



# 大学英语 技能拓展

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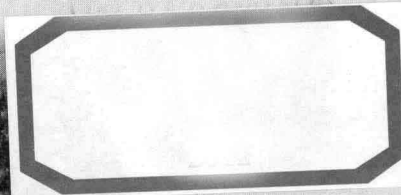
总主编 杨延龙

主 编 连爱玲 李凌子



Aiming High: Advancement in English Learning Skills 4

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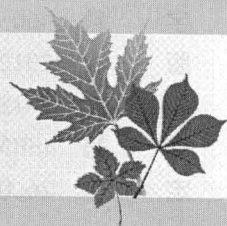


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# Preface 前言

## 一、依据

为满足新形势下大学英语教学的需求,深化教学改革,提高教学质量,教育部2007年7月颁发了《大学英语课程教学要求》作为高等学校组织非英语专业本科生英语教学的主要依据。其中明确界定了大学英语的教学性质、教学目标、教学模式、教学评估、教学管理,并附以大学英语参考词汇表。本书即是以《课程要求》为指导进行设计和编写的。

## 二、目的

大学英语的教学目标是“培养学生的英语综合能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”。为此,本书的选材贴近学生生活与社会实际;题材内容上除满足语言技能、语言应用、跨文化交际等语言基础课的要求外,还涉及了英美社会与文化等方面的内容,以期开阔视野,激发学生的学习兴趣;编写形式上符合大学英语四六级考试的新题型,35%的听力理解中选用了对话、讲座、广播电视节目等更具真实性的材料,快速阅读部分和仔细阅读部分可以测试使用者的各种阅读技巧和语篇语境能力,主观试题的广泛选材能够客观的测试使用者的实际语言能力;各种题型内容上基本覆盖了《大学英语课程教学要求》所规定的一般要求层次的全部词汇,充分体现了对积极词汇的关注和重视。

## 三、特点

本书由多年从事大学英语一线教学的教师认真收集材料,科学编审而成,与大学英语分级教学的理念相符合,循序渐进,由浅入深。本书共分四册,四册书既可作为大学英语教学的辅助评估手段,也可供广大英语爱好者根据自身水平自由使用。

## 四、结构

每册书共分为如下几个部分:模拟试题、参考答案和听力文字稿。其中模拟试题的结构如下表:

试题构成	测试内容		测试题型
第一部分 写作	写作		短文写作
第二部分 阅读理解	快速阅读理解		多项选择 + 句子填空
第三部分 听力理解	听力对话	短对话	多项选择
		长对话	多项选择
	听力短文	短文理解	多项选择
		短文听写	复合式听写
第四部分 阅读理解	仔细阅读理解	篇章词汇理解	选词填空
		篇章阅读理解	多项选择
第五部分 综合测试	完型填空		多项选择
第六部分 综合测试	句子翻译		中译英

编者

2012.8

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# Unit 1

## Part I Writing



(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a composition on the topic of **Should Universities Lower Admission Requirement for Celebrities?** You should write at least 120 words following the outline given below in Chinese:

1. 近年来很多名牌大学都会降低标准招收名人学生,一些人强烈反对这样做
2. 但也有不少人认为这很正常
3. 你对此的看法及原因

### Should Universities Lower Admission Requirements for Celebrities?

## 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.

## How Exercise Makes You Smarter

Exercise does more than building muscles and helping prevent heart disease. Now science shows that it also boosts brainpower — and may offer hope in the battle against *Alzheimer* (痴呆症).

The stereotype of the “dumb jock” has never sounded right to Charles Hillman. A jock himself, he plays hockey four times a week, but when he isn’t body – checking his opponents on the ice, he’s giving his mind a comparable workout in his neuroscience and *kinesiology* (运动机能学) lab at the University of Illinois. Recently he started wondering if there was a vital and overlooked link between muscles and brains; if long hours at the gym could somehow build up not just muscles, but minds. With colleagues, he started an experiment. He rounded up 259 Illinois third and fifth graders, measured their body – mass index and put them through classic PE routines: the “sit – and – reach”, a brisk run and timed push – ups and sit – ups. Then he checked their physical abilities against their math and reading scores on a statewide standardized test. Sure enough, on the whole, the kids with the fittest bodies were the ones with the fittest brains, even when factors such as socioeconomic status were taken into account. Sports, Hillman concluded, might indeed be boosting the students’ intellect.

