

上海外国语大学博士生导师 张健教授 主审

大学英语 六级

全真预测 试题 及详解

附送MP3光盘及0712-0912真题

主编 ◎ 刘金龙

- 权威预测 六级考试
- 专家推荐 值得信赖

内容丰富 超值赠送五套真题及480分钟超长听力

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EAST CHINA UNIVERSITY OF SCIENCE AND TECHNOLOGY PRESS

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前 言

大学英语六级考试改革的目标是更准确地测试在校大学生的英语综合能力,尤其是英语听说能力,以体现社会发展对我国大学生英语综合应用能力的要求。

许多考生由于对大学英语六级考试改革的理解不够透彻,在备考过程中往往具有一定的盲目性,缺乏针对性的训练。为了帮助广大考生更好地应对改革后的各种新题型,破解六级考试过程中的种种难题,笔者组织了长期奋战在大学英语教学和六级培训一线的教师,合力编写了该书。

本书由10套全真预测模拟试题组成,均系编者在对历年真题研究的基础上编写而成。通过对这10套模拟试题的详细讲解和评析,让考生熟悉考试题型、了解考试难度,迅速把握考点和测试要求;精心设计的练习可以帮助考生巩固、强化考试所需的技能。在练习材料的难度方面,兼顾不同水平的考生,设置了不同难度的练习。通过解题技巧的讲解,难度适中练习的操练,可帮助考生达到触类旁通的娴熟境地。

另外,本书还在所附的MP3光盘中,附送2007—2009年5套真题,内容涵盖全套题目、详细的参考答案、听力原文及听力录音。

本书特色

特点之一——作文部分,既有写作指南作指点,又有经典范文作参考,外加亮点解析,指出范文点睛之处。

特点之二——快速阅读和完型填空部分,均配有文章大意,帮助考生理解全文。

特点之三——阅读理解 Section A 部分,每小题答案详解均配有句子译文。

特点之四——阅读理解 Section B 部分,均配有全文翻译,便于考生理解全文,更好地解题。

特点之五——翻译部分不仅给出详细的解析,还根据题目特点,对相应语法、词法、句法点均给出拓展性讲解。考生既学习了翻译技巧,又重温了相关语法知识,一举两得。

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

本书结合了编者多年的教学、辅导和培训的实践经验,有的编者还多次参加六级考试阅卷工作,对六级考试具有一定的实战经验。书中有不少材料是编者在教学培训过程中使用过的,并得到学员的一致认同。可以说,有了他们的加盟使得本书的材料具有一定的可靠性和真实性。

由于编者学识和水平有限,书中错误之处在所难免,恳请广大同仁和读者批评指正。

编 者
2009年12月

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全真预测试题一

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay entitled **Doing Things We Don't Like**. You should write at least 150 words following the outline given below:

1. 我们都比较喜欢做自己喜欢做的事
2. 然而,做自己不喜欢做的事未尝不可,理由是……
3. 我的看法

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

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on Answer Sheet 1. For questions 1-7, choose the best answer from the four choices marked A, B, C and D. For questions 8-10, complete the sentences with the information given in the passage.

Christmas or Christmas Day is an annual holiday, celebrated on December 25 that commemorates the birth of Jesus of Nazareth. The date of commemoration is not known to be Jesus' actual birthday, and may have initially been chosen to correspond with either the day exactly nine months after some early Christians believed Jesus had been conceived, a historical Roman festival, or the winter solstice. Christmas is central to the Christmas and holiday season, and in Christianity marks the beginning of the larger season of Christmastide, which lasts twelve days.

Although a Christian holiday, Christmas is widely celebrated by many non-Christians, and some of its popular celebratory customs have pre-Christian or secular themes and origins. Popular modern customs of the holiday include gift-giving, music, an exchange of greeting cards, church celebrations, a special meal, and the display of various decorations, including Christmas trees, lights, and garlands, mistletoe, nativity scenes, and holly. In addition, Father Christmas (known as Santa Claus in some areas, including North America, Australia and Ireland) is a popular mythological figure in many countries, associated with the bringing of gifts for children.

Because gift-giving and many other aspects of the Christmas festival involve heightened economic activity among both Christians and non-Christians, the holiday has become a significant event and a key sales period for retailers and businesses. The economic impact of Christmas is a factor that has grown steadily over the past few centuries in many regions of the world.

