



10年专业研究 多年命中真题

全国第一家大学英语测试网推广机构

2000所高校馆藏珍典 3000万学子信赖品牌

英语专业四级考试 真题详解与分析报告

主编：方振宇 编者：李然 李英杰

- 独家专四真题分析报告 提炼专四核心考点精华
- 8年专四真题体验考试 参悟详尽解析事半功倍
- 版式内容编排科学合理 注重数量更重收获质量



中国宇航出版社

英语专业四级考试 真题详解与分析报告

主编：方振宇

编者：李 然 李英杰



中国对外翻译出版有限公司

· 北 京 ·

版权所有 侵权必究

图书在版编目(CIP)数据

英语专业四级考试真题详解与分析报告/方振宇主编. —北京:
中国宇航出版社, 2011. 1

(英语专业考试指导系列丛书)

ISBN 978 - 7 - 80218 - 842 - 6

I. ①英… II. ②方… III. ①英语 - 高等学校 - 水平考试 - 自学
参考资料 IV. ①H310. 42

中国版本图书馆 CIP 数据核字(2010)第 224971 号

策划编辑 李士振 封面设计 03 工舍
责任编辑 李士振 梁 为 责任校对 蔡 波

出 版 中国宇航出版社
发 行

地 址 北京市阜成路 8 号 邮 编 100830
(010)68768548

网 址 www.caphbook.com/www.caphbook.com.cn
经 销 新华书店

发行部 (010)68371900 (010)88530478(传真)
(010)68768541 (010)68767294(传真)

零售店 读者服务部 北京宇航文苑
(010)68371105 (010)62529336

承 印 北京嘉恒彩色印刷有限公司

版 次 2011 年 1 月第 1 版
2011 年 1 月第 1 次印刷

开 本 1/16
规 格 787 × 1092

印 张 16
字 数 401 千字

书 号 ISBN 978 - 7 - 80218 - 842 - 6
定 价 29.80 元

本书如有印装质量问题,可与发行部联系调换

前 言

书在专不在泛，题在精不在多。一套真题胜过十套模拟题，真题永远是最好的训练。真题很容易让你找到身临其境的感觉，对题目难度也更容易把握。本书一共选取了 2003—2010 年的 8 套真题，并配有详细的解析。尤其是对考点词汇和语法的分析可以帮助考生更好地了解英语专业四级考试的命题考点，明确复习重点。

概括地说，本书具有以下几个特点。

1. 历年真题，原汁原味。对于真题我们并没有做出删减，使考生对考试有最真实的体验，这也算是提前上“战场”。知己知彼方能百战不殆。希望考生可以熟悉真题，从容应战。

2. 精心策划，编排合理。本书的版式（设计）使考生可以先做完试卷，再核对答案，这样更有考试的氛围。另外，听力部分的解析，我们选用的是分栏的形式，考生核对答案时可以对照原文找寻答案。另外，本书还配有清晰流畅、语速标准的 MP3 光盘，让考生真实地感受考场气氛。

3. 对症下药，题型解读。英语专业四级考试的题型还是比较多样的，有写作、听力、完形填空、语法和词汇及阅读理解。不同题型的解读方式也不同。写作题型给出了“写作提示”和“范文点评与注解”；听力题型给出了原文及解析；完形填空与阅读理解题型给出了“文章结构分析”和“核心词汇精华”；语法与词汇题型则只列出了解析内容。

4. 考点报告，提炼精华。考试的试卷总是有人说难，但是究竟难在哪里呢？人们一般会注意事后对其作出评论，却忽略了事先的研究，而恰恰是事先研究式的复习会更有针对性。对答案选择比较关键的词语是我们应该注意的，语法的考查也是有规律可循的。

希望广大考生可以充分利用本书，把真题研究透彻，然后在真正的考场上展现自己的实力，取得优异的成绩。

最后，感谢中国宇航出版社的各位领导和编辑人员，是他们高效务实的工作作风和严谨的工作态度使得该书优质高效地与读者见面。在此还要特别感谢来自美国的英语教育专家 Jennifer Thompson 教授对本书文字的润色与严格把关。

