least 15 states also offer merit aid, typically in a bid to enroll top students in the state's public institutions.

But in recent years, a growing chorus (异口同声) of critics has begun pressuring schools to drop the practice. Recent decisions by Hamilton and others may be "a sign that people are starting to realize that there's a destructive competition going on," says Baum, co-author of a recent College Report that raises concerns about the role of institutional aid not based on need.

David Laird, president of the Minnesota Private College Council, says many of his schools would like to reduce their merit aid but fear that in doing so, they would lose top students to their competitors.

"No one can take one-sided action," says Laird, who is exploring whether to seek an exemption (豁免) from federal anti-trust laws so member colleges can discuss how they could jointly reduce merit aid, "this is a merry-go-round that's going very fast, and none of the institutions

believe they can sustain the risks of trying to break away by themselves.”

A complicating factor is that merit aid has become so popular with middle-income families, who don't qualify for need-based aid, that many have come to depend on it. And, as tuitions continue to increase, the line between merit and need blurs.

That's one reason Allegheny College doesn't plan to drop merit aid entirely.

“We still believe in rewarding superior achievements and know that these top students truly value the scholarship,” says Scott Friedhoff, Allegheny's vice president for enrollment.

Emory University in Atlanta, which boasts a \$4.7 billion endowment (捐赠), meanwhile, is taking another approach. This year, it announced it would eliminate loans for needy students and cap them for middle-income families. At the same time, it would expand its 28-year-old merit program.

“Yeah, we're playing the merit game,” acknowledges Tom Lancaster, associate dean for undergraduate education. “But it has its strong point, too”, he says, “the fact of the matter is, it's not just about the lowest-income people. It's the average American middle-class family who's being priced out of the market.”

**\*A few words about merit-based aid:**

Merit-based aid is aid offered to students who achieve excellence in a given area, and is generally known as academic, athletic and artistic merit scholarships.

Academic merit scholarships are based on students' grades, GPA and overall academic performance during high school. They are typically meant for students going straight to college right after high school. However, there are scholarships for current college students with exceptional grades as well. These merit scholarships usually help students pay tuition bills, and they can be renewed each year as long as the recipients continue to qualify. In some cases, students may need to be recommended by their school or a teacher as part of the qualification process.

Athletic merit scholarships are meant for students that excel(突出) in sports of any kind, from football to track and field events. Recommendation for these scholarships is required, since exceptional athletic performance has to be recognized by a coach or a referee (裁判). Applicants need to send in a tape containing their best performance.

Artistic merit scholarships require that applicants excel in a given artistic area. This generally includes any creative field such as art, design, fashion, music, dance or writing. Applying for artistic merit scholarships usually requires that students submit a portfolio (选辑) of some sort, whether that includes a collection of artwork, a recording of a musical performance or a video of their dancing.

1. With more and more low-income students pursuing higher education, a number of colleges are \_\_\_\_.

A) offering students more merit-based aid

B) revising their financial aid policies

C) increasing the amount of financial aid

D) changing their admission processes

2. What did Allegheny College in Meadville do three years ago?
  - A) It tried to implement a novel financial aid program.
  - B) It added \$2.5 million to its need-based aid program.
  - C) It phased out its merit-based scholarships altogether.
  - D) It cuts its merit-based aid to help the needy students.
3. The chief purpose of rankings-conscious colleges in offering merit aid is to \_\_\_\_\_.
  - A) improve teaching quality
  - B) boost their enrollments
  - C) attract good students
  - D) increase their revenues
4. Monica Inzer, dean of admission and financial aid at Hamilton, believes \_\_\_\_\_.
  - A) it doesn't pay to spend \$ 1 million a year to raise its ranking
  - B) it gives students motivation to award academic achievements
  - C) it's illogical to use so much money on only 4% of its students
  - D) it's not right to give aid to those who can afford the tuition
5. In recent years, merit-based aid has increased much faster than need-based aid due to \_\_\_\_\_.
  - A) more government funding to colleges
  - B) fierce competition among institutions
  - C) the increasing number of top students
  - D) schools' improved financial situations
6. What is the attitude of many private colleges toward merit aid, according to David Laird?
  - A) They would like to see it reduced.
  - B) They regard it as a necessary evil.
  - C) They think it does more harm than good.
  - D) They consider it unfair to middle-class families.
7. Why doesn't Allegheny College plan to drop merit aid entirely?
  - A) Raising tuitions have made college unaffordable for middle-class families.
  - B) With rising incomes, fewer students are applying for need-based aid.
  - C) Many students from middle-income families have come to rely on it.
  - D) Rising incomes have disqualified many students for need-based aid.
8. Annual renewal of academic merit scholarships depends on whether the recipients remain \_\_\_\_\_.
9. Applicants for athletic merit scholarships need a recommendation from a coach or a referee who \_\_\_\_\_ their exceptional athletic performance.
10. Applicants for artistic merit scholarships must produce evidence to show their \_\_\_\_\_ in a particular artistic field.