Etymology

The word Christmas originated as a compound meaning "Christ's Mass". It is derived from the Middle English Christemasse and Old English Cristes mæsse, a phrase first recorded in 1038. "Cristes" is from Greek *Christos* and "mæsse" is from Latin *missa* (the holy mass). In Greek, the letter X (chi), is the first letter of Christ, and X, or the similar Roman letter X, has been used as an abbreviation for Christ since the mid-16th century. Hence, Xmas is often used as an abbreviation for Christmas.

Celebration

Christmas Day is celebrated as a major festival and public holiday in most countries of the world, even in many whose populations are not majority Christian. In some non-Christian countries, periods of former colonial rule introduced the celebration, in others, Christian minorities or foreign cultural influences have led population to observe the holiday. Major exceptions, where Christmas is not a formal public holiday, include China, (excepting Hong Kong and Macao), Japan, Saudi Arabia, Algeria, Thailand, Nepal, Iran, Turkey and North Korea.

While most countries celebrate Christmas on December 25 each year, some national churches including those of Russia, Georgia, Egypt, Armenia, the Ukraine and Serbia celebrate on January 7. This is because of their use of the traditional Julian Calendar, under which December 25 falls on January 7 as measured by the standard Gregorian Calendar.

Around the world, Christmas celebrations can vary markedly in form, reflecting differing cultural and national traditions. Countries such as Japan and Korea, where Christmas is popular despite there being only a small number of Christians, have adopted many of the secular aspects of Christmas such as gift-giving, decorations and Christmas trees.

Commemoration of Jesus' Birth

In Christianity, Christmas is the festival celebrating the Nativity of Jesus, the Christian belief that the Messiah foretold in the Old Testament's Messianic prophecies was born to the Virgin Mary. The story of Christmas is based on the biblical accounts given in the Gospel of Matthew, namely Matthew 1 : 18-Matthew 2 : 12 and the Gospel of Luke, specifically Luke 1 : 26-Luke 2 : 40. According to these accounts, Jesus was born to Mary, assisted by her husband Joseph, in the city of Bethlehem. According to popular tradition, the birth took place in a stable, surrounded by farm animals, though neither the stable nor the animals are specifically mentioned in the Biblical accounts. However, a manger is mentioned in Luke 2 : 7 where it states "She wrapped him in cloths and placed him in a manger, because there was no room for them in the inn." Early iconographic representations of the nativity placed the stable and manger within a cave (located, according to tradition, under the Church of the Nativity in Bethlehem). Shepherds from the fields surrounding Bethlehem were told of the birth by an angel, and were the first to see the child. Many Christians believe that the birth of Jesus fulfilled messianic prophecies from the Old Testament. The gospel of Matthew also describes a visit by several Magi, or astrologers, who bring gifts of gold, frankincense, and myrrh to the infant. The visitors were said to be following a mysterious star, commonly known as the Star of Bethlehem, believing it to announce the birth of a king of the Jews. The commemoration of this

visit, the Feast of Epiphany, is the formal end of the Christmas season.

Christians celebrate Christmas in many ways. In addition to this day being one of the most important and popular for the attendance of church services, there are numerous other devotions and popular traditions. Prior to Christmas Day, the Eastern Orthodox Church practices the Nativity Fast in anticipation of the birth of Jesus, while much of the Western Church celebrates Advent. The final preparations for Christmas are made on Christmas Eve. Over the Christmas period people decorate their homes and exchange gifts. In some Christian denominations, children perform plays re-telling the events of the Nativity, or sing carols that reference the event. Some Christians also display a small re-creation of the Nativity, known as a Nativity scene or crib, in their homes, using figurines to portray the key characters of the event. Live Nativity scenes and tableaux vivants are also performed, using actors and live animals to portray the event with more realism.

There is a very long tradition of producing painted depictions of the nativity in art. Nativity scenes are traditionally set in a barn or stable and include Mary, Joseph, the child Jesus, angels, shepherds and the Three Wise Men, Balthazar, Melchior, and Caspar, who are said to have followed a star, known as the Star of Bethlehem, and arrive after his birth.

