

# 大学英语

# 全真预测试题

东方 & 经科英语系列图书

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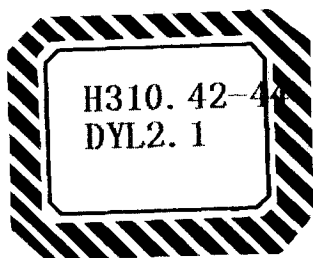
大学英语六级考试命题研究组编



经济科学出版社  
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# 六级英语全真预测试题

大学英语六级考试命题研究组 编



经济科学出版社

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### 六级英语全真预测试题

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考试命题研究组 编

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# 前 言

全国大学英语六级考试是由教育部高教司组织的一次大规模的标准化考试,是针对广大英语学习者,尤其是针对大学生的一种水平测试。随着英语在中国越来越广泛的应用,学习英语和参加六级考试的人越来越多。但由于六级考试大纲几次变更,题型不断变化,参加考试的考生对考试的形式和内容了解不够,以致考生对六级考试动向把握不准确,对考试能否过关信心不足。尽管市场上有不少六级考试方面的书籍,但大多在难度上和深度上与考试要求相差甚远,无法满足实际考试的需要。针对这一情况,我们特编写了这本《六级英语全真预测试题》。

本书有如下三个特色:

**全**,在本书编写过程中,编者对历年真题进行研究,按考试内容进行分析归纳整理,力求囊括历届六级英语考试语法和词汇的所有考点以及阅读理解文章的类型,在此基础上,我们编写了这几套试题,所以在内容方面我们可以说“全”。

**真**,本书为仿真试题,无论命题形式、内容还是试题难度均严格按照大纲的测试要求而设计,并与样题接近。其题量充足,内容涵盖面广,大多数材料选自国内外图书和报刊。力求在难度上、在题量上不缩水,目的是真正让考生能够做到正确认知自己的能力和水平。考生可利用本书在考前进行自测、自练,检查其备考情况,找出漏洞与差距,以利进一步复习。考生通过本书进行考前训练能迅速提高自己应试的能力。

**精**,本书对所有的试题答案的合理性,对干扰选项的设置都进行了认真的分析。通过做试题并阅读书后试题分析,考生及读者可以强化概念、理清思路,并学会辨别比较找出正确答案的方法。许多英语学习者体会到,正确的解题思路与合理的学习方法往往比死记硬背地学习英语要有效得多,会产生事半功倍的效果。

编写本书的目的是希望广大考生能够通过对本书的学习,领悟六级英语考试的真谛,寻找出一种正确的学习方法和学习态度,真正提高自己的英语水平。本书不仅给考生提供了实战演习的机会,同时也为六级英语辅导班提供了绝佳教材。同时,由于编者的水平有限,时间又很仓促,书中的不足之处在所难免,诚盼广大读者批评指正。

编者

2005年3月

# 目 录

全真英语测试题(一)	1
全真英语测试题(二)	15
全真英语测试题(三)	30
全真英语测试题(四)	43
全真英语测试题(五)	56
全真英语测试题(六)	69
全真英语测试题(七)	83
全真英语测试题(八)	96
全真英语测试题(九)	110
全真英语测试题(十)	124
参 考 答 案	139

# 全真英语测试题(一)

## 试 卷 一

### Part I                      Listening Comprehension                      (20 minutes)

#### Section A

**Directions:** *In this section you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question 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 the Answer Sheet with a single line through the centre.*

**Example:** *You will hear:*

*M: When shall we start our work, Jane?*

*W: Tomorrow at 9 o'clock. But we must work quickly for we have to finish everything before 2 o'clock in the afternoon.*

*Q: For how long can they work?*

*You will read: [A] 2 hours. [B] 3 hours. [C] 4 hours. [D] 5 hours.*

*From the conversation we know that the two are talking about some work they will start at 9 o'clock in the morning and have to finish at 2 o'clock in the afternoon. Therefore, [D] "5 hours" is the correct answer. You should choose [D] on the Answer Sheet and mark it with a single line through the centre.*