**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 the best answer is. 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。

**Questions 11 to 18 are based on the conversation you have just heard.**

- |  |                                 |             |               |
|--|---------------------------------|-------------|---------------|
| 11. A) Get some small change.                          | B) Find a shopping center.      |             |               |
| C) Cash a check at a bank.                             | D) Find a parking meter.        |             |               |
| 12. A) Shopping with his son.                          | B) Buying a gift for a child.   |             |               |
| C) Promoting a new product.                            | D) Bargaining with a salesgirl. |             |               |
| 13. A) Taking photographs.                             | B) Enhancing images.            |             |               |
| C) Mending cameras.                                    | D) Painting pictures.           |             |               |
| 14. A) He moved to Baltimore when he was young.        |                                 |             |               |
| B) He can provide little useful information.           |                                 |             |               |
| C) He will show the woman around Baltimore.            |                                 |             |               |
| D) He will ask someone else to help the woman.         |                                 |             |               |
| 15. A) He is rather disappointed.                      | B) He is highly ambitious.      |             |               |
| C) He can't face up to the situation                   | D) He knows his own limitation. |             |               |
| 16. A) She must have paid a lot.                       |                                 |             |               |
| B) She is known to have a terrific figure.             |                                 |             |               |
| C) Her gym exercise has yielded good results.          |                                 |             |               |
| D) Her effort to keep fit is really praiseworthy.      |                                 |             |               |
| 17. A) Female students are unfit for studying physics. |                                 |             |               |
| B) He can serve as the woman's tutor.                  |                                 |             |               |
| C) Physics is an important course at school.           |                                 |             |               |
| D) The professor's suggestion is constructive.         |                                 |             |               |
| 18. A) Indifferent.                                    | B) Doubtful.                    | C) Pleased. | D) Surprised. |

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

19. A) He prefers the smaller evening classes.  
B) He has signed up for a day course.  
C) He has to work during the day.  
D) He finds the evening course cheaper.

20. A) Learn a computer language. B) Learn data processing.  
C) Buy some computer software. D) Buy a few course books.
21. A) Thursday evening, from 7:00 to 9:45.  
B) From September 1 to New Year's eve.  
C) Every Monday, lasting for 12 weeks.  
D) Three hours a week, 45 hours in total.
22. A) What to bring for registration. B) Where to attend the class.  
C) How he can get to Frost Hall. D) Whether he can use a check.

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

23. A) A training coach. B) A trading adviser.  
C) A professional manager. D) A financial trader.
24. A) He can save on living expenses. B) He considers cooking creative.  
C) He can enjoy healthier food. D) He thinks take-away is tasteless.
25. A) It is something inevitable. B) It is frustrating sometimes.  
C) It takes patience to manage. D) It can be a good thing.

## Section B

**Directions:** In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

注意：此部分试题请在答题卡 2 上作答。

### Passage One

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

26. A) There were no planets without moons.  
B) There was no air or water on Jupiter.  
C) Life was not possible in outer space.  
D) The mystery of life could not be resolved.
27. A) It has a number of active volcanoes.  
B) It has an atmosphere like the earth's.  
C) It has a large ocean under its surface.  
D) It has deep caves several miles long.
28. A) Light is not an essential element to it.  
B) Life can form in very hot temperatures.  
C) Every form of life undergoes evolution.  
D) Oxygen is not needed for some life forms.

## Passage Two

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

29. A) Whether they should take the child home.  
B) What Dr. Mayer's instructions exactly were.  
C) Who should take care of the child at home.  
D) When the child would completely recover.
30. A) She encourages them to ask questions when in doubt.  
B) She makes them write down all her instructions.  
C) She has them act out what they are to do at home.  
D) She asks them to repeat what they are supposed to do.
31. A) It lacks the stability of the printed word.  
B) It contains many grammatical errors.  
C) It is heavily dependent on the context.  
D) It facilitates interpersonal communication.

## Passage Three

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

32. A) Job security.  
B) Good labor relations.  
C) Challenging work.  
D) Attractive wages and benefits.
33. A) Many tedious jobs continue to be done manually.  
B) More and more unskilled workers will lose jobs.  
C) Computers will change the nature of many jobs.  
D) Boring jobs will gradually be made enjoyable.
34. A) Offer them chances of promotion.  
B) Improve their working conditions.  
C) Encourage them to compete with each other.  
D) Give them responsibilities as part of a team.
35. A) They will not bring real benefits to the staff.  
B) They concern a small number of people only.  
C) They are arbitrarily set by the administrators.  
D) They are beyond the control of ordinary workers.

## 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。

In the humanities, authors write to inform you in many ways. These methods can be (36) \_\_\_\_\_ into three types of informational writing: factual, descriptive, and process.