Varied Traditions

Even in countries where there is a strong Christian tradition, Christmas celebrations can vary markedly from country to country. For many Christians, a religious service plays an important part in the recognition of the season. And Christmas, along with Easter, is the period of highest annual church attendance. In many Catholic countries, religious processions are held in the days preceding Christmas. In other countries, secular processions, featuring Santa Claus and other seasonal figures are often held. Family reunions and the exchange of gifts are a widespread feature of the season. Gift giving takes place on Christmas Day itself in most countries. However December 6, Saint Nicholas Day, and January 6, Epiphany are more popularly observed as gift-giving days in some countries. A special Christmas family meal is an important part of the celebration for many, but what is actually served can vary greatly from country to country. In England, and countries influenced by its traditions, a standard Christmas meal would include turkey, potatoes, vegetables, sausages and gravy, followed by Christmas pudding or mince pies. In Poland and other parts of eastern Europe and Scandinavia, fish often provides the traditional main course, but richer meat such as lamb is increasingly served. Ham is the main meal in the Philippines, while in Germany, France and Austria, goose and pork are favored. Beef, ham and chicken in various recipes are popular throughout the world. The eating of sweets and chocolates has become popular worldwide, and sweeter Christmas delicacies include the German stollen marzipan cake, and Jamaican rum fruit cake.

Decorations

The practice of putting up special decorations at Christmas has a long history. From pre-Christian times, evergreen plants had been brought indoors throughout the Roman Empire. Such customs were eventually adapted for Christian usage. In the fifteenth century it is recorded that in London it was the custom at Christmas for every house and all the parish churches to be "decked with holly, ivy, bays, and whatsoever the season of the year afforded to be green".

The heart shaped leaves of ivy were said to symbolize the coming to earth of Jesus, while holly was seen as protection against pagans and witches, its thorns and red berries held to represent the Crown of Thorns worn by Jesus at the crucifixion. Nativity scenes are known from 10th century Rome, and were popularized by Saint Francis of Asissi from 1223, quickly spreading across Europe. Many different types of decorations developed across the Christian world, dependant on local tradition and available resources. The first commercially produced decorations appeared in Germany in the 1860s, inspired by the paper chains made by children.

The Christmas tree is often explained as a Christianization of pagan tradition and ritual surrounding the Winter Solstice, which included the use of evergreen boughs, and an adaptation of pagan tree worship. The English language phrase "Christmas tree" is first recorded in 1835 and represents an importation from the German language. The modern Christmas tree tradition is believed to have begun in Germany in the 18th century though many argue that Martin Luther began the tradition in the 16th century. From Germany the custom was introduced to Britain, first via Queen Charlotte, wife of George III, and then more successfully by Prince Albert during the reign of Queen Victoria, and by 1841 the Christmas tree had become even more widespread throughout Britain. By the 1870s, putting up a Christmas tree had become common in America. Christmas trees may be decorated with lights and ornaments.

- Which of the following statement is wrong according to the first paragraph?
 - Christmas is celebrated in order to commemorate the birth of Jesus of Nazareth.
 - The date of commemoration is known to be Jesus' actual birthday.
 - The date of commemoration corresponds with either the day exactly nine months after Jesus had been conceived.
 - The date of commemoration corresponds with the winter solstice.
- Popular modern customs of the holiday include _____.
 - gift-giving, music
 - an exchange of greeting cards
 - church celebrations
 - A, B and C
- Christmas is also called Xmas, that's because _____.
 - In Greek, the letter X is the first letter of Christ
 - In Greek, the letter X has the same meaning with Christ
 - In Middle English, the letter X is the first letter of Christ
 - In Middle English, the letter X has the same meaning with Christ
- Christmas is not a formal public holiday in _____.
 - Japan, Australia, America
 - Thailand, Japan, North Korea
 - China, England, Iran
 - Saudi Arabia, Hong Kong, South Korea
- Some national churches including those of _____ celebrate on January 7.
 - Russia, Georgia, Egypt, Armenia, the Ukraine
 - Saudi Arabia, Egypt, Armenia, Turkey
 - Thailand, the Ukraine, Georgia, Armenia
 - Algeria, Armenia, Turkey, Saudi Arabia
- According to popular tradition, which of the following is specially mentioned in the Biblical

accounts about the birth of Jesus?

