

# COLLEGE ENGLISH

Band Four

宋婷 主编

大学英语综合技能实践教学教程  
(2015年版) 四级

东华大学出版社

College English Band Four

# 大学英语综合技能实践教学教程(2015年版)

## 四级

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## 修订说明

《710分大学英语同步水平练与考(2014年版)(1-4级)》根据教育部高教司主持和领导下的大学英语四、六级考试改革项目组和考试委员会制定的《全国大学英语四、六级考试改革方案(试行)》所推行的新的计分体制和成绩报道方式,依据《大学英语课程教学要求(试行)》来编写的。与大学英语教学课程和计划同步,由浅入深、循序渐进,一学期一册,共分四级。每册有10套考试题,每套试卷都有从听力到作文比较完整的考试题型。本系列属水平能力练习与检测题,可独立用于课堂测试,也可供学生课后自学。参加本套书编写的作者,都是长期从事大学英语教学且有着四、六级考试指导丰富经验的大学老师。在编写时,作者还将近期教学与考试中出现的新内容、新题型吸收进来,使该套书具有较强的**时效性**和**实用性**,可与各高校现使用的《全新版大学英语》、《新视野大学英语》、《大学英语》、《新编大学英语》、《当代大学英语》和《大学核心英语》等教材配套使用并配有MP3录音。

此次修订,我们特别聘请了具有丰富教学经验的老师,着重修改了第二部分听力Section C、第三部分阅读理解和第四部分翻译(中译英)等部分,使之更贴近近年通行的大学英语四、六级考试题型。为使学生在作文写作时,能学会运用标准地道的英语语言,此次修订,我们还特别聘请了美籍教师Andy, Amanda, Chad, Daisy, Leona和Luke等几位专家,对所有试题中的作文范文进行审阅,并替换了部分与大学英语四、六级考试难易程度不相匹配的作文范文。相信这对广大学生的写作水平的提高有较大的帮助!

四级中的写作、听力、阅读和翻译等的难易程度与上述教材的四级水平相当,可与上述教材同步使用。由于时间仓促和编者水平局限,书中难免有不足之处,真诚欢迎同行和使用者提出宝贵意见。

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# College English Test 1

## Part I

## Writing

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to write a composition. The following chart contains the information about **Changes in Chinese People's Diet**. Please describe these changes and briefly illustrate the reasons.

Year Food	2002	2003	2004
Grain	40%	39%	38%
Milk	15%	16%	18%
Meat	22%	23%	24%
Fruit & Vegetable	23%	22%	20%

注意:此部分试题写在答题卡1上。

## Part II

## Listening Comprehension

(30 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 conversations 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 1** with a single line through the center.

注意:此部分试题请在答题卡1上作答。

1. A) Because the game wasn't shown in his area.  
B) Because there was no electricity in his area.  
C) Because he didn't buy a TV set.  
D) Because he had something important to do.
2. A) She understood little of it.  
B) She understood the reading.  
C) She doesn't have much trouble with the subject.

- D) She works very hard at it.
3. A) The work.  
B) The noise.  
C) The heat.  
D) The crowdedness.
4. A) At her aunt's address.  
B) At her own address.  
C) At her family's address.  
D) At her office's address.
5. A) She wonders why he's not returned to school.  
B) She doesn't believe he could earn much money.  
C) She doesn't like that company.  
D) She wants him to tell her when the classes begin.
6. A) 1978.  
B) 1979.  
C) 1980.  
D) 1981.
7. A) He had a traffic accident.  
B) He had to work overtime.  
C) He was delayed by his boss.  
D) His car ran out of gasoline.
8. A) At the airport.  
B) At the railway station.  
C) In a restaurant.  
D) In an office room.

**Questions 9 to 12 are based on the conversation you have just heard.**

9. A) How to talk properly.  
B) The candidates they have just interviewed.  
C) The importance of the job interview.  
D) How to dress for an interview.
10. A) She was nicely dressed.  
B) She had a nice voice.  
C) She seemed intelligent.  
D) She seemed very relaxed.
11. A) An actor.  
B) A librarian.

- C) A receptionist.  
 D) A tour guide.
12. A) Frank Brisziniski.  
 B) Barbara Jones.  
 C) David Wallace.  
 D) Lois Johnson.

