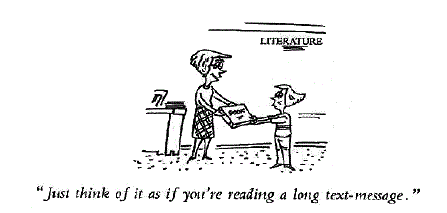
**2013年6月英语四级考试真题试卷（2）**

**Part I Writing (30 minutes)**

Directions: For this part, you are allowed 30 minutes to write a short essay. You should start your essay with a brief description of the picture and then express your views on the importance of

reading literature. You should write at least 120 words but no more than 180 words.



注意：此部分试题在答题卡1上

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**Part II Reading Comprehension (Skimming and Scanning) (15 minutes)**

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. 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.

School Lunch

Ryan moved silently through the lunch line. The cook put a cheeseburger (奶酪汉堡) and an applesauce cup on his tray. He grabbed a bottle of milk from the cooler at the end of the line and found a seat in the cafeteria (食堂). Ryan saw that his friend Tyler had brought lunch from home.

"What did you bring today, Tyler?" he asked.

Tyler pulled his meal out of its brown paper sack. "I've got a ham sandwich, chips, two cupcakes, and a can of soda."

Ryan's mouth started to water. "Uh, Tyler," he said. "If you don't want one of those cupcakes, I'll take it. They sure look good. "

Tyler handed Ryan his cupcake. "Sure," he said. "I won't eat all this."

Lunch Requirements

Is Ryan eating a healthy meal if he eats the school lunch? School lunch supporters say "Yes." Recent studies show that a government-approved school lunch has more variety and is more nutritious (有营养的) than most lunches brought from home. It's also lower in fat.

The National School Lunch Act requires that school lunches go along with the Dietary Guidelines for Americans developed by the government. Meals must contain a variety of foods with plenty of grains and at least one fruit or vegetable each day. Foods must not contain too much sugar or salt.

A hot lunch can contain up to 30% fat, but not more than 10% of its calories (卡路里) should come from saturated (饱和的) fat. In an average week, you should get one-third of the daily Recommended Dietary Allowances for protein, iron, calcium (钙), and vitamins A and C from your school lunch.

Dare to Compare

Let's compare Ryan's and Tyler's meals to sec which is healthier. Ryan's hot lunch (without the cupcake from his friend) has 577 calories, 25 grams of total fat. and 12 grams of saturated fat. He had one serving of fruit, 26 grams of protein, and 483 milligrams of calcium. Ryan ate more total fat (39%) and saturated fat (19%) than the dietary guidelines recommend. However, schools can still meet the guidelines by having the numbers average out over a week of lunches.

Tyler's lunch from home (this includes both cupcakes) had 1 014 calories. 45 grams (40%) of total fat, and 10 grams (9%) of saturated fat. He ate 21 grams of protein and 155 milligrams of calcium, but no fruits or vegetables. Tyler's meal met the saturated fat guidelines, but had too much total fat.

Tyler ate more calories and total fat than Ryan did. Ryan ate more protein, calcium, and fruit than Tyler did. Which meal would you say is the healthier choice?

? la Carte Options

Federal standards and most school districts forbid selling food in the cafeteria that competes with the school lunch. Many programs do, however, offer à la carte choices for students who don't want the hot meal. Foods sold à la carte separate from the main meal and are priced individually. These foods do not have to meet the same nutritional standards as the foods on the hot lunch menu. Neither do the foods sold at a snack-bar or those foods available elsewhere in the school.

A study in one Texas school district compared the lunches of fourth graders who did not have food choices with those of fifth graders who could choose either a standard lunch or select from a snack-bar. The fourth graders ate 25% more fruits and vegetables than the fifth graders.