- A) Stable. B) Animal. C) Manger. D) None of the above.

7. Christians celebrate Christmas in many ways. Which of the following statements is not included?

- A) The attendance of church services.
B) People decorate their homes and exchange gifts.
C) Children perform plays re-telling the events of the Nativity.
D) People put the pictures of Jesus on the wall.

8. Family reunions and _____ are a widespread feature of the season.

9. _____ was seen as protection against pagans and witches.

10. Christmas tree had become even more widespread throughout Britain by the year of _____.

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) Peaches are in season now.
B) Peaches are not at their best now.
C) The woman didn't know how to bargain.
D) The woman helped the man choose the fruit.
12. A) She admires Jean's straightforwardness.
B) She thinks Dr. Brown deserves the praise.
C) She will talk to Jean about what happened.
D) She believes Jean was rude to Dr. Brown.
13. A) It will reduce government revenues. B) It will stimulate business activities.
C) It will mainly benefit the wealthy. D) It will cut the stockholders' dividends.
14. A) Study in a quiet place.
B) Improve her grades gradually.
C) Change the conditions of her dorm.
D) Avoid distractions while studying in her dorm.
15. A) She needs another haircut soon.
B) She thinks it worthwhile to try Santerbale's.
C) She knows a less expensive place for a haircut.
D) She would like to make an appointment for the man.

16. A) In a school. B) In a post office.
C) In a courtroom. D) In a packing plant.
17. A) He thinks he is very boring.
B) He doesn't like him very much.
C) He didn't like him three years ago.
D) He has always thought he is a very fascinating man.
18. A) She thinks the man will only watch the next game.
B) She doesn't believe the doctor is accurate.
C) She hopes that he can play in the final.
D) She doesn't think football exercise is enough.

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

19. A) In the downtown area. B) Near a small village in California.
C) Between Los Angeles and San Diego. D) On the coast in California.
20. A) Students have to compete fiercely for the rare chance.
B) It is not so difficult to get enrolled in UAP.
C) Most international students will be accepted.
D) It's a university quite popular among students.
21. A) She is the president of a chess club.
B) She used to be a member of a baseball team.
C) She is the assistant of some teachers.
D) She used to be a voluntary English teacher.
22. A) Her GPA is quite satisfying.
B) She will be accepted for her working experience.
C) Her SAT scores will be high.
D) Her reference will be helpful.

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

23. A) Applying for a part-time job. B) Inquiring about the advertisement company.
C) Talking about himself. D) Interviewing a candidate.
24. A) Computer. B) Teaching. C) Art. D) Anthropology.
25. A) Because of Sue's working experience. B) Because of Sue's bachelor degree.
C) Because of Sue's beautiful appearance. D) Because of Sue's interest in coffee.

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) They were drawing pictures. B) They were watching TV.
 C) They were making a telephone call. D) They were tidying up the drawing room.
27. A) They locked the couple up in the drawing room.
 B) They seriously injured the owners of the house.
 C) They smashed the TV set and the telephone.
 D) They took away sixteen valuable paintings.
28. A) He accused them of the theft. B) He raised the rents.
 C) He refused to prolong their land lease. D) He forced them to abandon their traditions.

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

29. A) Students from America. B) Students from England.
 C) Students from Australia. D) Students from Japan.
30. A) Those who know how to program computers.
 B) Those who get special aid from their teachers.
 C) Those who are hardworking and pessimistic.
 D) Those who have well educated parents.
31. A) Japanese students study much harder than Columbian students.
 B) Columbian students score higher than Japanese students in math.
 C) Columbian students are more optimistic about their math skills.
 D) Japanese students have better conditions for study.
32. A) Chemistry. B) Mathematics.
 C) Environmental science. D) Life science.

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

33. A) The development of fast food services.
 B) How McDonald's became a billion-dollar business.
 C) The business careers of Mac and Dick McDonald.
 D) Ray Kroc's business talent.
34. A) A drive-in. B) A cinema.
 C) A theater. D) A barbecue restaurant.
35. A) Creativity is an important element of business success.
 B) Ray Kroc was the close partner of the McDonald brothers.
 C) Mac and Dick McDonald broke after they sold their ideas to Ray Kroc.
 D) California is the best place to go into business.