**Sample Answer** [A][B][C]~~[D]~~

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. [A]1,000 dollars.          | [B]1,600 dollars.              |
| [C]2,000 dollars.             | [D]2,200 dollars.              |
| 2. [A]Dec. 13th, 1966.        | [B]Dec. 30th, 1996.            |
| [C]Dec. 30th, 1916.           | [D]Dec. 30th, 1966.            |
| 3. [A]In a hospital.          | [B]In a library.               |
| [C]In a travel agency.        | [D]In a restaurant.            |
| 4. [A]A surgical doctor.      | [B]A university professor.     |
| [C]A headmaster.              | [D]A psychological consultant. |
| 5. [A]Having an interview.    |                                |
| [B]Filling out a form.        |                                |
| [C]Talking with his friend.   |                                |
| [D]Asking for information.    |                                |
| 6. [A]Buying some sugar.      |                                |
| [B]Trying a different coffee. |                                |

- [C]Tasting something quiet.  
 [D]Buying some tea.
7. [A]She is going to Finland.  
 [B]She has visitors next week.  
 [C]She has guests at her home.  
 [D]She has just visited him this week.
8. [A]He is confident. [B]He is worried.  
 [C]He is bored. [D]He is angry.
9. [A]The English teacher has not been busy.  
 [B]The woman has troubled the English teacher very much.  
 [C]The woman has never troubled the English teacher.  
 [D]The man has troubled the English teacher.
10. [A]She can't finish her assignment, either.  
 [B]She can't afford a computer right now.  
 [C]The man can use her computer.  
 [D]The man should buy a computer right away.

## 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 the Answer Sheet with a single line through the centre.*

### Passage One

**Questions 11 to 13 are based on the passage you have just heard.**

11. [A]Being arrested. [B]In police custody.  
 [C]Before a judge. [D]In court.
12. [A]Day in court. [B]Search warrants.  
 [C]Rights of citizens. [D]Police and criminal.
13. [A]Cruel deception. [B]Legal document.  
 [C]Personal appeal. [D]A letter from the court.

### Passage Two

**Questions 14 to 17 are based on the passage you have just heard.**

14. [A]A housewife. [B]A singer.

- [C]A teacher. [D]A musician.
15. [A]The violin was too expensive.  
 [B]She was too young to play the violin.  
 [C]The violin was too big for her.  
 [D]Her mother wanted her to play the piano.
16. [A]To play the violin once again.  
 [B]To go to the United States.  
 [C]To accept a full scholarship.  
 [D]To make a tape recording.
17. [A]To live a more comfortable life.  
 [B]To give performances.  
 [C]To be a pupil of a famous violinist.  
 [D]To enter a famous university.

### — [ Passage Three ] —

**Questions 18 to 20 are based on the passage you have just heard.**

18. [A]Mexico [B]Spain  
 [C]India [D]Central and South America
19. [A]Toltec Indians [B]Women.  
 [C]The king and noblemen. [D]Montezuma.
20. [A]Chocolate bars were given to soldiers to carry in their  
 backpacks in the battle.  
 [B]People had little to eat except chocolate bars.  
 [C]Chocolate companies sold chocolate bars in candy stores  
 during the war.  
 [D]The queen of Spain loved chocolate bars and made it popular.

## Part II Reading Comprehension (35 minutes)

**Directions:** *There are 4 passages in this part. 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 the Answer Sheet with a single line through the centre.*

### — [ Passage One ] —

**Questions 21 to 25 are based on the following passage.**

Woodrow Wilson was referring to the liberal idea of the economic market when he



said that the free enterprise system was the most efficient economic system. Maximum freedom means maximum productiveness; our "openness" is to be the measure of our stability. Fascination with this ideal has made Americans defy the "Old World" categories of settled possessiveness versus unsettling deprivation, the cupidity of retention versus the cupidity of seizure, a "status quo" defended or attacked. The United States, it was believed, had no status quo ante. Our only "station" was the turning of a stationary wheel, spinning faster and faster. We did not base our system on property but opportunity—which meant we based it not on stability but on mobility. The more things changed, that is, the more rapidly the wheel turned, the steadier we would be. The conventional picture of class politics is composed of the Haves, who want a stability to keep what they have, and the Have-Nots, who want a touch of instability and change in which to scramble for the things they have not. But Americans imagined a condition in which speculators, self-makers, runners were always using the new opportunities given by our land. These economic leaders (front-runners) would thus be mainly agents of change. The nonstarters were considered the ones who wanted stability, a strong referee to give them some position in the race, a regulative hand to calm manic speculation; an authority that can call things to a halt, begin things again from compensatorily staggered "starting lines."