Food sold as fund-raisers can also have an impact on school lunch. The money raised is important to provide needed funds for many after-class activities. But the meal's overall nutritional quality usually goes down. Many of these foods are high in fat, sugar, or both, and often come in extralarge portions. Fundraisers rarely sell fruits and vegetables.

Choosing Wisely

School food-service programs are trying to please students, and still offer quality, nutritious meals at low cost. That task isn't easy. One school district in New York decided to do something about it. A student advisory board kept the food-service director up-to-date on what the kids wanted. They also worked with school snack-bars to sell smaller servings of chips and candy.

You can make healthy meal choices at school even when not-so-healthy choices are available. You can be sure to get a nutritious meal when you pick foods from the Food Guide Pyramid. For example, always drink milk or a calcium-rich juice for lunch. Even chocolate milk is more nutritious than soda or a sports drink. Stay away from snack foods offered à la carte. They may fill you up now, but the ones that contain a lot of fat and sugar will slow you down later. Always eat the fruits and vegetables offered at the meal. They help give you the energy and vitamins you need to get you through the rest of your school day.

Some people like to make fun of school lunches, but good nutrition is no laughing matter. Your school's hot lunch is based on the Food Guide Pyramid, so it's full of nutrition. Give it a try. You might be pleasantly surprised.

It's a Team Effort

Team Nutrition is a program that gets schools excited about healthy eating. Schools across the nation pick a team leader who develops fun nutrition activities. The leader works with students, teachers, parents, food-service workers, and people from the community. Activities can range from running a school health fair to planting a garden.

At the Jordan Community School in Chicago, Illinois, one group of fifth graders showed off their "pizza(比萨饼)garden" in a big, colorful poster showing vegetarian pizzas. The students and food-service staff planted and took care of the vegetables that they would later use as ingredients on their pizzas. The group started growing the plants in the school's cafeteria. Then they moved them outdoors to the students' demonstration garden.

This is just one way to get everyone involved in making school lunch healthy and fun. Team up with your own group and see how creative you can get.

注意：此部分试题请在答题卡1上作答。

1. What did Ryan do when he saw Tyler?

A) He compared his lunch with Tyler's.

B) He offered to share lunch with Tyler.

C) He showed off his healthy lunch.

D) He asked Tyler for a cupcake.

2. What do recent studies show about government-approved school lunch?

A) It compares favorably with home-made lunch.

B) It is unpopular among students.

C) It is supported by most parents.

D) It contains fewer calories and is less expensive.

3. According to the National School Lunch Act, school lunches must \_\_\_\_\_\_\_.

A) offer various fruits and vegetables for students to choose

B) comply with government-developed dietary guidelines

C) provide low-fat, low-salt, nutritious foods at low prices

D) contain protein, iron, calcium, and a variety of vitamins

4. Tyler's home-prepared meal meets the Dietary Guidelines for Americans in terms of \_\_\_\_\_\_\_.

A) vitamins B) minerals C) total fat D) saturated fat

5. What do we learn about foods provided a la carte in schools?

A) They are purchased separately.

B) They are prepared on the spot.

C) They meet the same nutritional standards.

D) They satisfy the needs of choosy students.

6. What does the author think of food sold as fund-raisers?

A) It is reasonably priced.

B) It is lacking in nutritional quality.

C) It competes with school lunch.

D) It appeals to student tastes.

7. What is the function of the student advisory board?

A) It provides supervision on the quality of school lunches.

B) It advises students on how to make wise choices of foods.

C) It keeps the food-service director up-to-date about students' needs.

D) It monitors school snack-bars that sell large servings of chips and candy.

8. Students are advised to stay away from snack foods offered a la carte because their extra fat and sugar will make them \_\_\_\_\_\_\_\_\_\_.

9. The Jordan Community School students eat pizzas with vegetables \_\_\_\_\_\_\_\_\_\_ in their pizza garden.

10. Team Nutrition is a program that tries to \_\_\_\_\_\_\_\_\_\_ in making school lunch healthy and fun.

**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.

注意：此部分试题请在答题卡2上作答。

11. A) Children should be taught to be more careful.

B) Children shouldn't drink so much orange juice.