由于时间仓促，难免有错误和不足之处，希望教育界同仁和广大读者不吝赐教，你的批评建议请直接发送至振宇英语邮箱 zhenglish@126.com，以便再版时进一步更正、完善。你也可以登录振宇英语网 www.zhenglish.com 和振宇英语官方博客 <http://blog.sina.com.cn/maximfang>，我们将耐心回复你在英语学习中遇到的一切问题。

编者

目 录

TEST FOR ENGLISH MAJORS (2003) —GRADE FOUR—	1
2003 年英语专业四级真题解析	16
2003 年英语专业四级真题核心考点词汇数据报告 (表一)	28
2003 年英语专业四级真题核心考点语法数据报告 (表二)	30
TEST FOR ENGLISH MAJORS (2004) —GRADE FOUR—	31
2004 年英语专业四级真题解析	45
2004 年英语专业四级真题核心考点词汇数据报告 (表一)	58
2004 年英语专业四级真题核心考点语法数据报告 (表二)	60
TEST FOR ENGLISH MAJORS (2005) —GRADE FOUR—	62
2005 年英语专业四级真题解析	75
2005 年英语专业四级真题核心考点词汇数据报告 (表一)	90
2005 年英语专业四级真题核心考点语法数据报告 (表二)	92
TEST FOR ENGLISH MAJORS (2006) —GRADE FOUR—	93
2006 年英语专业四级真题解析	105
2006 年英语专业四级真题核心考点词汇数据报告 (表一)	119
2006 年英语专业四级真题核心考点语法数据报告 (表二)	122
TEST FOR ENGLISH MAJORS (2007) —GRADE FOUR—	124
2007 年英语专业四级真题解析	136
2007 年英语专业四级真题核心考点词汇数据报告 (表一)	151
2007 年英语专业四级真题核心考点语法数据报告 (表二)	153

TEST FOR ENGLISH MAJORS (2008) —GRADE FOUR—	154
2008 年英语专业四级真题解析	167
2008 年英语专业四级真题核心考点词汇数据报告 (表一)	182
2008 年英语专业四级真题核心考点语法数据报告 (表二)	184
 TEST FOR ENGLISH MAJORS (2009) —GRADE FOUR—	 186
2009 年英语专业四级真题解析	199
2009 年英语专业四级真题核心考点词汇数据报告 (表一)	214
2009 年英语专业四级真题核心考点语法数据报告 (表二)	216
 TEST FOR ENGLISH MAJORS (2010) —GRADE FOUR—	 218
2010 年英语专业四级真题解析	230
2010 年英语专业四级真题核心考点词汇数据报告 (表一)	247
2010 年英语专业四级真题核心考点语法数据报告 (表二)	249

TEST FOR ENGLISH MAJORS (2003)

—GRADE FOUR—

TIME LIMIT: 140 MIN

PART I

WRITING

(45 MIN)

SECTION A COMPOSITION (35 MIN)

People in modern society live under a lot of pressure, from education, career, or family. So it is important for them to keep a good mood under whatever circumstances.

Write on ANSWER SHEET ONE a composition of about 150 words on the following topic:

The Importance of Keeping a Good Mood

You are to write in three parts.

In the first part, state specifically what your view is.

In the second part, support your view with one or two reasons.

In the last part, bring what you have written to a natural conclusion or a summary.

Marks will be awarded for content, organization, grammar and appropriacy. Failure to follow the instructions may result in a loss of marks.

SECTION B NOTE-WRITING (10 MIN)

Write on ANSWER SHEET ONE a note of about 50-60 words based on the following situation:

Your friend Clare has invited you to her house-warming party this weekend. However, you will be away then. Write her a note politely declining her invitation and expressing your best wishes to her.

Marks will be awarded for content, organization, grammar and appropriacy.