"Reform" in America has been sterile because it can imagine no change except through the extension of this metaphor of a race, wider inclusion of competitors, "a piece of the action," as it were, for the disenfranchised. There is no attempt to call off the race. Since our only stability is change, America seems not to honor the quiet work that achieves social interdependence and stability. There is, in our legends, no heroism of the office clerk, no stable industrial work force of the people who actually make the system work. There is no pride in being an employee (Wilson asked for a return to the time when everyone was an employer). There has been no boasting about our social workers—they are merely signs of the system's failure, of opportunity denied or not taken, of things to be eliminated. We have no pride in our growing interdependence, in the fact that our system can serve others, that we are able to help those in need; empty boasts from the past make us ashamed of our present achievements, make us try to forget or deny them, move away from them. There is no honor but in the Wonderland race we must all run, all trying to win, none winning in the end (for there is no end).

21. The primary purpose of the passage is to \_\_\_\_\_.

- [A] criticize the inflexibility of American economic mythology
- [B] contrast "Old World" and "New World" economic ideologies
- [C] challenge the integrity of traditional political leaders
- [D] champion those Americans whom the author deems to be neglected

22. In the context of the author's discussion of regulating change, which of the following could be most probably regarded as a strong referee (line 13) in the United States?

- [A] A school principal
- [B] A political theorist
- [C] A federal court judge
- [D] A social worker

23. It can be inferred from the passage that the author most probably thinks that giving the disenfranchised "a piece of the action" (line 17) is \_\_\_\_\_.

- [A] a compassionate, if misdirected, legislative measure
- [B] an example of Americans' resistance to profound social change
- [C] an innovative program for genuine social reform
- [D] a monument to the efforts of industrial reformers

24. It can be inferred from the passage that Woodrow Wilson's ideas about the economic market \_\_\_\_\_.

- [A] encouraged those who "make the system work" (lines 56)
- [B] perpetuated traditional legends about America
- [C] revealed the prejudices of a man born wealthy
- [D] foreshadowed the stock market crash of 1929

25. Which of the following best expresses the author's main point? \_\_\_\_\_

- [A] Americans' pride in their jobs continues to give them stamina today.
- [B] The free enterprise system has been only a useless concept in the United States.
- [C] The myth of the American free enterprise system is seriously flawed.
- [D] Fascination with the ideal of "openness" has made Americans a progressive people.

## Passage Two

Questions 26 to 30 are based on the following passage.

Since the early 1970's, historians have begun to devote serious attention to the working class in the United States. Yet while we now have studies of working class communities and culture, we know remarkably little of worklessness. When historians have paid any attention at all to unemployment, they have focused on the Great Depression of the 1930's. The narrowness of this perspective ignores the pervasive recessions and joblessness of the previous decades, as Alexander Keyssar shows in his recent book. Examining the period 1870-1920, Keyssar concentrates on Massachusetts, where the historical materials are particularly rich, and the findings applicable to other industrial areas.

The unemployment rates that Keyssar calculates appear to be relatively modest, at least by Great Depression standards: during the worst years, in the 1870's and 1890's, unemployment was around 15 percent. Yet Keyssar rightly understands that a

better way to measure the impact of unemployment is to calculate unemployment frequencies—measuring the percentage of workers who experience any unemployment in the course of a year. Given this perspective, joblessness looms much larger.

Keyssar also scrutinizes unemployment patterns according to skill level, ethnicity, race, age, class, and gender. He finds that rates of joblessness differed primarily according to class; those in middle-class and white-collar occupations were far less likely to be unemployed. Yet the impact of unemployment on a specific class was not always the same. Even when dependent on the same trade, adjoining communities could have dramatically different unemployment rates. Keyssar uses these differential rates to help explain a phenomenon that has puzzled historians—the startlingly high rate of geographical mobility in the nineteenth-century United States. But mobility was not the dominant working-class strategy for coping with unemployment, nor was assistance from private charities or state agencies. Self-help and the help of kin got most workers through jobless spells.

While Keyssar might have spent more time developing the implications of his findings on joblessness for contemporary public policy, his study, in its thorough research and creative use of quantitative and qualitative evidence, is a model of historical analysis.

