



上海外国语大学 高莉敏 主审

# 阅读理解加强版

## 英语四级全真预测 试题及详解



附送MP3光盘

10套预测试题+6套真题（新题型）

2010年12月（完整版）—2008年6月

主编 ◎ 刘金龙

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# 前 言

大学英语四级考试改革的目的是更准确地测试我国在校大学生的英语综合应用能力,尤其是英语听说能力,以体现社会改革开放对我国大学生英语综合应用能力的要求。

许多考生由于对大学英语四级考试改革的**理解不够透彻**,在备考过程中往往具有一定的盲目性,缺乏针对性的训练。为了帮助广大考生更好地应对改革后的各种新题型,破解四级考试过程中的种种难题,笔者组织了长期奋战在大学英语教学和四级培训一线的教师,合力编写了该书。

本书由 10 套全真预测模拟试题组成,均系编者在对历年真题研究的基础上编写而成。**本书不同于以往的特点在于其对阅读理解部分的充分讲解与分析,编者除提供参考答案及解题思路外,还提供了完整的篇章翻译和文章大意概括总结。**通过对这 10 套模拟试题的**详细讲解和评析**,让学生熟悉考试题型、了解考试难度,迅速把握考点和测试要求;精心设计的练习可以帮助考生巩固、强化考试所需的技能。在练习材料的难度方面,兼顾不同水平的考生,设置了不同难度的练习。通过解题技巧的讲解,难度适中练习的操练,可帮助考生达到触类旁通的娴熟境地。

## 本书特色

**亮点之 1——快速阅读和完型填空部分,均配有文章大意,帮助考生理解全文;**

**亮点之 2——阅读理解 Section A 部分,每小题答案详解均配有句子译文;**

**亮点之 3——阅读理解 Section B 部分,均配有全文译文,有助于考生更好地解题;**

**亮点之 4——作文部分,既有写作指南作指点,又有经典范文作参考,外加亮点解析,指出范文点睛之处;**

**亮点之 5——翻译部分不仅给出详细的解析,还根据题目特点,对相应语法、词法、句法点均给出拓展性讲解。考生既学习了翻译技巧,又重温了相关语法知识,一举两得。**

总之,本书侧重在讲解过程中,除了对考点提供详细的解析外,并发散性地对考点进行了预测点拨,以期达到举一反三、触类旁通之功效。使学生通过练习,“渔”和“鱼”兼得。

另外,本书还在所附的 MP3 光盘中,特别赠送 2008—2010 这三年的真题,内容涵盖完整的题目、详细的参考答案、准确的听力原文及清晰的听力录音。

如读者希望对真题有更进一步的了解,可参考本社同步出版的《详解版·英语四级历年真题(活页 MP3 版)》。

本书结合了编者多年的教学、辅导和培训的实践经验,有的编者还多次参加四级考试阅卷工作,对四级考试具有一定的实战经验。书中有不少材料是他们在教学培训过程中使用过的,并得到学员的一致认同。可以说,他们的加盟使得本书的材料具有一定的可靠性和真实性。

由于编者学识和水平有限,书中错误之处在所难免,恳请广大同仁和读者批评指正。

编 者

2010 年 11 月



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# 全真预测试题 1

## Part I Writing (30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a short essay entitled *Criticism*.

You should write at least 120 words following the outline given below:

1. 批评在日常生活中很常见
2. 不同的人对待批评的态度不同
3. 我的看法

## 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.

### About Gender Differences

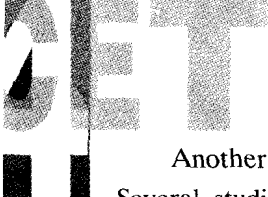
It is said that the first thing we ask about a newborn baby is "Is it a boy or a girl?" But it might be considered that this is the first thing we ask ourselves whenever we meet anyone new. Perhaps this is why we find it so threatening if the cues are uncertain, and even more so if we find our first assumptions turns out to be incorrect.