PART II

DICTATION

(15 MIN)

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be read at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be read at normal speed again and during this time you should check your work. You will then be given 2 minutes to check through your work once more.

Please write the whole passage on ANSWER SHEET TWO.

PART III

LISTENING COMPREHENSION

(20 MIN)

In Sections A, B and C you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the correct answer to each question on your answer sheet.

SECTION A STATEMENT

In this section you will hear seven statements. At the end of each statement you will be given 10 seconds to answer the question.

1. Which is NOT true about the listener?
A. He works hard. B. He drinks a lot. C. He smokes a lot. D. He is healthy.
2. How did the speaker feel when he heard the news?
A. He was satisfied. B. He was annoyed. C. He was astonished. D. He was relieved.
3. When does the next coach leave?
A. At 9:10. B. At 9:15. C. At 9:20. D. At 9:05.
4. The speaker thinks that Jane might have _____.
A. a better marriage B. a better career
C. a better education D. a better family life
5. What does the statement mean?
A. I am too happy to be helpful in any way. B. I am willing but unable to help you.
C. I shall be very glad to offer my help. D. I promise to think about how to help you.
6. What does the statement imply?
A. The man was wearing clean clothes. B. The man was wearing improper clothes.
C. The man was wearing fanciful clothes. D. The man was wearing dirty clothes.
7. What does the speaker mean?
A. I believe I can find you in other places as well. B. I had no idea that I could find you here.
C. I believe that I can only find you in this place. D. This is not the place for me to meet you.

SECTION B CONVERSATION

In this section, you will hear ten short conversations between two speakers. At the end of each conversation you will be given 10 seconds to answer the question.

8. What is the probable relationship between the two speakers?
A. Salesman and customer. B. Doctor and nurse.
C. Doctor and patient. D. Patient and patient.
9. What does the man think of his writing?
A. Writing will not be easy. B. Writing will be less difficult.
C. Writing has been boring. D. Writing has been enjoyable.
10. What can we learn from the conversation?
A. Cold is a kind of serious illness. B. Cold will go away quickly.
C. You should go to see a doctor. D. You needn't do anything about it.
11. What did the man assume previously?
A. She would go to the bookstore. B. She would not go to the bookstore.
C. She would go to the bookstore later. D. She would go to another bookstore.

12. What do we know about the flight?
 A. There will be a short delay.
 B. There will be a long delay.
 C. The flight has been canceled.
 D. The condition is still uncertain.
13. What does the man say about Linda?
 A. She is forgetful.
 B. She is considerate.
 C. She is forgiving.
 D. She is careless.
14. What does the woman mean?
 A. She doesn't believe he can do it.
 B. She agrees with the man.
 C. She expects to see him soon.
 D. She will go to the library.
15. What does the man think of the woman's choice of clothing?
 A. He thinks her choice is good.
 B. He thinks her choice is terrible.
 C. He doesn't like the colour.
 D. He doesn't like the style.
16. Sam refused to take the job because _____.
 A. the working hours were unsuitable
 B. the job was not well paid
 C. he had to do a lot of traveling
 D. the job was quite difficult
17. The man sounds _____.
 A. surprised
 B. ignorant
 C. humorous
 D. disappointed

SECTION C NEWS BROADCAST

In this section, you will hear several news items. Listen to them carefully and then answer the questions that follow.

Questions 18 and 19 are based on the following news. At the end of the news item, you will be given 20 seconds to answer the questions.

Now listen to the news.

18. The U. N. resolution is about international efforts in tightening control on _____.
 A. terrorism activities
 B. terrorists' networks
 C. weapons for terrorists
 D. funding for terrorism
19. What does the UN resolution specifically require states to do?
 A. To establish a financial network.
 B. To revise their banking laws.
 C. To increase their police force.
 D. To curb regional terror activities.

Questions 20 and 21 are based on the following news. At the end of the news item, you will be given 20 seconds to answer the questions.

Now listen to the news.