C) There is no need for the man to make such a fuss.

D) Timmy should learn to do things in the right way.

12. A) Fitness training. C) Computer programming.

B) The new job offer. D) Directorship of the club.

13. A) He needs to buy a new sweater. C) The fuel price has skyrocketed.

B) He has got to save on fuel bills. D) The heating system doesn't work.

14. A) Committing theft. C) Window shopping.

B) Taking pictures. D) Posing for the camera.

15. A) She is taking some medicine. C) She does not trust the man's advice.

B) She has not seen a doctor yet. D) She has almost recovered from the cough.

16. A) Pamela's report is not finished as scheduled.

B) Pamela has a habit of doing things in a hurry.

C) Pamela is not good at writing research papers.

D) Pamela's mistakes could have been avoided.

17. A) In the left-luggage office. C) In a hotel room.

B) At the hotel reception. D) At an airport.

18. A) She was an excellent student at college.

B) She works in the entertainment business.

C) She is fond of telling stories in her speech.

D) She is good at conveying her message.

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

19. A) Arranging the woman's appointment with Mr. Romero.

B) Fixing the time for the designer's latest fashion show.

C) Talking about an important gathering on Tuesday.

D) Preparing for the filming on Monday morning.

20. A) Her travel to Japan. C) The proper hairstyle for her new role.

B) The awards ceremony. D) When to start the makeup session.

21. A) He is Mr. Romero's agent. C) He is the woman's assistant.

B) He is an entertainment journalist. D) He is a famous movie star.

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

22. A) Make an appointement for an interview.

B) Send in an application letter.

C) Fill in an application form.

D) Make a brief self-introduction on the phone.

23. A) Someone having a college degree in advertising.

B) Someone experienced in business management.

C) Someone ready to take on more responsibilities.

D) Someone willing to work beyond regular hours.

24. A) Travel opportunities. C) Prospects for promotion.

B) Handsome pay. D) Flexible working hours.

25. A) It depends on the working hours. C) It will be set by the Human Resources.

B) It is about 500 pounds a week. D) It is to be negotiated.

**Section B**

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

注意：此部分试题请在答题卡2上作答。

Passage One

Questions 26 to 29 are based on the conversation you have just heard.

26. A) To give customers a wider range of choices.

B) To make shoppers see as many items as possible.

C) To supply as many varieties of goods as it can.

D) To save space for more profitable products.

27. A) On the top shelves.

B) On the bottom shelves.

C) On easily accessible shelves.

D) On clearly marked shelves.

28. A) Many of them buy things on impulse.

B) A few of them are fathers with babies.

C) A majority of them are young couples.

D) Over 60% of them make shopping lists.

29. A) Sales assistants promoting high margin goods.

B) Sales assistants following customers around.

C) Customers competing for good bargains.

D) Customers losing all sense of time.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) Teaching mathematics at a school.

B) Doing research in an institute.

C) Studying for a college degree.

D) Working in a hi-tech company.

31. A) He studied the designs of various clocks.

B) He did experiments on different materials.

C) He bought an alarm clock with a pig face.

D) He asked different people for their opinions.

32. A) Its automatic mechanism.

B) Its manufacturing process.

C) Its way of waking people up.

D) Its funny-looking pig face.

Passage Three

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

33. A) It is often caused by a change of circumstances.

B) It actually doesn't require any special treatment.

C) It usually appears all of a sudden.

D) It generally lasts for several years.

34. A) They cannot mix well with others.

B) They irrationally annoy their friends.

C) They depend heavily on family members.

D) They blame others for ignoring their needs.

35. A) They lack consistent support from peers.

B) They doubt their own popularity.

C) They were born psychologically weak.

D) They focus too much on themselves.