Men are different from women. That would seem to be self-evident. They are different in ability, skill and behavior, but then, so is every individual person. So why do we make such a fuss about it? It seems not unreasonable to suggest that the sexes are different because their brains are different, but then no two human brains are the same. It is suggested that our culture is in trouble because many women have been brought up to believe they should be as good as men. Well, why not?

Why will only touch on these topics briefly? There is enough material for a dozen books. Suffice it to say that all the studies report on the way boys and girls are, not how they got to be that way, or rather how they were at the time of the study. Commonality across cultures and species implies some biological basis. The fact that the situation is changing reflects the power of socialization.

#### At School

There are studies about relative abilities of perception, vision, sound and touch. Certainly, if you watched a carpenter run his fingers along a planed surface and being able to tell how smooth it was, you would find it difficult to believe that boys lack tactile(触觉的) sensitivity.



Another is that girls tend to pick up auditory information while boys do better visually. Several studies suggested that, from school age on, boys outperformed girls in areas of mathematics involving abstract concepts of space, relationships and theory. The big issue is the difference in the spatial abilities between boys and girls. It seems that boys find it much easier to visualize and deal with spaces, the position of objects, relative heights and dimensions. In a test involving a three dimensional mechanical device, only a quarter of the girls could perform the task as well as the boys and it isn't recorded if any boys were actually worse.

Why are girls more successful at school? Perhaps emphasis on communication in projects and exams could explain the situation. Success at school nowadays depends on being able to write essays and examination papers. If girls are better at verbal communication than boys, then they are likely to succeed. But, if there are more boys than girls who find difficulty learning at school, does it not imply a serious defect in our educational system?

### **In Sports**

In general, men are taller and heavier than women. In sports, men tend to outperform women in strength and speed. Women seem to have greater endurance. In spite of many attempts, sports have never become completely intended for both men and women.

Yet, for example, running speeds for male and female athletes have improved steadily through the 20th century, but women have improved much more than men. The same is found for, athletics, swimming and cycling. Hence it is predicted that sex differences might disappear by the middle of the next century. However S. Seiler and S. Sailer, in "The Gender Gap: Elite Women Are Running Further Behind", point out that, since the date of their studies, the rate of improvement has much reduced. They suggest a correlation with the use of drugs enhancing performance, and their more recent prohibition. These have a greater effect on women than they do with men.

### **Biological Differences**

Men, it is said, are generally more aggressive, physically and verbally, and enjoy taking risks. They play fighting games and enjoy "dares". More men than women are convicted for crimes, especially crimes of violence.

Some say that this is simply a matter of biology, others suggest that it is a function of the way we organize the sex and gender roles in our society. In fact, many of the findings, in this area, have turned out to be unsatisfactory, and often they turn out to be very small differences.

Biologically, men certainly seem to be the weaker sex. Although one would expect there to be an equal chance of the fetus(胎儿) being a boy or girl, it appears that the ratio for boys is about 20 percent higher, yet only about the same number come to term. On average, men experience heart attacks 10 years earlier than women, and have a better rate of survival after one year. Symptoms also vary by sex: women experience shortness of breath, fatigue, and chest pain; most male heart attacks come on as a sudden, striking pain in the chest. In adulthood, men are more easily to be infected by viruses and have a shorter average life span.

In recent years, a great many biological sex differences have been found throughout the body, including the brain. Some have raised worries about differences in the effectiveness and side effects of various drugs.

## Social Considerations

However, regardless of the findings that sex differences really do exist after all, or the pressure to deny them, socially we still expect women to behave like women and men like men.

The real problem is not that sex differences exist, but that in our everyday instinct of what sexual or gender behavior is appropriate, our concepts may be too narrow or too rigid. The “biological determinism” argument, too often, reinforces this.