20. Altogether how many people were injured during the violence?
 A. 1.
 B. 2.
 C. 13.
 D. 14.
21. How long has the violence lasted?
 A. For one day.
 B. For two days.
 C. For the whole summer.
 D. For one year.

Question 22 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question.

Now listen to the news.

22. After the terrorist attacks in the United States, insurance rates soared as much as _____.
A. 100% B. 200% C. 500% D. 1,000%

Questions 23 and 24 are based on the following news. At the end of the news item, you will be given 20 seconds to answer the questions.

Now listen to the news.

23. Eight foreign aid workers were arrested in Afghanistan because of their _____ activities.
A. political B. espionage C. religious D. relief
24. Which of the following is NOT mentioned as one of the penalties?
A. A fine. B. Expulsion. C. A jail term. D. Death sentence.

Question 25 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question.

Now listen to the news.

25. According to the report, how many people are HIV-positive?
A. 22 million. B. 36 million. C. 25 million. D. 58 million.

PART IV

CLOZE

(15 MIN)

Decide which of the choices given below would best complete the passage if inserted in the corresponding blanks. Mark the best choice for each blank on your answer sheet.

During McDonald's early years French fries were made from scratch every day. Russet Burbank potatoes were (26) _____, cut into shoestrings, and fried in its kitchens. (27) _____ the chain expanded nationwide, in the mid-1960s, it sought to cut labour costs, reduce the number of suppliers, and (28) _____ that its fries tasted the same at every restaurant. McDonald's began (29) _____ to frozen French fries in 1966—and few customers noticed the difference. (30) _____, the change had a profound effect on the nation's agriculture and diet. A familiar food had been transformed into a highly processed industrial (31) _____. McDonald's fries now come from huge manufacturing plants (32) _____ can process two million pounds of potatoes a day. The expansion (33) _____ McDonald's and the popularity of its low-cost, mass-produced fries changed the way Americans eat.

The taste of McDonald's French fries played a crucial role in the chain's success—fries are much more profitable than hamburgers—and was (34) _____ praised by customers, competitors, and even food critics. Their (35) _____ taste does not stem from the kind of potatoes that McDonald's (36) _____, the technology that processes them, or the restaurant equipment that fries them; other chains use Russet Burbank, buy their French fries from the (37) _____ large processing companies, and have similar (38) _____ in their restaurant kitchens. The taste of a French fry is (39) _____ de-

terminated by the cooking oil. For decades McDonald's cooked its French fries in a mixture of about 7 per cent cottonseed oil and 93 per cent beef fat. The mixture gave the fries their unique (40) _____.

- | | | | |
|--------------------|--------------|------------------|--------------------|
| 26. A. scaled | B. stripped | C. peeled | D. sliced |
| 27. A. As | B. Due to | C. Owing to | D. With |
| 28. A. ensue | B. ensure | C. enrich | D. enable |
| 29. A. switching | B. diverting | C. modifying | D. altering |
| 30. A. Still | B. Anyway | C. Besides | D. Nevertheless |
| 31. A. brand | B. stuff | C. commodity | D. produce |
| 32. A. this | B. that | C. / | D. what |
| 33. A. into | B. from | C. in | D. of |
| 34. A. long | B. only | C. first | D. lonely |
| 35. A. distinctive | B. distinct | C. distinguished | D. distinguishable |
| 36. A. possesses | B. buys | C. acquires | D. grows |
| 37. A. exact | B. identical | C. same | D. alike |
| 38. A. woks | B. pots | C. boilers | D. fryers |
| 39. A. adequately | B. massively | C. plentifully | D. largely |
| 40. A. flavour | B. fragrance | C. smell | D. perfume |

PART V

GRAMMAR & VOCABULARY

(15 MIN)

There are twenty-five sentences in this section. Beneath each sentence there are four words or phrases marked A, B, C and D. Choose one word or phrase that best completes the sentence. Mark your answers on your answer sheet.