**Questions 13 to 15 are based on the conversation you have just heard.**

13. A) Talking to an old friend of his uncle's.  
 B) Taking a French lesson.  
 C) Learning French from a book.  
 D) Looking for a French grammar book.
14. A) To study French in Montreal.  
 B) To take some interesting courses in Montreal.  
 C) To get more credits for his graduation.  
 D) To visit an old friend of his uncle's.
15. A) Have the credits transferred back before leaving Canada.  
 B) Take courses for the sake of credits.  
 C) Take a short leave of absence from school.  
 D) Pay a visit to Susan before leaving for Canada.

**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 passages 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 1** with a single line through the center.

注意:此部分试题请在答题卡 1 上作答。

**Passage One**

**Questions 16 to 18 are based on the passage you have just heard.**

16. A) They are studying the content of dreams.  
 B) They are studying the meaning of dreams.  
 C) They are studying the process of sleeping.  
 D) They are studying dreamers while they dream.
17. A) Everyone dreams every night.  
 B) Dreams are easily remembered.  
 C) Dreams are likely to be frightening.  
 D) Persons dream only one dream a night.

18. A) The dream that was of most interest to him.  
B) The dream that occurred immediately after he went to sleep.  
C) The dream that occurred just before he woke up.  
D) Both A and B.

### Passage Two

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

19. A) Because the colonists preferred corn bread.  
B) Because corn was more abundant.  
C) Because the colonists did not know how to make wheat bread.  
D) Because corn bread did not spoil as rapidly as wheat bread did.
20. A) They were shown how by the Indians.  
B) They changed their wheat bread recipes.  
C) They knew the technique before they arrived in America.  
D) They tried to make more nutritious bread.
21. A) Because it was easy to ship from England.  
B) Because horses occasionally ate it if there was no grain available.  
C) Because people took it with them when they traveled.  
D) Because it was easy to prepare over an open fire in the forests.

### Passage Three

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

22. A) The people of France.  
B) Building a new statue.  
C) Fixing the Statue of Liberty.  
D) Replacing a rusty torch.
23. A) The Statue of liberty was assembled on an island.  
B) The Statue of Liberty became corroded.  
C) The Statue of Liberty arrived in 214 crates.  
D) The Statue of Liberty had to be repaired.
24. A) He is aware of the rust spots.  
B) He is angry at the cost of repairs.  
C) He is seasick and lonely.  
D) He is happy and proud to be there.
25. A) The donations come from citizens, including numerous school children.  
B) The donations come only from those rich persons.  
C) The donations come only from the government.  
D) It is not mentioned in the passage.

## 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 with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.

注意:此部分试题请在答题卡 1 上作答。

Scientists are racing to build the world's first thinking robot. This is not science fiction; some say they will have made it by the year 2020.

Machines that walk, speak and feel are no longer science 26. Kismet is the name of an android which scientists have built at the Massachusetts Institute of Technology (MIT). Kismet is different from the traditional robot because it can show 27. Its eyes, ears and lips move to show when it feels happy, 28. Kismet is one of the first of a new 29 of androids — robots that look like human beings — which can imitate human feelings. Cog, another android invented by the MIT, imitates the action of a mother. However, scientists admit that so far Cog has the 30 of a two-year-old.

The optimists say that by the year 2020 we will have created humanoids with brains 31 to those of all adult human beings. These robots will be designed to look like people to make them more 32 and easier to sell to the public. What kind of jobs will they do? In the future, robots like Robonaut, a humanoid invented by NASA, will be doing 33 jobs, like repairing space stations. They will also be doing more and more of the household work for us. In Japan, scientists are designing androids that will 34 us by dancing and playing the piano.

Some people worry about what the future holds: Will robots become monsters? Will people themselves become increasingly like robots? Experts predict that more and more people will be wearing micro-computers, connected to the Internet, in the future. People will have micro-chips 35 of their body, which will connect them to a wide variety of gadgets. Perhaps we should not exaggerate the importance of technology, but one wonders whether we will still be falling in love in the years to come. Who knows?

## Part III

## Reading Comprehension

(40 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 36 to 45 are based on the following passage.

I learned about the notion that I'd be writing the "main bar," a story that was in fact an enormous group effort. *The News* had over 120 reporters and 36 on the street that day, some of whom were nearly killed by the collapsing towers. My job was to sort through the dozens of 37 that came in and weave them into something that was hopefully accurate, concise and clear-headed. In that, the story was not unlike any other major disaster take-out. But of course this wasn't like any other story.