While others now say that there is too much biological evidence to deny the fact of sexual difference, we cannot ignore the effect of learning. To start with, the idea that we are the helpless products of our heredity(遗传) takes away our free will. We must not allow those who insist on the difference to blind us to the similarities and we must not allow the biological stereotypes to get away with the idea that there is only one kind of man and one kind of woman.

As J. Sayers in *Biological Politics* puts it: “When one examines these supposedly purely biological accounts of gender roles one finds that they are rooted in appeal to social, not biological, considerations. This is true not only of recent biological analyses of sexual divisions in society but also of the biological explanations of these divisions advanced in the 19th century. The similarity between earlier and current versions of the theses that ‘biology is woman’s destiny’ is striking.”

## Relevant Findings

Out of the large number of papers that had been produced up until 1974, about differences between men and women, E. E. Maccoby and C. N. Jacklin in *The Psychology of Sex Differences* found only the following main differences:

### **Males are more aggressive than females.**

Though this finding has been challenged, and the definition of aggression itself questioned, it is a fairly common feature, both of human cultures and of the more complex species, male children are more likely to engage in play fighting and adults more likely to fight. Many challenge this, while others assert that it is the primary indicator of masculinity and femininity.

### **Females have more verbal ability than males, while males have better visual-spatial skills.**

The distinction seems to appear at about the age of eleven and, because of the relevance to education, it has received a great deal of attention. Although girls and boys seem to have the same ability for computational arithmetic, teenage boys also seem to do better at the more abstract mathematics. It might seem that a childhood of social experience is the primary factor. However, the biological argument suggests that the hormonal(荷尔蒙的) changes of puberty activate those differences which did not grow in the past.

Maccoby and Jacklin’s 1974 review of the papers on gender and sex differences is the one most often quoted, and it may be that, more than thirty years later, another is urgently needed.

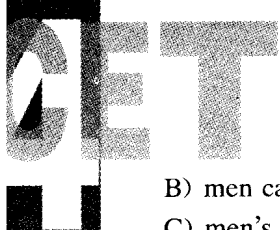
1. According to this passage, the idea that men are different from women is \_\_\_\_\_.

- |                             |                     |
|-----------------------------|---------------------|
| A) questioned by the author | B) certainly true   |
| C) widely denied            | D) not commented on |

2. As for spatial abilities, \_\_\_\_\_.

- A) men are better than women in visualizing objects





- B) men can always defeat women in related tests  
C) men's advantages have been scientifically proved  
D) men acquire them through much training and practice
3. According to S. Seiler and S. Sailer, \_\_\_\_\_.  
A) female athletes will have run faster than male ones by the middle of the next century  
B) men intend to run faster than women because they are in a more advantageous physical condition  
C) women have improved much more in running speed than men because the former seem to have greater endurance  
D) the rate of improvement in running speed for female athletes has much reduced since the research began
4. Men are said to be more aggressive and enjoy taking risks for \_\_\_\_\_.  
A) biological reasons  
B) social reasons  
C) economic reasons  
D) reasons not mentioned in the passage
5. When it comes to the social considerations of "gender", the real problem lies in \_\_\_\_\_.  
A) whether sex differences exist or not  
B) the pressure to deny sex differences  
C) our narrow concepts of what gender behavior is appropriate  
D) whether biological evidence disproves sex differences
6. According to the author, we shouldn't neglect \_\_\_\_\_ while others put too much stress on gender differences.  
A) gender similarities  
B) gender roles  
C) the free will of us  
D) the effect of learning
7. The difference between males and females in visual-spatial skills and verbal ability seems to originate \_\_\_\_\_.  
A) in adulthood  
B) in childhood  
C) from school experiences  
D) from inborn hormonal conditions
8. It is generally believed that \_\_\_\_\_ are more likely to be successful at school.
9. On average, men experience heart attacks \_\_\_\_\_ earlier than women, and have a better rate of survival after one year.
10. Females have more verbal ability than males, while males have better \_\_\_\_\_ skills.