Hillman’s study, which will be published later this year, isn’t definitive enough to stand alone. But it doesn’t have to; it is part of a recent and rapidly growing movement in science showing that exercise can make people smarter. Other scientists have found that vigorous exercise can cause nerve cells to form dense, interconnected webs that make the brain run faster and more efficiently. And there are clues that physical activity can stay away from the beginnings of Alzheimer’s disease, ADHD and other cognitive disorders. No matter your age, it seems, a strong, active body is crucial for building a strong, active mind.

Some scientists have always suspected as much, although they have not been able to prove it. Now, however, armed with brain – scanning tools and a sophisticated understanding of biochemistry, researchers are realizing that the mental effects of exercise are far more profound and complex processes than they once thought. The processes start in the muscles. When the exercise is available, the muscle sends out chemicals, including a protein called IGF – 1 that travels through the blood – stream, across the blood – brain barrier and into the brain itself. There, IGF – 1 takes on the role of foreman in the body’s neurotransmitter factory. It fuels almost all the activities that lead to higher thought.

With regular exercise, the body builds up its levels of BDNF, and the brain’s nerve cells start to branch out, join together and communicate with each other in new ways. This is the process that underlies learning: every change in the junctions between brain cells signifies a new fact or skill that’s been picked up for future use. BDNF makes that process possible. Brains with more of it have greater capacity for knowledge. On the other hand, says UCLA neuroscientist Fernando Gomez – Pinilla, a brain that’s low on BDNF shuts itself off to new information.

Most people maintain fairly constant levels of BDNF in adulthood. But as they age, their individual *neurons* (神经) slowly start to die off. Until the mid – 90s, scientists thought the loss was permanent —

that the brain couldn't make new nerve cells to replace the dead ones. But animal studies over the last decade have overturned that assumption, showing that “*neurogenesis*” (神经发生) in some parts of the brain can be induced easily with exercise. Last week's study, published in the Proceedings of the National Academy of Sciences, extended that principle to humans for the first time. After working out for three months, all the subjects appeared to sprout new neurons; those who gained the most in *cardiovascular* (心脏血管的) fitness also grew the most nerve cells. This, too, might be BDNF at work, transforming stem cells into full-grown, functional neurons. “It was extremely exciting to see this exercise effect in humans for the first time,” says Scott Small, a Columbia University Medical Center neurologist who coauthored the study with Salk Institute neurobiologist Fred Gage. “In terms of trying to understand what it means, the field is just exploding.”

As far as scientists know, the new neurons created by exercise are produced in only one place: the dentate gyrus (齿状回), an area that controls learning and memory. This region helps the brain match names to faces — one of the first skills to erode as we age. New neurons can't grow throughout the rest of the brain. But other regions benefit from exercise in many secondary ways. Blood volume, like brain volume, increases with exercise. Active adults have less *inflammation* (发炎) in the brain. They also have fewer “little possibility of strokes that can damage cognition without the person even knowing,” says Kristine Yaffe, a neuroscientist from University of California. Still other researchers have found that athletes have more cells that support neurons and increase neurotransmitters after they're used to send messages from cell to cell. And even the levels of those neurotransmitters are higher in people who exercise frequently.

Unlike neurogenesis, which can take weeks to occur, most of these additional effects appear almost immediately. Get off the *treadmill* (踩单车) after a half-hour workout, says Hillman, and “within 48 minutes” your brain will be in better shape. But alas, these benefits are somewhat short-lived. Like weight, mental fitness has to be maintained. New neurons, and the connections between them, will stick around for years, but within a month of inactivity, “it will shrink down, and then the neurons don't function as well anymore,” says William Greenough, a psychologist at the University of Illinois. Let your body go, then, and your brain will follow.