**Section C**

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

注意：此部分试题请在答题卡2上作答。

There was a time when any personal information that was gathered about us was typed on a piece of paper and (36) \_\_\_\_\_\_ away in a file cabinet. It could remain there for years and, often (37) \_\_\_\_\_\_, never reach the outside world.

Things have done a complete about-face since then. (38) \_\_\_\_\_\_ for the change has been the astonishingly (39) \_\_\_\_\_\_ development in recent years of the computer. Today, any data that is (40) \_\_\_\_\_\_ about us in one place or another- and for one reason or another - can be stored in a computer bank. It can then be easily passed to other computer banks. They are owned by (41) \_\_\_\_\_\_ and by private businesses and corporations, lending (42) \_\_\_\_\_\_, direct mailing and telemarketing firms, credit bureaus, credit card companies, and government (43) \_\_\_\_\_\_ at the local, state, and federal level.

A growing number of Americans are seeing the accumulation and distribution of computerized data as a frightening invasion of their privacy. (44) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the computer becomes increasingly efficient, easier to operate, and less costly to purchase and maintain. In 1970, a national survey showed that (45) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Seven years later, 47 percent expressed the same worry. (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.

It's the first question parents ask when their child is diagnosed with autism (自闭症). Will his future brothers or sisters have a higher risk of \_\_47\_\_ it, too?

According to the largest study of siblings (兄弟姐妹) in families with autism, the answer is yes. Among 664 children who had at least one older sibling with the developmental disorder, the \_\_48\_\_ risk of autism was nearly 19%, \_\_49\_\_ higher than previous sibling-recurrence estimates that were anywhere from 3% to 10%. Kids with more than one older autistic sibling had an even higher risk of the disorder: 32%.

The \_\_50\_\_ suggest that genes play a key role in autism risk. But they also hint that other environmental factors \_\_51\_\_ by siblings, like influences in the womb (子宫), may be important as well.

On the \_\_52\_\_ of the findings, the researchers recommend that doctors closely \_\_53\_\_ younger siblings of autistic children to pick up any early signs of the disorder, \_\_54\_\_ an unusually large head or delayed language development and communication skills. Evidence suggests that early \_\_55\_\_ and diagnosis of autism can help children take advantage of therapies that can treat some of its \_\_56\_\_.

注意：此部分试题请在答题卡2上作答。

1. average B）basis C）common D）consequently E）detection

F）developing G）distributed H）dramatically I）including J）monitor

K）reason L）result M）shared N）symbols O）symptoms

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.

Libraries are my world. I've been a patron (老主顾) all my life, and for the past nine years I've worked at multiple libraries and archives in and around Detroit. The library as an institution has many roles, but as our country struggles through an economic crisis, I have watched the library where I work evolve into a career and business center, a community gathering place and a bastion (堡垒) of hope.

In the spring of 2007 1 got a library internship (实习生的位置) at the Southfield Public Library (SPL), just north of Detroit. Summers at SPL were usually slow, but that year, we experienced a library that was as busy as science-fair project week, midterms or tax season. Yet patrons weren't looking for Mosby's Nursing Drug Reference or tax return forms. They were coming for information on growing their small business.

I interpreted people's interest in our business collection as the first step to pursuing their dreams, but these patrons were not motivated by dreams. They were responding to reality, and they were looking for Plan B.

Things worsened in 2008, and in 2009 the economic crisis continues to plague Michigan. Last year, we put up a display with a variety of job resources that we restocked every hour. Each night the library closed, the display was bare. While we normally keep displays up for a week, we kept the job resources display up for months.

Then there's the tightening credit market. People see the writing on the wall and they want to get educated. They can't afford a financial adviser, but checking books out is free. Some of the most popular titles now are Rich Dad, Poor Dad. Think and Grow Rich, and Suze Orman's 2009 Action Plan.