### Part III Listening Comprehension (35 minutes)

#### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

11. A) Borrow the money for the first two months' rent.  
B) Look for a less expensive apartment.  
C) Ask his landlord to reassure the owners of the apartment.  
D) Write a letter to the owner of the apartment.
12. A) It is too late for the man to go to the concert.  
B) The man must wait for two hours to buy a ticket.  
C) People have already been standing in line for two hours.  
D) The man can buy a standing-room ticket tomorrow.
13. A) He turned suddenly and ran into a tree.  
B) He was hit by a fallen box from a truck.  
C) He drove too fast and crashed into a truck.  
D) He was trying to overtake the truck ahead of him.
14. A) Dr. Smith's class is already full.  
B) The reserved spaces are for faculty only.  
C) He will give the student a chance after she waits a while.  
D) No exceptions can be made with regard to registration policy.
15. A) A professor and a student.  
B) A customer and a cashier.  
C) An editor and an author.  
D) A lawyer and his client.
16. A) The woman will stay in New York for six hour.  
B) She will be here for a quarter.  
C) She will stay here for about 50 minutes.  
D) She will stay in New York for 40 minutes.
17. A) Don't use ice cubes.  
B) Lose some weight.  
C) Boil the water first.  
D) Be nice.
18. A) The announcer should try to sound nervous.  
B) The woman should get on the plane.  
C) The plane will land at nine-thirty.  
D) The woman should not worry.

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

19. A) To take part in a debate.  
B) To make an advertisement.  
C) To sell a new product.  
D) To have a picnic.
20. A) Providing information people need.  
B) Reducing the price of the product.  
C) Reducing production cost by expanding production scale.  
D) Supporting noncommercial programs with the money they bring in.
21. A) The woman thinks advertisements tell us which product is the best.  
B) The woman thinks advertisements provide information that we need.  
C) The woman thinks advertisements provide true information about the product.  
D) The woman thinks people don't have to believe in advertisements.
22. A) Positive.  
B) Negative.  
C) Neutral.  
D) Not given.

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

23. A) Apartment 20, 16 Rose Lane.                      B) Apartment 2, 6 Rose Lane.  
C) Apartment 2, 16 Rose Lane.                      D) Apartment 2, 60 Rose Lane.
24. A) In June, next year.                      B) In July, next year.  
C) In June, two years later.                      D) In July, two years later.
25. A) The washing machine has been leaking a little and it's beginning to get worse.  
B) There's a niggling problem with the cooker.  
C) The door latch is broken.  
D) The air conditioner is too noisy.

## 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.*

### Passage One

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

26. A) Many foreign tourists visit the United States every year.  
B) Americans enjoy eating out with their friends.  
C) The United States is a country of immigrants.  
D) Americans prefer foreign foods to their own food.
27. A) They can make friends with people from other countries.  
B) They can get to know people of other cultures and their lifestyles.  
C) They can practice speaking foreign languages there.  
D) They can meet with businessmen from all over the world.
28. A) The couple cook the dishes and the children help them.  
B) The husband does the cooking and the wife serves as the waitress.  
C) The mother does the cooking while the father and children wait on the guests.  
D) A third cook prepares the dishes and the family members serve the guests.

### Passage Two

**Questions 29 to 32 are based on the passage you have just heard.**

29. A) *National Similarities and Global Differences*  
B) *World Culture and the Future of Schooling*  
C) *National Differences, Global Similarities: World Culture and the Future of Schooling*  
D) *National Similarities, Global Differences: World Culture and the Future of Schooling*
30. A) The book was written by David Baker.  
B) We can find information on about 15 countries in the book.  
C) The professors started to write the book in 1994.