To keep the effects, you've got to keep working out. “If you're thinking that by exercising at age 20 you're going to have some effect on what you're like at age 70,” Greenough adds, “you'd better be willing to commit to 50 years of hitting the gym. Unless, that is, you're a MD.” Most studies of exercise and cognition have focused on older people — the folks who are just starting to worry that their minds aren't what they used to be — but the effects of physical exertion on the brain aren't limited to that group at all. In fact, in young children, they're even more potent. Exercise probably has “a more long-lasting effect on brains that are still developing,” says Phil Tomporowski, a professor of exercise science at the University of Georgia. In kids, as in adults, the brain reaps many benefits from exercise. This won't surprise parents of kids with ADHD, many of whom already use physical activity as a substitute or supplement for drugs.

1. What is the new benefit of exercise found by those scientists?

- |                               |                                  |
|-------------------------------|----------------------------------|
| A) It can build muscles.      | B) It can prevent heart disease. |
| C) It can keep people health. | D) It can improve brainpower.    |

2. What's the conclusion that Charles Hillman got from his experiment?

- A) Exercise can keep students healthy.



- B) Exercise can improve students' brainpower.  
 C) Exercise can prevent students from disease.  
 D) Exercise can help students build muscles.
3. As some scientists have found, the vigorous exercise can make nerve cells to form interconnected webs that make the brain run \_\_\_\_\_.  
 A) steadily and more effectively                      B) faster and more efficiently  
 C) more powerfully                                      D) more effectively
4. With the brain – scanning tools and understanding of biochemistry, researchers found the mental effects of exercise start in \_\_\_\_\_.  
 A) the brain                      B) the bloodstream                      C) the muscles                      D) the arms
5. What is the running course of IGF – 1 in improving people's brainpower?  
 A) muscle – brain – bloodstream                      B) bloodstream – muscle – brain  
 C) muscle – bloodstream – brain                      D) bloodstream – brain – muscle
6. During the process of learning, every change in the connection between brain cells signifies an acquired \_\_\_\_\_.  
 A) new fact or information                      B) new image and skill  
 C) new fact and skill                      D) new fact or skill
7. Those animals studies have shown that the “neurogenesis” in some parts of the brain can be regained by \_\_\_\_\_.  
 A) doing exercise                      B) taking medical treatment  
 C) having a good rest                      D) learning more knowledge
8. As far as scientists know, the new neurons created by exercise are only produced in the dentate gyms controlling \_\_\_\_\_.  
 A) doing exercise                      B) taking medical treatment  
 C) having a good rest                      D) learning more knowledge
9. According to William Greenough, if there is no exercise within a month, the new neurons, and the connections between them will \_\_\_\_\_.  
 A) doing exercise                      B) taking medical treatment  
 C) having a good rest                      D) learning more knowledge
10. According to Phil Tomporowski, compared with those older people, effects of exercise on the brains are probably more long – lasting to those \_\_\_\_\_.

## 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) Neither of their watches keeps good time.  
 B) The woman's watch stopped 3 hours ago.  
 C) The man's watch goes too fast.  
 D) It's too dark for the woman to read her watch.
12. A) At a garage.  
 B) In a park.  
 C) In an emergency room.  
 D) At a gas station.
13. A) Manager and employee.  
 B) Salesman and customer.  
 C) Professor and student.  
 D) Guide and tourist.
14. A) 450. B) 195. C) 159. D) 354.
15. A) Still on his trip.  
 B) At the party.  
 C) Back from the trip.  
 D) Back at home.
16. A) On bicycles. B) On motorcycles. C) By car. D) By bus.
17. A) They don't enjoy swimming.  
 B) They won't go swimming in the lake today.  
 C) They don't know how to swim.  
 D) They'll swim in the lake tomorrow.
18. A) He went to see the dentist a week ago.  
 B) The woman should cancel her appointment with the dentist.  
 C) The woman should have seen the dentist by now.  
 D) The woman's toothache will go away by itself.