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.

People enjoy taking trips, but what are the reasons they leave home? One reason is for (36) _____. People travel because they want to (37) _____ their horizons to learn about other people and other places. They are (38) _____ about other cultures. When people are tourists, they get a quick look at different ways of living. Even a short look at another kind of (39) _____ is an important lesson.

On a trip, a person can learn (40) _____ — by visiting museums and historic spots. What does a tourist learn who sees the art museums, visits the historical palaces and other (41) _____ spots in Paris, and shops along the River Seine? He gets a vivid picture — a real-life one — of the French people. He learns about their (42) _____, how they feel about business, beauty and history.

What about the tourist who goes to Hong Kong? Does he get the same information that he could get from a book? He might read that Hong Kong is (43) _____, that there is less than 200 square meters of space for each person, (44) _____. He might read that there are nearly 200 vehicles for every kilometer of roadway, (45) _____. The tourist to Hong Kong will never forget the contrasts (46) _____.

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

Section A

Directions: In this section, there is a short passage with 5 questions or incomplete statements.

Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Please write your answers on *Answer Sheet 2*.

Questions 47 to 51 are based on the following passage.

District 9 is a terrific science-fiction film that works as political commentary, blood-splattering action flick and sneaky-funny comedy. It gets you, in its opening seconds, and won't let go until its final moments, when it's transformed into a most unlikely buddy picture. And then you're left hoping for a sequel; *District 10*, perhaps. It's a smashing introduction to director Neill Blomkamp, who has Peter Jackson on board as producer. Jackson knows talent, and he knows fine adventure stories. You can see why he was drawn to *District 9*.

A huge alien ship has hovered, motionless, over the skies of Johannesburg, South Africa, for two decades. Its inhabitants — scaly, ugly aliens quickly dubbed “prawns” — were

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evacuated, and then locked away inside *District 9*, a huge slum, separated from the human population. Most people look upon them with distaste. The prawns are ugly, violent, and root around in the trash. They love to eat cat food.

By now, the people of Jo'burg want them out of their city, so a new township is created for them far away: *District 10*. Moving is a job for Multinational United (MMU), a private contractor with ruthless mercenaries and much weaponry. Heading the program, though, is an ineffectual bureaucrat named Wikus Van De Merwe (Sharlto Copley). He's earnest and dumb enough to wade into *District 9*, trying to get a "signature" from each of the 1.8 million prawns MMU is moving. It's a bureaucratic necessity, don't you know.

But something goes wrong during the evacuation, and Wikus is suddenly dripping a strange black fluid from his nose, and his hand is changing into ... well, you'll see. Soon he's on the run and has to hide out in *District 9*, where he forms a relationship with Christopher Johnson, a prawn who seems to be smarter than the rest (nice touch, that bland human name that's given him).

Blomkamp tells *District 9* as a mock documentary, largely through you-are-there news footage, corporate video, black-and-white surveillance tape and talking-head interviews. The gimmick works, as we watch it all unfold in you-are-there style. And it allows for some "office"-style inanities.

47. *District 9* is a mixture of three movie types including political commentary, action flick and _____.
48. According to the passage, the next film that continues the story of '*District 9*' might be called _____.
49. In the movie, the special isolated area that aliens are currently confined to is called _____.
50. In the movie, _____, a dumb and ineffectual bureaucrat, is in charge of the moving program and tries to obtain the signatures of the aliens.
51. Why Wikus Van De Merwe risks to obtain the signatures of 1.8 million prawns?
_____.

Section B

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

Passage One

Questions 52 to 56 are based on the following passage.

Henry Morris, an English professor, asks his college English classes to count "loan words". These are words that we use and that were taken directly from other languages. He jokes about the term "loan words". "It is not like we're going to give these words back after we've done with

them,” he says. “Imported words” might be a better term. Simple sentences may contain 15 percent or less of these. Complex sentences may be 50 percent or more “imports”. Scientific papers might use mostly loan words. “We use imports constantly,” Morris says, “generally without any idea we are using them.”