**B** 26. The passage is primarily concerned with \_\_\_\_\_.

- [A] recommending a new course of investigation
- [B] summarizing and assessing a study
- [C] making distinctions among categories
- [D] criticizing the current state of a field

**A** **D** 27. The passage suggests that before the early 1970's, which of the following was true of the study by historians of the working class in the United States? \_\_\_\_\_

- [A] The study was infrequent or superficial, or both.
- [B] The study was repeatedly criticized for its allegedly narrow focus.
- [C] The study relied more on qualitative than quantitative evidence.
- [D] The study focused more on the working-class community than on working-class culture.

**C** **A** 28. According to the passage, which of the following is true of Keyssar's findings concerning unemployment in Massachusetts? \_\_\_\_\_

- [A] They tend to contradict earlier findings about such unemployment.
- [B] They are possible because Massachusetts has the most easily accessible historical records.
- [C] They are relevant to a historical understanding of the nature of unemployment in other states.
- [D] They have caused historians to reconsider the role of the working class during the Great Depression.

**A** **D** 29. Which of the following statements about the unemployment rate during the Great De-

pression can be inferred from the passage? \_\_\_\_\_

- [A] It was sometimes higher than 15 percent.
- [B] It has been analyzed seriously only since the early 1970's.
- [C] It can be calculated more easily than can unemployment frequency.
- [D] It was never as high as the rate during the 1870's.

30. According to the passage, Keyssar considers which of the following to be among the important predictors of the likelihood that a particular person would be unemployed in late nineteenth-century Massachusetts? \_\_\_\_\_

- I. The person's class
  - II. Where the person lived or worked
  - III. The person's age
- [A] I only
  - [B] II only
  - [C] I and II only
  - [D] I and III only

— Passage Three —

Questions 31 to 35 are based on the following passage.

The fact that superior service can generate a competitive advantage for a company does not mean that every attempt at improving service will create such an advantage. Investments in service, like those in production and distribution, must be balanced against other types of investments on the basis of direct, tangible benefits such as cost reduction and increased revenues. If a company is already effectively on a par with its competitors because it provides service that avoids a damaging reputation and keeps customers from leaving at an unacceptable rate, then investment in higher service levels may be wasted, since service is a deciding factor for customers only in extreme situations.

This truth was not apparent to managers of one regional bank, which failed to improve its competitive position despite its investment in reducing the time a customer had to wait for a teller. The bank managers did not recognize the level of customer inertia in the consumer banking industry that arises from the inconvenience of switching banks. Nor did they analyze their service improvement to determine whether it would attract new customers by producing a new standard of service that would excite customers or by proving difficult for competitors to copy. The only merit of the improvement was that it could easily be described to customers.

31. The primary purpose of the passage is to \_\_\_\_\_.

- [A] contrast possible outcomes of a type of business investment
- [B] suggest more careful evaluation of a type of business investment

[C] illustrate various ways in which a type of business investment could fail to enhance revenues

[D] trace the general problems of a company to a certain type of business investment

C 32. According to the passage, investments in service are comparable to investments in production and distribution in terms of the \_\_\_\_\_.

[A] tangibility of the benefits that they tend to confer

[B] increased revenues that they ultimately produce

[C] basis on which they need to be weighed

[D] insufficient analysis that managers devote to them

~~D~~  
A 33. The passage suggests which of the following about service provided by the regional bank prior to its investment in enhancing that service? \_\_\_\_\_

[A] It enabled the bank to retain customers at an acceptable rate.

[B] It threatened to weaken the bank's competitive position with respect to other regional banks.

[C] It had already been improved after having caused damage to the bank's reputation in the past.

[D] It was slightly superior to that of the bank's regional competitors.

A 34. The passage suggests that bank managers failed to consider whether or not the service improvement mentioned \_\_\_\_\_.

[A] was too complicated to be easily described to prospective customers

[B] made a measurable change in the experiences of customers in the bank's offices

[C] could be sustained if the number of customers increased significantly

[D] was an innovation that competing banks could have imitated

D 35. The discussion of the regional bank serves which of the following functions within the passage as a whole? \_\_\_\_\_

[A] It describes an exceptional case in which investment in service actually failed to produce a competitive advantage.

[B] It illustrates the pitfalls of choosing to invest in service at a time when investment is needed more urgently in another area.

[C] It demonstrates the kind of analysis that managers apply when they choose one kind of service investment over another.

[D] It provides an example of the point about investment in service made in the first paragraph.