- D) The book compares public education systems around the world.
31. A) Hungary, Malaysia and the Philippines.  
 B) Hungary, Romania and the Philippines.  
 C) Spain, Romania and the Philippines.  
 D) Hungary, Australia and Iraq.
32. A) School violence has nothing to do with the educational system.  
 B) Schools should stop trying to raise scores.  
 C) Schools should treat every student equally.  
 D) Schools should divide students into “winners and losers”.

### Passage Three

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

33. A) He took them to watch a basketball game.  
 B) He trained them to play European football.  
 C) He let them compete in getting balls out of a basket.  
 D) He taught them to play an exciting new game.
34. A) The players found the basket too high to reach.  
 B) The players had trouble getting the ball out of the basket.  
 C) The players had difficulty understanding the complex rules.  
 D) The players soon found the game boring.
35. A) By removing the bottom of the basket.  
 B) By lowering the position of the basket.  
 C) By simplifying the complex rules.  
 D) By altering the size of the basket.

### 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.*

One afternoon recently, two (36) \_\_\_\_\_ friends called to tell me that, well, their marriages hadn't made it. One was leaving his wife for another woman. The other was leaving her husband because “we thought it best”.

As always after such (37) \_\_\_\_\_ common calls, I felt (38) \_\_\_\_\_ and angry. What had happened to those (39) \_\_\_\_\_ vows that they (40) \_\_\_\_\_ on their wedding ceremony? Given the era and their feelings, their decisions probably made (41) \_\_\_\_\_. What angers me was the loss of years and energy. It was an anger similar to that I feel when I see (42) \_\_\_\_\_ foundations of building projects — piled bricks and girders and a gash in the ground left to depress the passerby.

When our grandparents married, seldom couples (43) \_\_\_\_\_. “As long as we both shall live” was no joke. After their vows, couples learned to live with each other — (44) \_\_\_\_\_

Most of the external pressures that helped to enforce our grandparents’ vows have dissolved. Women can earn money and may enjoy sex, even bear children, without marrying. As divorce becomes more common, some divorces even argue (45) \_\_\_\_\_

In some respects, this freedom can be seen as social progress. (46) \_\_\_\_\_

## Part IV Reading Comprehension (Reading in Depth) (25 minutes)

### Section A

**Directions:** *In the 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 47 to 56 are based on the following passage.

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 47 style of living, which they retained until late in the 18th century. Historical records document a group-oriented 48, in which one room was used for eating, entertaining guests, and sleeping. People ate soups from a communal pot, 49 drinking cups, and used a common pit toilet. With the development of ideas about individualism, people soon began to shift to the use of 50 cups and plates; the eating of meals that included meat, bread, and vegetables 51 on separate plates; and the use of private toilets. They began to build their houses with separate rooms to 52 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 53 different. Houses are organized around a patio, or courtyard. Rooms open onto the patio, where all kinds of 54 activities take place. Individuals do not have 55 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 56, are rigidly separated in the United States.

- |               |              |               |              |
|---------------|--------------|---------------|--------------|
| A) outdoor    | B) shared    | C) slightly   | D) contrast  |
| E) strikingly | F) contained | G) collective | H) entertain |
| I) domestic   | J) contrary  | K) served     | L) existence |
| M) invite     | N) separate  | O) individual |              |

## Section B

**Directions:** *There are 2 passages in this section. Each passage is followed by some questions or unfinished sentences. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on Answer Sheet 2 with a single line through the centre.*

### Passage One

Questions 57 to 61 are based on the following passage.

Though it now seems merely an episode in the last year of World War I, the influenza pandemic of the autumn of 1918 was one of the three greatest outbreaks of disease in history. Only the plague of Justinian and the Black Death compare with it. A quarter of the world's population was affected; all in all, it killed 22 million people, almost twice as many as were killed in the war itself. In India, more people died from influenza in a few months than had died from cholera in twenty years. In the United States, half a million people died.