41. Agriculture is the country's chief source of wealth, wheat _____ by far the biggest cereal crop.
A. is B. been C. be D. being
42. Jack _____ from home for two days now, and I am beginning to worry about his safety.
A. has been missing B. has been missed C. had been missing D. was missed
43. Above the trees are the hills, _____ magnificence the river faithfully reflects on the surface.
A. where B. of whose C. whose D. which
44. Who _____ was coming to see me in my office this afternoon?
A. you said B. did you say C. did you say that D. you did say
45. —Does Alan like hamburgers?
—Yes. So much _____ that he eats them almost every day.
A. for B. as C. to D. so
46. Your ideas, _____, seem unusual to me.
A. like her B. like hers C. similar to her D. similar to herself
47. The opening ceremony is a great occasion. It is essential _____ for that.
A. for us to be prepared B. that we are prepared

65. I think you can take a(n) _____ language course to improve your English.
A. intermediate B. middle C. medium D. mid

PART VI

READING COMPREHENSION

(30 MIN)

SECTION A READING COMPREHENSION (25 MIN)

In this section there are four passages followed by questions or unfinished statements, each with four suggested answers marked A, B, C and D. Choose the one that you think is the best answer. Mark your answers on your answer sheet.

TEXT A

The way in which people use social space reflects their social relationships and their ethnic identity. Early immigrants to America from Europe brought with them a collective style of living, which they retained until late in the 18th century. Historical records document a group-oriented existence, in which one room was used for eating, entertaining guests, and sleeping. People ate soups from a communal pot, shared drinking cups, and used a common pit toilet. With the development of ideas about individualism, people soon began to shift to the use of individual cups and plates; the eating of meals that included meat, bread, and vegetables served on separate plates; and the use of private toilets. They began to build their houses with separate rooms to entertain guests—living rooms, separate bedrooms for sleeping, separate work areas—kitchen, laundry room, and separate bathrooms.

In Mexico, the meaning and organization of domestic space is strikingly different. Houses are organized around a patio, or courtyard. Rooms open onto the patio, where all kinds of domestic activities take place. Individuals do not have separate bedrooms. Children often sleep with parents, and brothers or sisters share a bed, emphasizing familial interdependence. Rooms in Mexican houses are locations for multiple activities that, in contrast, are rigidly separated in the United States.

66. Changes in living styles among early immigrants were initially brought about by _____.
A. rising living standards B. new concepts
C. new customs D. new designs of houses
67. Which of the following is NOT discussed in the passage?
A. Their concepts of domestic space. B. Their social relationships.
C. The functions of their rooms. D. The layout of their houses.

TEXT B

There are superstitions attached to numbers; even those ancient Greeks believed that all numbers and their multiples had some mystical significance.

Those numbers between 1 and 13 were in particular to have a powerful influence over the affairs of men.

For example, it is commonly said that luck, good or bad, comes in threes; if an accident happens, two more of the same kind may be expected soon afterwards. The arrival of a letter will be followed by two

others within a certain period.

Another belief involving the number three has it that it is unlucky to light three cigarettes from the one match. If this happens, the bad luck that goes with the deed falls upon the person whose cigarette was the last to be lit. The ill-omen linked to the lighting of three things from one match or candle goes back to at least the 17th century and probably earlier. It was believed that three candles alight at the same time would be sure to bring bad luck; one, two, or four, were permissible, but never just three.

Seven was another significant number, usually regarded as a bringer of good luck. The ancient astrologers believed that the universe was governed by seven planets; students of Shakespeare will recall that the life of man was divided into seven ages. Seven horseshoes nailed to a house will protect it from all evil.

Nine is usually thought of as a lucky number because it is the product of three times three. It was much used by the Anglo Saxons in their charms for healing.

Another belief was that great changes occurred every 7th and 9th of a man's life. Consequently, the age of 63 (the product of nine and seven) was thought to be a very perilous time for him. If he survived his 63rd year he might hope to live to a ripe old age.

Thirteen, as we well know, is regarded with great awe and fear.