The economic downturn affects us all. I have had to work long hours and don't get to see much of my boyfriend or experience any kind of social life lately, but I am thankful to be in a position where I can help people overcome this struggle. In Michigan, we haven't lost hope. As long as there are libraries here, there will always be hope.

注意：此部分试题请在答题卡2上作答

57. What changes has the current economic crisis brought to the library?

A) It has opened its age-old archives to the general public.

B) It has become a job and business information center.

C) It has evolved into a place for business transactions.

D) It has had to cut its budget to get through the crisis.

58. What does the author say about the Southfield Public Library in the summer of 2007?

A) It was overflowing with visitors.

B) It launched a science project series.

C) It added many books on business to its collection.

D) It was full of people seeking information on drugs.

59. What can be inferred from people's strong interest in the library's business collection?

A) They think it is now time to realize their dreams.

B) They find economics helpful in tiding over the crisis.

C) They consider it a trend to start their own business.

D) They are concerned about the worsening economy.

60. Why were there no more job resources on display by the end of the day?

A) The library staff could not do the restocking quickly enough.

B) People competed with each other for the jobs listed in the ads.

C) People were much interested in the job resources on display.

D) All the materials on display were free of charge to the jobless.

61. How did the author feel about working in the library?

A) She felt contented to be in a position to render help.

B) She felt pleased to be able to give hope to the jobless.

C) She felt rewarded to have gained a lot of experience.

D) She felt sorry to miss the social life she used to enjoy.

Passage Two

Questions 62 to 66 are based on the following passage.

More than three dozen billionaires, including well-known philanthropist (慈善家) David Rockefeller, have promised at least half of their fortunes to charity, joining a programme that Bill and Melinda Gates and Warren Buffett started in June to encourage other wealthy people to give.

The pledge is currently worth about $ 150 billion, but the programme predicts it will eventually be worth $ 600 billion.

"During even the Depression's worst years, my parents gave money - about 8% of their annual income of $ 2200," said Lorry Lokey, one of the donors, on the website of the programme, the Giving Pledge, "I remember saying to my mother that we can't afford that. But she said we have to share with others."

The pledge has been a matter of some debate in philanthropic and non-profit circles, with some experts dismissing it as mere publicity and others predicting that it would produce a flood of new money to support non-profit groups.

Buffett said the real value of the pledge was found in the example it set and in the sentiments (情感) expressed in the letters posted on the website.

Buffett and Gates will hold several dinners later this year to recruit more billionaires, and members of the Giving Pledge will meet annually to discuss their philanthropy.

The pair are due to meet some wealthiest people in China next month and India in March.

"We hope this catches fire in some other countries," Buffett said, "If they want to take what we think is a good idea and run with it, we will be cheering."

Buffett said the number of people who had agreed to sign on was at the high end of his expectations. He said some people who declined to sign the pledge were planning to give away most of their wealth but did not want to draw attention to those plans.

Energy tycoon (大亨) Pickens, who is worth about $ 1 billion, said in his Giving Pledge letter: "I've long stated that I enjoy making money, and I enjoy giving it away. I'm not a big fan of inherited wealth. It generally does more harm than good."

注意：此部分试题请在答题卡2上作答。

62. What's the purpose of the programme started by Bill and Melinda Gates and Warren Buffett?

A) To spread the idea of charity around the world.

B) To publicise the pains and gains of charity work.

C) To involve more wealthy people in philanthropy.

D) To narrow the gap between the rich and the poor.

63. What message does Lorry Lokey intend to convey through his website posting?

A) His family's income is far from large.

B) The spirit of giving runs in his family.

C) His family suffered during the Great Depression.

D) The wealth of his family has come the hard way.

64. Why are Buffett and Gates going to meet some wealthiest people in China and India?

A) To share their experience with the newly rich there.

B) To publicise their generosity in helping the needy.

C) To persuade the wealthy people there to join their ranks.

D) To help the billionaires there see the true value of money.