Was there ever a time when people spoke just plain English? No. Scholars estimate that one-third of the world’s languages are of Indo-European origin. These include English, French, Latin, German, Dutch, Celtic, and Slavic tongues. Back around AD 450, when Julius Caesar was alive, English as we know it didn’t exist. English is relatively young. Its roots go back 1,500 years to Britain. People there spoke Celtic. Then came Anglo-Saxon invaders. These conquerors spoke a language closely related to older forms of Dutch. Morris says Dutch words like “word”, “gras” and “man”, became the English equivalents “word”, “grass” and “man”. Anglo-Saxon “Anglish” became “English”.

But our story does not end there. English continued to grow and change. When Norman French invaded Britain in 1066, the English vocabulary got an enormous boost. Scholars say that nearly half of all English words are French in their origin. Words like art, orange, taxi, train and surprise are a few examples.

When English colonists came to America in the 1700s, they encountered native Americans and their languages. Words like wigwam, teepee, chipmunk, possum and tomahawk settled into the colonists’ vocabulary.

Centuries later, in the early 1900s, immigrants streamed to America’s shores. Italians taught us to say broccoli, macaroni, opera and studio. Spanish speakers added mosquito, mustang, tortilla and alligator. Bagel, kosher and pastrami came from those who spoke Yiddish. And yam, gorilla and jitterbug were taken from African languages. So if you speak English, you use words from at least 35 foreign languages.

52. The first paragraph is mainly about _____.
 - A) Professor Morris and his English classes in college
 - B) some jokes about the term “loan words”
 - C) the meaning and using of “loan words” in English
 - D) the difference between loan words and imported words
53. In the eyes of Professor Morris, “loan words” are _____.
 - A) goods imported from other countries
 - B) acknowledged by people using them
 - C) lent to English people without interest
 - D) widely used especially in scientific field
54. It can be concluded from the second paragraph that _____.
 - A) English was created by Julius Caesar around AD 450
 - B) English has shorter history compared with Celtic
 - C) Anglo-Saxon conquerors brought English to Britain
 - D) the language spoken by Anglo-Saxon invaders is of Dutch origin
55. Nearly half of all English words are of French origin because _____.

- A) Britain was conquered by Norman French once
 - B) British people think French is very beautiful
 - C) scholars introduced many French words into English
 - D) English colonists lived in France for a long time
56. Many words are mentioned in the last paragraph in order to _____.
- A) show the change of English in the history
 - B) explain the meaning of some imported words
 - C) show the impact of immigrants on the English vocabulary
 - D) picture the immigrants stream in the early 1900s

Passage Two

Questions 57 to 61 are based on the following passage.

Do students learn from programmed instruction? The research leaves us in no doubt of this. They do, indeed, learn. Many kinds of students learn — college, high school, secondary, primary, preschool, adult, professional, skilled labor, clerical employees, military, deaf, retarded, imprisoned—every kind of student that programs have been tried on. Using programs, these students are able to learn mathematics and science at different levels, foreign languages, English language correctness, spelling, electronics, computer science, psychology, statistics, business skills, reading skills, instrument flying rules, and many other subjects. The limits of the topics which can be studied efficiently by means of programs are not yet known.

For each of the kinds of subject matter and the kinds of student mentioned above, experiments have demonstrated that a considerable amount of learning can be derived from programs; this learning has been measured either by comparing pre-and post-tests or the time and trials needed to reach a set criterion of performance. But the question, how well do students learn from programs as compared to how well they learn from other kinds of instruction, we cannot answer quite so confidently.

Experimental psychologists typically do not take very seriously the evaluative experiments in which learning from programs is compared with learning from conventional teaching. Such experiments are doubtlessly useful, they say, for school administrators or teachers to prove to themselves (or their boards of education) that programs work. But whereas one can describe fairly well the characteristics of a program, can one describe the characteristics of a classroom teaching situation so that the result of the comparison will have any generality? What kind of teacher is being compared to what kind of program? Furthermore, these early evaluative experiments with programs are likely to suffer from the Hawthorne effect; that is to say, students are in the spot-light when testing something new, and are challenged to do well. It is very hard to make allowance for this effect. Therefore, the evaluative tests may be useful administratively, say many of the experimenters, but do not contribute much to science, and should properly be kept for private use.

These objections are well taken. And yet, do they justify us in ignoring the evaluative studies? The great strength of a program is that it permits the students to learn efficiently by himself. Is it not therefore important to know how much and what kind of skill's concepts,