Factual writing provides (37) \_\_\_\_\_ information on an author, composer, or artist or on a type of music, literature, or art. Examples of factual writing include notes on a book jacket or (38) \_\_\_\_\_ cover and longer pieces, such as an article describing a style of music which you might read in a music (39) \_\_\_\_\_ course. This kind of writing provides a (40) \_\_\_\_\_ for your study of the humanities.

As its name (41) \_\_\_\_\_, descriptive writing simply describes, or provides an (42) \_\_\_\_\_ of, a piece of music, art, or literature. For example, descriptive writing might list the colors an artist used in a painting or the (43) \_\_\_\_\_ a composer included in a musical composition, so as to make pictures or sounds in the reader's mind by calling up specific details of the work. (44) \_\_\_\_\_.

Process writing explains a series of actions that bring about a result. (45) \_\_\_\_\_. This kind of writing is often found in art, where understanding how an art has created a certain effect is important. (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.***

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.

In families with two working parents, fathers may have more impact on a child's language development than mothers, a new study suggests.

Researchers ~~47~~ 92 families from 11 child care centers before their children were a year old, interviewing each to establish income, level of education and child care arrangements. Overall, it was a group of well-class families, with married parents both living in the home.

When the children were 2, researchers videotaped them at home in free-play sessions with both parents, 48 all of their speech. The study will appear in the November issue of The Journal of Applied Developmental Psychology.

The scientists measured the 49 number of utterance (话语) of the parents, the number of different words they used, the complexity of their sentences and other 50 of their speech. On average, fathers spoke less than mothers did, but they did not differ in the length of utterances or proportion of questions asked.

Finally, the researchers 51 the children's speech at age 3, using a standardized language test. The only predictors of high scores on the test were the mother's level of education, the 52 of child care and the number of different words the father used.

The researchers are 53 why the father's speech, but not the mother's, had an effect.

"It's well 54 that the mother's language does have an impact," said Nadya Pancsofar, the lead author of the study. It could be that the high-functioning mothers in the study had 55 had a strong influence on their children's speech development, Ms. Pancsofar said, "or it may be that mothers are 56 in a way we didn't measure in the study."

A) already

F) describing

K) recruited

B) analyzed

G) established

L) total

C) aspects

H) quality

M) unconscious

D) characters

I) quoted

N) unsure

E) contributing

J) recording

O) yet

## Section B

**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

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.

Throughout this long, tense election, everyone has focused on the presidential candidates and how they'll change America. Rightly so, but selfishly, I'm more fascinated by Michelle Obama and what she might be able to do, not just for this country, but for me as an African-American woman. As the potential First Lady, she would have the world's attention. And that means that for the first time people will have a chance to get up close and personal with the type of African-American woman they so rarely see.

Usually, the lives of black women go largely unexamined. The prevailing theory seems to be



that we're all hot-tempered single mothers who can't keep a man. Even in the world of making-believe, black women still can't escape the stereotype of being eye-rolling, oversexed females raised by our never-married, alcoholic (酗酒的) mothers.

These images have helped define the way all women are viewed, including Michelle Obama. Before she ever gets the chance to commit to a cause, charity or foundation as First Lady, her most urgent and perhaps most complicated duty may be simple to be herself.

It won't be easy. Because few mainstream publications have done in-depth features on regular African-American women, little is known about who we are, what we think and what we face on a regular basis. For better or worse, Michelle will represent us all.

Just as she will have her critics, she will also have millions of fans who usually have little interest in the First Lady. Many African-American blogs have written about what they'd like to see Michelle bring to the White House—mainly showing the world that a black woman can support her man and raise a strong black family. Michelle will have to work to please everyone—an impossible task. But for many African-American women like me, just a little of her poise (沉着), confidence and intelligence will go a long way in changing an image that's been around for far too long.

57. Why does Michelle Obama hold a strong fascination for the author?

- A) She serves as a role model for African women.
- B) She possesses many admirable qualities becoming the First Lady.
- C) She will present to the world a new image of African-American women.
- D) She will pay closer attention to the interests of African-American women.

58. What is the common stereotype of African-American women according to the author?

- A) They are victims of violence.
- B) They are of an inferior social group.
- C) They use quite a lot of body language.
- D) They live on charity and social welfare.

59. What do many African-Americans write about in their blogs?

- A) Whether Michelle can live up to the high expectations of her fans.
- B) How Michelle should behave as a public figure.
- C) How proud they are to have a black woman in the White House.
- D) What Michelle should do as wife and mother in the White House.

60. What does the author say about Michelle Obama as the First Lady?

- A) However many fans she has, she should remain modest.
- B) She shouldn't disappoint the African-American community.
- C) However hard she tries, she can't expect to please everybody.
- D) She will give priority to African-American women's concerns.

61. What do many African-American women hope Michelle Obama will do?

- A) Help change the prevailing view about black women.
- B) Help her husband in the task of changing America.