65. What reason do some people give for declining to sign the pledge?

A) They are unsure if they can meet the public's expectations.

B) They have made plans for disposing of their wealth.

C) They are still undecided whether to give or not.

D) They are reluctant to be the focus of attention.

66. What does energy tycoon Pickens try to say in his Giving Pledge letter?

A) Blessed are those who inherit large fortunes.

B) The more you give, the happier you will be.

C) Leaving a fortune to one's children is unwise.

D) Philanthropy can help free the poor the poor from want.

**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.

The work for which Thomas Malthus is still most widely known is his Essay on the Principle of Population, which first appeared in 1798. This book introduced Malthus's \_\_67\_\_ that population inescapably outgrows subsistence (生活资料), and that this difference \_\_68\_\_ population size and the ability to adequately meet the \_\_69\_\_ subsistence needs of all the members of that population " naturally" produces a fundamental struggle for \_\_70\_\_ in which some flourish at the \_\_71\_\_ of others.

Charles Darwin's most important contribution \_\_72\_\_ the field of biology, described in his work. On the Origin of Species, was to \_\_73\_\_ Malthus's observation that plants and animals multiply faster than nature can provide for them to his own \_\_74\_\_ of the process of "evolution" - the notion that different forms of life develop \_\_75\_\_ from a common ancestry (祖先). Combining these elements, Darwin \_\_76\_\_ that the factors of "the struggle for existence" and "the survival of the fittest" are the central mechanisms \_\_77\_\_ which evolution is based. In this sense, then. Darwin introduced the possibility \_\_78\_\_ conflict and struggle are biological phenomena, which are \_\_79\_\_ central to human social existence.

A number of more contemporary social thinkers were \_\_80\_\_ by Darwin and continued this particular version of the conflict perspective, commonly referred to \_\_81\_\_ social Darwinism, into the twentieth century-Thus, for example, Herbert Spencer, a \_\_82\_\_ English social theorist, applied these ideas of the natural \_\_83\_\_ of conflict and survival of the fittest to his . notion of social evolution, \_\_84\_\_ William Graham Summer, an American sociologist, saw the \_\_85\_\_ for survival among individual actors as operating to bring about fundamental \_\_86\_\_ in the quality of human social life overall.

注意：此部分试题请在答题卡2上作答。

67. A) scheme B) reference C) theory D) illusion

68. A) between B) of C) amid D) about

69. A) initial B) basic C) low D) original

70. A) existence B) attendance C) presence D) appearance

71. A) pain B) offense C) danger D) expense

72. A) around B) to C) upon D) over

73. A) notify B) simplify C) rely D) apply

74. A) analysis B) emphasis C) question D) decision

75. A) permanently B) occasionally C) gradually D) constantly

76. A) promised B) projected C) processed D) proposed

77. A) from B) on C) at D) in

78. A) which B) where C) that D) how

79. A) abruptly B) absolutely C) abnormally D) abstractly

80. A) charged B) roused C) promoted D) influenced

81. A) like B) for C) as D) by

82. A) leading B) directing C) heading D) conducting

83. A) path B) route C) process D) channel

84. A) while B) when C) unless D) until

85. A) rival B) race C) compensation D) competition

86. A) opportunities B) advances C) adventures D) oppositions

**Part VI Translation (5 minutes)**

Directions：Complete the sentences by translating into English the Chinese given in brackets. Please write your translation on Answer Sheet 2.

注意：此部分试题请在答题卡2上作答，只需写出译文部分。

87. He knew France very well, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (似乎他多次去过那个国家)

88. Seeing these pictures, the student couldn't help \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (回忆起那些难忘的日子)

89. Only after they had performed hundreds of experiments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (他们才成功地解决了这个问题)

90. Some people hold the mistaken belief that our domestic products are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (总是次于进口商品)

91. Sometimes giving up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (有助你把时间和精力集中于) the few things that are truly important.