I think we all knew that Sept. 11th was one of those rare moments when the national 38 is transformed instantaneously and forever. And in a way, I think the weight of the day almost made the writing easier — the events were so powerful, so cataclysmic, that little 39 was needed.

What was required was a clear recounting of an extraordinarily confusing and frightening day. We tried to do that, without losing sight of the deep emotional scars that the attacks would surely leave. Capturing the sheer 40 of the damage and loss became the biggest rhetorical challenge, and at first the lead called it "the deadliest assault on the U. S. since the Japanese 41 Pearl Harbor." But by nightfall, it was slowly becoming clear that the loss of life would be much greater than Pearl Harbor or any other American 42. That is well established now but seemed like much more of a reach in those first uncertain hours, when the death toll was still largely a guessing game.

So we changed the lead at the last minute to "the deadliest assault on the U. S. in its history," which I think aptly and correctly conveyed the 43 of the day. The first edition left my desk at about 9 p. m., but we were able to update most stories until about 1 a. m.

The 44 then became delivering the newspaper, which was a serious issue at the time since all bridges and tunnels into the city were closed and *The News* has been printed in New Jersey for years. But my understanding is that calls were made to Gov. Pataki's office and, given the obvious public service that all print media provided that day, our trucks were brought into the city under police 45. They hit the stands a little late but, like every other daily, were gone from most neighborhoods by 10 a. m. or so.

注意:此部分试题请在答题卡2上作答。

- |              |                  |
|--------------|------------------|
| A) escort    | I) flourish      |
| B) challenge | J) psyche        |
| C) conflict  | K) scope         |
| D) espionage | L) grating       |
| E) gratis    | M) espouse       |
| F) hose      | N) photographers |
| G) bombed    | O) feeds         |
| H) gravity   |                  |

### Section B

**Directions:** *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.*

#### Universities Branch Out

- A) As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.
- B) In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative (合作的) research programs to advance science for the benefit of all humanity.
- C) Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees

awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U. K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.

- D) Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer internships (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity — and providing the financial resources to make it possible.
- E) Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, post-doctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, post-doctors and faculty get on-the-job training from a world-class scientist and his U. S. team.
- F) As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet infrastructure (基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shops around the university.
- G) For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more

slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

- H) American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U. S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U. K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.
- I) Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and — like immigrants throughout history — strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

注意:此部分试题请在答题卡2上作答。

46. American universities prepare their undergraduates for global careers by giving them chances for international study or internship.
47. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent.
48. The enrollment of international students will have a positive impact on America rather than threaten its competitiveness.
49. The way research is carried out in universities has changed as a result of globalization.
50. Of the newly hired professors in science and engineering in the United States, twenty percent come from foreign countries.
51. The number of foreign students applying to U. S. universities decreased sharply after September 11 due to changes in the visa process.
52. The U. S. federal funding for research has been unsteady for years.

53. Around the world, governments encourage the model of linking university-based science and industrial application.
54. Present-day universities have become a powerful force for global integration.
55. When foreign students leave America, they will bring American values back to their home countries.

### Section C

**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 center.*

#### Passage One

**Questions 56 to 60 are based on the following passage.**

Imagine a world in which there was suddenly no emotion — a world in which human beings could feel no love or happiness, no terror or hate. Try to imagine the consequences of such a transformation. People might not be able to stay alive; knowing neither joy nor pleasure, neither anxiety nor fear, they would be as likely to repeat acts that hurt them as acts that were beneficial. They could not learn; they could not benefit from experience because this emotionless world would lack rewards and punishments. Society would soon disappear; people would be as likely to harm one another as to provide help and support. Human relationships would not exist; in a world without friends or enemies, there could be no marriage, affection among companions, or bonds among members of groups. Society's economic underpinnings would be destroyed; since earning 10 million would be no more pleasant than earning 10, there would be no incentive to work. In fact, there would be no incentives of any kind. For as we will see, incentives imply a capacity to enjoy them.