The common belief is that this derives from the fact that there were 13 people at Christ's Last Supper. This being the eve of his betrayal, it is not difficult to understand the significance given to the number by the early Christians.

In more modern times 13 is an especially unlucky number of a dinner party, for example. Hotels will avoid numbering a floor the 13th; the progression is from 12 to 14, and no room is given the number 13. Many home owners will use 12.5 instead of 13 as their house number.

Yet oddly enough, to be born on the 13th of the month is not regarded with any fear at all, which just shows how irrational we are in our superstitious beliefs.

68. According to the passage, which of the following groups of numbers will certainly bring good luck to people?
- A. 3 and 7. B. 3 and 9. C. 7 and 9. D. 3 and 13.
69. The ill luck associated with 13 is supposed to have its origin in _____.
A. legend B. religion C. popular belief D. certain customs
70. What is the author's attitude towards people's superstitious beliefs?
A. He is mildly critical. B. He is strongly critical.
C. He is in favour of them. D. His attitude is not clear.

TEXT C

Women's minds work differently from men's. At least, that is what most men are convinced of. Psychologists view the subject either as a matter of frustration or a joke. Now the biologists have moved into this minefield, and some of them have found that there are real differences between the brains of men and women. But being different, they point out hurriedly, is not the same as being better or worse.

There is, however, a definite structural variation between the male and female brain. The difference is in a part of the brain that is used in the most complex intellectual processes—the link between the two

halves of the brain.

The two halves are linked by a trunk line of between 200 and 300 million nerves, the corpus callosum. Scientists have found quite recently that the corpus callosum in women is always larger and probably richer in nerve fibres than it is in men. This is the first time that a structural difference has been found between the brains of women and men and it must have some significance. The question is “What?”, and, if this difference exists, are there others? Research shows that present-day women think differently and behave differently from men. Are some of **these differences** biological and inborn, a result of evolution? We tend to think that is the influence of society that produces these differences. But could we be wrong?

Research showed that these two halves of the brain had different functions, and that the corpus callosum enabled them to work together. For most people, the left half is used for word-handling, analytical and logical activities; the right half works on pictures, patterns and forms. We need both halves working together. And the better the connections, the more harmoniously the two halves work. And, according to research findings, women have the better connections.

But it isn't all that easy to explain the actual differences between skills of men and women on this basis. In schools throughout the world girls tend to be better than boys at “language subjects” and boys better at maths and physics. If these differences correspond with the differences in the hemispheric trunk line, there is an unalterable distinction between the sexes.

We shan't know for a while, partly because we don't know of any precise relationship between abilities in school subject and the functioning of the two halves of the brain, and we cannot understand how the two halves interact via the corpus callosum. But this striking difference must have some effect and, because the difference is in the parts of the brain involved in intellect, we should be looking for differences in intellectual processing.

71. Which of the following statements is CORRECT?

- A. Biologists are conducting research where psychologists have given up.
- B. Brain differences point to superiority of one sex over the other.
- C. Results of scientific research fail to support popular belief.
- D. The structural difference in the brain between the sexes has long been known.

72. According to the passage it is commonly believed that brain differences are caused by _____ factors.

- A. biological
- B. psychological
- C. physical
- D. social

73. “These differences” in paragraph 5 refer to those in _____.

- A. skills of men and women
- B. school subjects
- C. the brain structure of men and women
- D. activities carried out by the brain

74. At the end of the passage the author proposes more work on _____.

- A. the brain structure as a whole
- B. the functioning of part of the brain
- C. the distinction between the sexes
- D. the effects of the corpus callosum

75. What is the main purpose of the passage?

- A. To outline the research findings on the brain structure.
- B. To explain the link between sex and brain structure.

- C. To discuss the various factors that cause brain differences.
- D. To suggest new areas in brain research.

TEXT D

Information is the primary commodity in more and more industries today.

By 2005, 83% of American management personnel will be knowledge workers. Europe and Japan are not far behind.

By 2005, half of all knowledge workers (22% of the labour force) will choose “flextime, flexplace” arrangements, which allow them to work at home, communicating with the office via computer networks.