— Passage Four —

Questions 36 to 40 are based on the following passage.

If you intend using humor in your talk to make people smile, you must know how

to identify shared experiences and problems. Your humor must be relevant to the audience and should help to show them that you are one of them or that you understand their situation and are in sympathy with their point of view. Depending on whom you are addressing, the problems will be different. If you are talking to a group of managers, you may refer to the disorganized methods of their secretaries; alternatively if you are addressing secretaries, you may want to comment on their disorganized bosses.

Here is an example, which I heard at a nurses' convention, of a story which works well because the audience all shared the same view of doctors. A man arrives in heaven and is being shown around by St. Peter. He sees wonderful accommodations, beautiful gardens, sunny weather, and so on. Everyone is very peaceful, polite and friendly until, waiting in a line for lunch, the new arrival is suddenly pushed aside by a man in a white coat, who rushes to the head of the line, grabs his food and stomps over to a table by himself. "Who is that?" the new arrival asked St. Peter. "Oh, that's God." came the reply, "but sometimes he thinks he's a doctor."

If you are part of the group which you are addressing, you will be in a position to know the experiences and problems which are common to all of you and it'll be appropriate for you to make a passing remark about the inedible canteen food or the chairman's notorious bad taste in ties. With other audiences you mustn't attempt to cut in with humor as they will resent an outsider making disparaging remarks about their canteen or their chairman. You will be on safer ground if you stick to scapegoats like the Post Office or the telephone system.

If you feel awkward being humorous, you must practice so that it becomes more natural. Include a few casual and apparently off-the-cuff remarks ~~which you can deliver~~ in a relaxed and unforced manner. Often it's the delivery which causes the audience to smile, so speak slowly and remember that a raised eyebrow or an unbelieving look may help to show that you are making a light-hearted remark.

Look for the humor. It often comes from the unexpected. A twist on a familiar quote "If at first you don't succeed, give up" or a play on words or on a situation. Search for exaggeration and understatement. Look at your talk and pick out a few words or sentences which you can turn about and inject with humor.

C 36. **To make your humor work, you should \_\_\_\_\_.**

[A]take advantage of different kinds of audience

[B]make fun of the disorganized people

[C]address different problems to different people

[D]show sympathy for your listeners

B& 37. **The joke about doctors implies that, in the eyes of nurses, they are \_\_\_\_\_.**

[A]impolite to new arrivals

[B]very conscious of their godlike role ✓

✓ [C]entitled to some privileges

[D]very busy even during lunch hours

38. It can be inferred from the text that public services \_\_\_\_\_.

- [A] have benefited many people
- [B] are the focus of public attention
- [C] are an inappropriate subject for humor
- [D] have often been the laughing stock

39. To achieve the desired result, humorous stories should be delivered \_\_\_\_\_.

- [A] in well-worded language
- [B] as awkwardly as possible
- [C] in exaggerated statement
- [D] as casually as possible

40. The best title for the text may be \_\_\_\_\_.

- [A] Use Humor Effectively
- [B] Various Kinds of Humor
- [C] Add Humor to Speech
- [D] Different Humor Strategies

### Part III

### Vocabulary

(20 minutes)

**Directions:** There are 30 incomplete sentences in this part. For each sentence there are four choices marked [A], [B], [C] and [D]. Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

41. Language, culture, and personality may be considered \_\_\_\_\_ of each other in thought, but they are inseparable in fact.

- [A] indistinctly
- [B] separately
- [C] irrelevantly
- [D] independently

42. The manager gave one of the salesgirls an accusing look for her \_\_\_\_\_ attitude toward customers.

- [A] impartial
- [B] mild
- [C] hostile
- [D] opposing

43. It is strictly \_\_\_\_\_ that access to confidential documents is denied to all but a few.

- [A] secured
- [B] forbidden
- [C] regulated
- [D] determined

44. Christmas is a Christian holy day usually celebrated on December 25th \_\_\_\_\_ the birth of Jesus Christ.

- [A] in accordance with
- [B] in terms of
- [C] in favor of
- [D] in honor of

45. It was a bold idea to build a power station in the deep valley, but it \_\_\_\_\_ as well as we had hoped.

- [A] came off
- [B] went off
- [C] brought out
- [D] made out

46. \_\_\_\_\_ the impact of the ideas introduced to Europe by soldiers returning from

the East, the West was greatly changed.