Through centuries, the course of epidemics has run from east to west. The 1918 influenza epidemic followed this pattern, reaching America last. Traditionally, Asia has been the matrix of disease, almost as though there existed, in the vastness of Mongolia, a permanent focus of infection which would erupt periodically into the rest of the world. Some doctors maintained that the influenza was introduced by Chinese labor battalions that landed on the coast of France. Some attributed it to Russian soldiers arriving from Vladivostok. Others thought it might have developed in Spain from an earlier bronchitis which was so prevalent during the spring that the name "Spanish" was given to the autumn influenza. There was even one tenuous theory that the disease sprang into being in an isolated Georgia training camp during the winter of 1917 and migrated westward until it had circumnavigated the earth.

Influenza is still a mysterious disease. No one yet knows whether it is one virus or several, why it occurs in cycle, or how and where it lies dormant between epidemics. There are theories of weather, theories of the wearing off of group immunity, and even a theory of determination by economic circumstances. The most generally held current explanation is, however, that a pandemic like that of 1918 arises when a new and explosive strain of virus develops through a spontaneous process of mutation or renewal.

57. What is this article about?

- |                             |                              |
|-----------------------------|------------------------------|
| A) The Black Plague.        | B) The flu epidemic of 1918. |
| C) The Plague of Justinian. | D) All epidemics.            |

58. Which of the following is true of the epidemic of 1918?

- A) It was one of the three greatest outbreaks of disease in history.  
 B) It affected a quarter of the world's population.  
 C) It was the greatest outbreak of disease in the history of man.  
 D) Both A and B.

59. Which of the following is a result of the 1918 epidemic?

- A) 22 million people died.



B) 22 million Americans died.

C) Half as many people died as were killed in World War I.

D) As many people died as were killed in World War I.

60. Through the centuries, the course of epidemics has been \_\_\_\_\_.

A) from west to east

B) from north to south

C) from east to west

D) haphazard

61. The word “mutation” in Line 6, Para. 3 means \_\_\_\_\_.

A) development

### B) evolution

### C) cultivation

D) transformation

### Passage Two

**Questions 62 to 66 are based on the following passage.**

After the violent earthquake that shook Los Angeles in 1994, earthquake scientists had good news to report: The damage and death toll (死亡人数) could have been much worse.

More than 60 people died in this earthquake. By comparison, an earthquake of similar intensity that shook America in 1988 claimed 25,000 victims.

Injuries and deaths were relatively less in Los Angeles because the quake occurred at 4:31 a.m. on a holiday, when traffic was light on the city's highways. In addition, changes made to the construction codes in Los Angeles during the last 20 years have strengthened the city's buildings and highways, making them more resistant to quakes.

Despite the good news, civil engineers aren't resting on their successes. Pinned to their drawing boards are blueprints (蓝图) for improved quake-resistant buildings. The new designs should offer even greater security to cities where earthquakes often take place.

In the past, making structures quake-resistant meant firm yet flexible materials, such as steel and wood, that bend without breaking. Later, people tried to lift a building off its foundation, and insert rubber and steel between the building and its foundation to reduce the impact of ground vibrations. The most recent designs give buildings brains as well as concrete and steel supports. Called smart buildings, the structures respond like living organisms to an earthquake's vibrations. When the ground shakes and the building tips forward, the computer would force the building to shift in the opposite direction.

The new smart structures could be very expensive to build. However, they would save many lives and would be less likely to be damaged during earthquakes.