In the United States, the so-called “**digital divide**” seems to be disappearing. In early 2000, a poll found, that, where half of white households owned computers, so did fully 43% of African-American households, and their numbers were growing rapidly. Hispanic households continued to lag behind, but their rate of computer ownership was expanding as well.

Company-owned and industry-wide television networks are bringing programming to thousands of locations. Business TV is becoming big business.

Computer competence will approach 100% in US urban areas by the year 2005, with Europe and Japan not far behind.

80% of US homes will have computers in 2005, compared with roughly 50% now. In the United States, 5 of the 10 fastest-growing careers between now and 2005 will be computer related. Demand for programmers and systems analysts will grow by 70%. The same trend is accelerating in Europe, Japan, and India.

By 2005, nearly all college texts and many high school and junior high books will be tied to Internet sites that provide source material, study exercises, and relevant news articles to aid in learning. Others will come with CD-ROMs that offer similar resources.

Internet links will provide access to the card catalogues of all the major libraries in the world by 2005. It will be possible to call up on a PC screen millions of volumes from distant libraries. Web sites enhance books by providing pictures, sound, film clips, and flexible indexing and search utilities.

Implications: Anyone with access to the Internet will be able to achieve the education needed to build a productive life in an increasingly high-tech world. Computer learning may even reduce the growing American prison population.

Knowledge workers are generally better paid than less-skilled workers. Their wealth is raising overall prosperity.

Even entry-level workers and those in formerly unskilled positions require a growing level of education. For a good career in almost any field, computer competence is a must. This is one major trend raising the level of education required for a productive role in today’s work force. For many workers, the opportunity for training is becoming one of the most desirable benefits any job can offer.

76. Information technology is expected to have impact on all the following EXCEPT _____.

- | | |
|---------------------------------------|----------------------------------|
| A. American management personnel | B. European management personnel |
| C. American people’s choice of career | D. traditional practice at work |

77. "Digital divide" in the 4th paragraph refers to _____.
 A. the gap in terms of computer ownership
 B. the tendency of computer ownership
 C. the dividing line based on digits
 D. the ethnic distinction among American households
78. Which of the following statements is INCORRECT according to the passage?
 A. By 2005 all college and school study materials will turn electronic.
 B. By 2005 printed college and school study materials will be supplemented with electronic material.
 C. By 2005 some college and school study materials will be accompanied by CD-ROMs.
 D. By 2005 Internet links make worldwide library search a possibility.
79. Which of the following areas is NOT discussed in the passage?
 A. Future careers. B. Nature of future work.
 C. Ethnic differences. D. Schools and libraries.
80. At the end of the passage, the author seems to emphasize _____ in an increasingly high-tech world.
 A. the variety of education B. the content of education
 C. the need for education D. the function of education

SECTION B SKIMMING & SCANNING (5 MIN)

In this section there are seven passages with a total of ten multiple-choice questions. Skim or scan them as required and then mark your answers on your answer sheet.

TEXT E

First read the following question.

81. The passage mainly discusses the effects of _____.
 A. health B. aspirin C. hearing loss D. heart attack

Now, go through TEXT E quickly and answer question 81.

Aspirin may be the most familiar drug in the world-but its power to heal goes far beyond the usual aches and pains. Exciting new studies suggest that aspirin can help fight a wide range of serious illness. "It now seems to be a benefit in so many areas of health," says Dr Debra Judelson, medical director of the Women's Heart Institute in Beverly Hills, California. "I advise most of my patients, as long as they aren't allergic to aspirin and don't have bleeding problems, to take low-dose aspirin."

Some of the major illnesses and conditions that aspirin or aspirin-like drugs might help prevent are: Alzheimer's disease, diabetes-related heart disease, heart attack, cancer and antibiotic-induced hearing loss.

TEXT F

First read the following question.

82. How many proposals does the passage put forward?
 A. One. B. Two. C. Three. D. Four.