- [A]Because of [B]By means of  
[C]In addition to [D]In spite of

47. If you push hard on the world, the world will push back on you; if you touch the world gently, the world will touch you gently \_\_\_\_\_.
- [A]in return [B]in the long run  
[C]in turn [D]in place
48. The concerns with the origins of the earth \_\_\_\_\_ their study.
- [A]motivated [B]advised [C]excited [D]impulsed
49. By the end of 1994, 558 kinds of products had been \_\_\_\_\_ green food.
- [A]named [B]restricted [C]classified [D]labeled
50. A neat letter improves your chances of a favorable \_\_\_\_\_.
- [A]circumstance [B]request  
[C]reception [D]response
51. It was felt that he lacked the \_\_\_\_\_ to pursue a difficult task to the very end.
- [A]petition [B]engagement  
[C]commitment [D]qualification
52. Though he views himself as a realist, Cetron says that his findings make him very \_\_\_\_\_ about future.
- [A]optimistic [B]sympathetic  
[C]objective [D]precautions
53. When it comes to teaching \_\_\_\_\_, many parents believe that if they love their children and treat them kindly, the kids will know how to behave.
- [A]mentality [B]morality [C]majesty [D]majority
54. History has demonstrated that countries with different social systems and ideologies can join hands in meeting the common challenges to human \_\_\_\_\_ and development.
- [A]evolution [B]survival [C]rivalry [D]dignity
55. Shopping for a new swimsuit is one of least \_\_\_\_\_ activities, because I almost always get salesclerk with a sick sense of humor.
- [A]favorable [B]popular [C]favorite [D]beneficial
56. He was \_\_\_\_\_ enough to understand my questions from the gestures I made.
- [A]intelligent [B]efficient [C]proficient [D]diligent
57. All parts of this sewing machine are \_\_\_\_\_ so that it is very simple to get replacements for them.
- [A]mechanized [B]minimized  
[C]modernized [D]standardized
58. As a salesman, he works on a(n) \_\_\_\_\_ basis, taking 10% of everything he sells.
- [A]income [B]commission [C]salary [D]pension



59. China Daily never loses sight of the fact that each day all of us \_\_\_\_\_ a tough, challenging world.  
 [A]encounter [B]acquaint [C]preside [D]confront
60. He pointed out that the living standard of urban and \_\_\_\_\_ people continued to improve.  
 [A]remote [B]municipal [C]rural [D]provincial
61. Skilled technicians and advanced technologies enable us to build uncompromised quality into all our cars, because our first \_\_\_\_\_ is bringing you pleasure for years to come.  
 [A]prestige [B]benefit [C]privilege [D]priority
62. Telecommunication developments enable the sending of messages \_\_\_\_\_ television, radio and very shortly, electronic mail to bombard people with many messages.  
 [A]via [B]amid [C]past [D]across
63. Women's central role in managing natural resources and protecting the environment has been overlooked more often than it has been \_\_\_\_\_.  
 [A]acknowledged [B]emphasized  
 [C]memorized [D]associated
64. The new government \_\_\_\_\_ the foreign-owned oil fields one after another.  
 [A]took over [B]took out  
 [C]took off [D]took on
65. Many proverbs \_\_\_\_\_ in ancient Greece and Rome and in medieval Europe, spreading from country to country in Latin texts.  
 [A]designated [B]descended  
 [C]originated [D]created
66. I was speaking to Anna on the phone when suddenly we were \_\_\_\_\_.  
 [A]hung up [B]hung back [C]cut down [D]cut off
67. Ms. Green has been living in town for only one year, yet she seems to be \_\_\_\_\_ with everyone who comes to the store.  
 [A]accepted [B]admitted [C]admired [D]acquainted
68. Dozens of scientific groups all over the world have been \_\_\_\_\_ the goal of a practical and economic way to use sunlight to split water molecules.  
 [A]pursuing [B]chasing [C]reaching [D]winning
69. When travelling, you are advised to take travellers' checks, which provide a secure \_\_\_\_\_ to carrying your money in cash.  
 [A]substitute [B]selection [C]preference [D]alternative
70. Changing from solid to liquid, water takes in heat from all substances near it, and this \_\_\_\_\_ produces artificial cold surrounding it.  
 [A]absorption [B]transition  
 [C]consumption [D]interaction