In such a world, the chances that the human species would survive are next to zero, because emotions are the basic instrument of our survival and adaptation. Emotions structure the world for us in important ways. As individuals, we categorize objects on the basis of our emotions. Truly we consider the length, shape, size, or texture, but an object's physical aspects are less important than what it has done or can do to us — hurt us, surprise us, anger us or make us joyful. We also use categorizations colored by emotions in our families, communities, and overall society. Out of our emotional experiences with objects and events comes a social feeling of agreement that certain things and actions are “good” and others are “bad”, and we apply these categories to every aspect of our social life — from what foods we eat and what clothes we wear to how we keep promises and which people our group will accept. In fact, society exploits our emotional reactions and attitudes, such as loyalty, morality, pride, shame, guilt, fear and greed, in order to maintain itself. It gives high rewards to individuals who perform important

tasks such as surgery, makes heroes out of individuals for unusual or dangerous achievements such as flying fighter planes in a war, and uses the legal and penal system to make people afraid to engage in antisocial acts.

注意:此部分试题请在答题卡2上作答。

56. The reason why people might not be able to stay alive in a world without emotion is that \_\_\_\_\_.
- A) they would not be able to tell the texture of objects  
 B) they would not know what was beneficial and what was harmful to them  
 C) they would not be happy with a life without love  
 D) they would do things that hurt each other's feelings
57. According to the passage, people's learning activities are possible because they \_\_\_\_\_.
- A) believe that emotions are fundamental for them to stay alive  
 B) benefit from providing help and support to one another  
 C) enjoy being rewarded for doing the right thing  
 D) know what is vital to the progress of society
58. It can be inferred from the passage that the economic foundation of society is dependent on \_\_\_\_\_.
- A) the ability to make money  
 B) the will to work for pleasure  
 C) the capacity to enjoy incentives  
 D) the categorizations of our emotional experiences
59. Emotions are significant for man's survival and adaptation because \_\_\_\_\_.
- A) they provide the means by which people view the size or shape of objects  
 B) they are the basis for the social feeling of agreement by which society is maintained  
 C) they encourage people to perform dangerous achievements  
 D) they generate more love than hate among people
60. The emotional aspects of an object are more important than its physical aspects in that they \_\_\_\_\_.
- A) help society exploit its members for profit  
 B) encourage us to perform important tasks  
 C) help to perfect the legal and penal system  
 D) help us adapt our behavior to the world surrounding us

## Passage Two

Questions 61 to 65 are based on the following passage.

We all smile — but can you tell when someone else's smile is the real thing or just a fake? Child psychologists report that babies start smiling so early in life (often as early as three weeks)

that this action is unlikely to have been picked up from parents.

Apparently the act of wrinkling up the mouth functions as a vital survival mechanism: by making the baby appear attractive, a smile reduces the chance that it will be abandoned by the mother.

While smiling may start as instinctive behavior, it is soon shaped by social situations. By the time we are four years old, it is no longer a sign of openly expressed pleasure. Instead, it can be produced artificially to please others. According to Dr. Roger Lamb of Oxford University, “Conversational signals become habitual and just as automatic as emotional expressions. It is very difficult for an adult not to smile and nod his head when listening to someone’s conversation.”

The problems start when people of different ages, sexes and cultures try to smile encouragingly at each other, for although the basic expression is universally recognized, each social group develops its own system of conversational signals. A typical British “wry smile”, for example, involving raising one corner of the mouth and lowering the other, is likely to be incomprehensible to most other nationalities.

The Japanese, too, set a rule unto themselves when it comes to facial expressions. Under transitional Japanese codes of behavior, negative emanations (发泄) such as anger, sadness and disgust should not be shown openly; as a result, people may end up giving a broad smile instead.

Smiling practices may also differ dramatically between the sexes. Women, for instance, smile more than men. Again, this isn’t because they are happier but simply because they are expected to appear pleasant: often they smile when they are actually feeling uncomfortable or tense. Men who smile a lot describe themselves as “sociable”; women who do so describe themselves as “feminine”.

Whatever the reason, smiling people are considered more attractive than those who are stony-faced. This is why some children who fail to learn to smile properly and appropriately often find themselves outcast in the playground. In the United States, social skill programmers now concentrate on teaching unpopular children to smile with the required degree of warmth. The results are said to be highly successful.

注意:此部分试题请在答题卡2上作答。

61. The baby starts to smile quite early because it \_\_\_\_\_.

- A) tries to wrinkle up its mouth
- B) wants to look more attractive
- C) doesn’t like to be neglected
- D) helps mother to find the baby easily

62. The smiling is regarded not only as an instinctive behavior, but also \_\_\_\_\_.