62. One reason why the loss of lives in the Los Angeles earthquake was comparatively low is that

A) new computers had been installed in the buildings

B) it occurred in the residential areas rather than on the highways

C) large numbers of Los Angeles residents had gone for a holiday

D) improvements had been made in the constructions of buildings and highways

63. The function of the computer mentioned in the passage is to \_\_\_\_\_.

A) counter-balance a earthquake's action on the building

B) predict the coming of an earthquake with accuracy

- C) help strengthen the foundation of the building  
D) measure the impact of an earthquake's vibrations
64. The smart buildings discussed in the passage \_\_\_\_\_.  
A) would cause serious financial problems  
B) would be worthwhile though costly  
C) would increase the complexity of architectural design  
D) can reduce the ground vibrations caused by earthquake
65. It can be inferred from the passage that in minimizing the damage caused by earthquakes attention should be focused on \_\_\_\_\_.  
A) the increasing use of rubber and steel in capital construction  
B) the development of flexible building materials  
C) the reduction of the impact of ground vibrations  
D) early forecasts of earthquakes
66. The author's main purpose in writing the passage is to \_\_\_\_\_.  
A) compare the consequences of the earthquakes that occurred in the U.S.  
B) encourage civil engineers to make more extensive use of computers  
C) outline the history of the development of quake-resistant building materials  
D) report new developments in constructing quake-resistant buildings

#### 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 centre.

**Invent challenges.** A hundred years ago, pioneer psychologist William James declared that humans use only a 67 part of their potential. All too many of our tasks are 68 or tedious. Then the brain operates almost on 69. The result can be careless mistakes or dragged-out drudgery because we can get with it.

The perfect state of flow, Csikszentmihalyi explains, 70 when our skills exactly measure up to the challenges confronting us. 71, says Csikszentmihalyi, the way to get a dull but simple job done easily is to make it harder. Turn a boring

67. A) tiny                      B) secondary  
C) minimal                  D) minimum
68. A) daily                     B) routine  
C) commonplace          D) frequent
69. A) accurate                B) vigorous  
C) complicated            D) idle
70. A) recurs                  B) occurs  
C) incurs                    D) arises
71. A) However                B) Since  
C) Therefore                D) But



task into a challenging game, so that you 72 all

your potential. Invent rules, 73 goals,

74 yourself against a clock. This increased

challenge may be what pushes you into your 75.

I was once asked to write an introduction to a 76 of articles on lawsuit. Words came slowly as

I 77 away at a topic that didn't inspire me. I

made 78 trips to the coffeepot. Then the magazine's art director phoned to say he'd created an eye-catching 79 for the article, drawing a gavel (槌) bent into the letter J. Could the first word of the article begin with J?

I not only accept the challenge, but added one of my own: Could every paragraph begin with J? Using such words as Justice and Jurisprudence (法学), I managed nine paragraphs. By 80 my attention, the contest sped up the task.

**Talk to yourself.** As you 81 that drip irrigation system in your rose bed, tell yourself, "The line to the hose bib goes here. About six feet, then the first emitter (喷嘴)..." Verbalizing keeps your mind on the task, 82 the steps you're taking, and reminds you of what needs to be done.

Self talk can also serve as "white noise," taking your mind off 83 stimuli. A young ski racer,

84 by spectators and blowing snow, was having a disappointing competition when his coach pulled him 85. "Look ahead," the

coach said, reminding the skier to 86 on the gates ahead as he skied the ones before. Repeating the phrase like a spell (咒语): "Look ahead, look ahead, look ahead"—the skier focused his attention and won a medal.

72. A) engage B) adopt  
C) contribute D) devote

73. A) settle B) set  
C) establish D) found

74. A) pave B) walk  
C) step D) pace

75. A) consideration B) field  
C) interest D) zone

76. A) set B) succession  
C) series D) chain

77. A) plugged B) heaved  
C) grabbed D) pursued

78. A) variable B) numerous  
C) variant D) abundant

79. A) design B) device  
C) resign D) color

80. A) narrowing B) attending  
C) engaging D) recreating

81. A) install B) equip  
C) furnish D) arm

82. A) reinforces B) strengthens  
C) advances D) paces

83. A) distracting B) retracting  
C) contracting D) subtracting

84. A) upset B) bothered  
C) annoyed D) disappointed

85. A) aside B) up  
C) away D) besides

86. A) attend B) take  
C) focus D) divide