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

19. A) It can resist earthquakes. B) It is easy to move away.  
 C) It can keep away cold. D) It can keep sunshine out.
20. A) Because they are the warmest.  
 B) Because they can withstand hard ware.  
 C) Because they don't get stuck in the snow.  
 D) Because the temperature is only 14°C below zero.
21. A) They are thrown away after being used. B) They will be built in future.  
 C) They can be used for about 5 years. D) They can be built in a few years.
22. A) By attending his professor's lectures.  
 B) By surfing on the Internet. hxn. com.  
 C) By consulting documents in paper departments.  
 D) By preparing for his presentation.

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

23. A) Searching for reference material. B) Watching a film of the 1930s'.  
 C) Writing a course book. D) Looking for a job in a movie studio.
24. A) It's a bit outdated. B) It's controversial.

- C) It's too broad to cope with. D) It's of little practical value.
25. A) At the end of the online catalogue.  
B) At the Reference Desk.  
C) In The New York Times.  
D) In the Reader's Guide to Periodical Literature.

## 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) Odd. B) Crazy. C) Regular. D) Romantic.
27. A) their desire to maintain standards. B) their love for sufficient relaxation.  
C) their strict requirement for meals. D) their keenness to have strange dress.
28. A) French men and women take two hours over their morning making up.  
B) They must keep everything correct for meal — the wine, the bread, the cheese, the sauce.  
C) The wife nods happily standing alongside while the husband eats greedily.  
D) They will enjoy other activities after the meal before keeping everything neat and tidy.

### Passage Two

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

29. A) Different kinds of crimes.  
B) Increasingly high crime rate in the U. S. .  
C) Seasonal changes in the natural environment.  
D) The relations between changes in the season and crime patterns.
30. A) February. B) May. C) July. D) August.
31. A) Few people get married in June.  
B) Most people read serious books in summer.  
C) More people have mental problems in June than in other months.  
D) One is most likely to make the best performance on examinations in summer.

### Passage Three

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

32. A) She said she was wrongly accused of stealing.  
B) She caught someone in the act of stealing.  
C) She admitted having stolen something.  
D) She was found stealing in a bookstore.

33. A) A book. B) \$ 3,000.  
C) A handbag. D) A Christmas card.
34. A) She was questioned by the police.  
B) She was shut in a small room for 20 minutes.  
C) She was insulted by the shopper around her.  
D) She was body – searched by the store manager.
35. A) They refused to apologize for having followed her through the town.  
B) They regretted having wrongly accused her of stealing.  
C) They still suspected that she was a thief.  
D) They agreed to pay her \$ 3,000 damages.

## 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.*

In many countries, authority is seldom questioned, either because it is highly respected, or because it is (36) \_\_\_\_\_. Sometimes, too, because (37) \_\_\_\_\_ has been important in certain societies for a long time, people have been trained never to question those in authority.

In other countries, (38) \_\_\_\_\_ America, children are trained to question and search for answers. When a child asks a question, he will be often told to go to the library and find the answer for himself. By the time students reach the age of 14 or 15, they may (39) \_\_\_\_\_ exciting new ideas in all fields of science and the arts. To encourage such creativity, there are many national (40) \_\_\_\_\_ offered to students every year for their scientific discoveries and artistic (41) \_\_\_\_\_.

This interest in questioning and searching may be (42) \_\_\_\_\_ by some people as bad for young people's (43) \_\_\_\_\_. This shows that young people lack respect for authority. (44) \_\_\_\_\_. However, this is because many Americans have different attitudes toward authority that may exist in other areas of the world. In a work or business situations, ideas are freely and openly discussed and argued. (45) \_\_\_\_\_. The two are quite separate. The purpose of the searching, questioning, and arguing is to find the facts in a particular situation, and therefore a solution, (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.

Questions 47 to 56 are based on the following passage.

The old – fashioned general store is fast disappearing. This is, perhaps, a pity, because shopping to-day seems to 47 that personal element which existed when the shopkeeper knew all his 48 customers personally. He could, for instance, remember which brand of tea Mrs. Smith usually bought or what sort of washing powder Mrs. Jones 49.

A prosperous general store might have employed four or five assistants, and so there were very few problems in management as far as the 50 was concerned. But now that the supermarket has 51 the general store, the job of the manager has changed 52. The modern supermarket manager has to cope with personnel of as many as a hundred, apart from all the other everyday problems of running a large business. Every morning the manager must, like the commander of an army division, carry out a(n) 53 of his store to make sure that everything is ready for the business of the day. He must see that everything is running smoothly. He will have to give advice and make decisions as problems 54; and he must know how to get his huge personnel to work efficiently with their 55 responsibilities. No matter what he has to do throughout the day, however, the supermarket manager must be ready for any 56 that may happen. They say in the trade that you are not really an experienced supermarket manager until you have dealt with a flood, a fire, a birth and a death in your store.

A) emergency	B) arouse	C) respective	D) completely	E) replaced
F) regular	G) lack	H) staff	I) deliberately	J) inspection
K) preferred	L) observation	M) arise	N) urgency	O) exclusive

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.

Passage One

Questions 57 to 61 are based on the following passage.



Most people would agree that, although our age exceeds all previous ages in knowledge, there has been no corresponding increase in wisdom. But agreement ceases as soon as we attempt to define “wisdom” and consider means of promoting it.

There are several factors that contribute to wisdom, of these I should put first a sense of proportion; the capacity to take account of all the important factors in a problem and to attach to each its due weight. This has become more difficult than it used to be owing to the extent and complexity of the special knowledge required of various kinds of technicians. Suppose, for example, that you are engaged in research in scientific medicine. The work is difficult and is likely to absorb the whole of your mind. You have no time to consider the effect which your discoveries or inventions may have outside the field of medicine. You succeed (let us say) as modern medicine has succeeded, in enormously lowering the infant death – rate, not only in Europe and America, but also in Asia and Africa. This has the entirely unintended result of making the food supply inadequate and lowering the standard of life in the parts of the world that have the greatest populations. To take an even more dramatic example, which is in everybody’s mind at the present time; you study the makeup of the atom from a disinterested desire for knowledge, and by chance place in the hands of powerful mad man the means of destroying the human race.

Therefore, with every increase of knowledge and skill, wisdom becomes more necessary, for every such increase augments our capacity for realizing our purposes, and therefore augments our capacity for evil, if our purposes are unwise.

57. Disagreement arises when people try to decide \_\_\_\_\_.  
 A) how much more wisdom we have now than before  
 B) what wisdom is and how to develop it  
 C) if there is a great increase of wisdom in our age  
 D) whether wisdom can be developed or not
58. According to the author, “wisdom” is the ability to \_\_\_\_\_.  
 A) carefully consider the had effects of any kind of research work  
 B) give each important problem some careful consideration  
 C) acquire a great deal of complex and special knowledge  
 D) give suitable consideration to all the possible elements in a problem
59. Lowering the infant death – rate may \_\_\_\_\_.  
 A) prove to be helpful everywhere in the world  
 B) give rise to an increase in population in Europe  
 C) cause food shortages in Asia and Africa  
 D) raise the living standard of the people in Africa
60. The author uses the examples in the passage to illustrate his point that \_\_\_\_\_.  
 A) it’s extremely difficult to consider all the important elements in a problem  
 B) success in medical research has it s negative effects  
 C) scientists may unknowingly cause destruction to the human race  
 D) it’s unwise to be totally absorbed in research in scientific medicine
61. What is the main idea of the passage?  
 A) It is unwise to place the results of scientific research in the hands of a powerful mad man.

- B) The more knowledge one has, the wiser one becomes.
- C) Any increase of knowledge could lead to disastrous results without the guidance of wisdom.
- D) Wisdom increases in proportion one's age.

## 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 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 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 construction of buildings and highways

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

- A) counterbalance an 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 earthquakes
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.

Last year I read a frightening study that showed that pre – school and kindergarten children no longer believe they can sing songs. Little children have \_\_\_\_ 67 \_\_\_\_ got the impression that the definition of song is “what you hear \_\_\_\_ 68 \_\_\_\_ singing on the radio.” And when teachers try to \_\_\_\_ 69 \_\_\_\_ these children that they \_\_\_\_ 70 \_\_\_\_ sing, the kids just don't see the point. Why should they struggle to perform a \_\_\_\_ 71 \_\_\_\_ version that only their mothers could possibly love? It's so much easier to buy a CD and hear someone do it really well! Their logic is hard to argue \_\_\_\_ 72 \_\_\_\_ — and it's a direct result of our society's \_\_\_\_ 73 \_\_\_\_ with competence. Pleasure is no longer the aim of our \_\_\_\_ 74 \_\_\_\_ activities; in fact no one even sees anything pleasant \_\_\_\_ 75 \_\_\_\_ doing something less than perfectly well. This is crazy. And it's \_\_\_\_ 76 \_\_\_\_ a terrible toll. Not only \_\_\_\_ 77 \_\_\_\_ depriving ourselves of creative satisfaction and \_\_\_\_ 78 \_\_\_\_ our children from finding joy in \_\_\_\_ 79 \_\_\_\_ they can do themselves — we're also destroying our artists. In a world \_\_\_\_ 80 \_\_\_\_ we expect all our art to be supplied \_\_\_\_ 81 \_\_\_\_ highly competent professionals, the pressure on the professionals becomes too great to bear. \_\_\_\_ 82 \_\_\_\_ the number of musicians and artists who suffer from drug addiction, alcoholism or even commit suicide because of the pressures of keeping \_\_\_\_ 83 \_\_\_\_ our demands for more and better music, art, books and movies to enjoy in our \_\_\_\_ 84 \_\_\_\_ time. We are \_\_\_\_ 85 \_\_\_\_ our artists with our refusal to entertain ourselves \_\_\_\_ 86 \_\_\_\_ our own incompetent ways.

67. A) in some way                      B) in some ways                      C) somehow                      D) somewhat  
 68. A) professions                      B) professionals                      C) professionally                      D) professional  
 69. A) convince                      B) confront                      C) discourage                      D) encourage

- |                       |                |                 |                 |
|-----------------------|----------------|-----------------|-----------------|
| 70. A) are as able to | B) can as well | C) can too      | D) too can      |
| 71. A) graceful       | B) graceless   | C) incompetence | D) incompetent  |
| 72. A) at             | B) for         | C) with         | D) in           |
| 73. A) addiction      | B) enthusiasm  | C) enthusiast   | D) obsession    |
| 74. A) enthusiast     | B) hobby       | C) leisure      | D) pastime      |
| 75. A) at             | B) by          | C) in           | D) with         |
| 76. A) doing          | B) taking      | C) making       | D) having       |
| 77. A) are we         | B) have we     | C) it is        | D) we are       |
| 78. A) competing      | B) committing  | C) depriving    | D) discouraging |
| 79. A) that           | B) what        | C) which        | D) but          |
| 80. A) that           | B) what        | C) when         | D) where        |
| 81. A) by             | B) us by       | C) with us by   | D) from         |
| 82. A) Consider       | B) Considering | C) Considerable | D) Given        |
| 83. A) on in          | B) up          | C) up with      | D) with         |
| 84. A) hobby          | B) leisure     | C) recreation   | D) pastime      |
| 85. A) slaughtering   | B) stumbling   | C) squeezing    | D) wrecking     |
| 86. A) as             | B) by          | C) for          | D) in           |

## Part VI Translation



(5 minutes)

**Directions:** Complete the following sentences on Answer Sheet 2 by translating into English the Chinese given in brackets.

87. The media are \_\_\_\_\_ (起着越来越重要的作用) in leading fashions and trend.
88. The parents are instructed in how to help children find answers and \_\_\_\_\_ (如何表扬正确的回答).
89. This course \_\_\_\_\_ (拓宽了学生的视野).
90. \_\_\_\_\_ (如果全面考虑), work is less boring than amusing oneself.
91. Every employee is responsible for the success of the company \_\_\_\_\_ (无论做什么工作).