

新题型大学英语六级考试 三校模拟试卷

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前言

自2006年6月开始,大学英语开始试行改革后的四级考试,2007年1月全面实施改革后的四级考试,2007年6月全面实施改革后的六级考试。改革后的六级考试成绩采用了满分为710分的计分体制,不设及格线;在考试内容和形式上,加大了听力理解部分的题量和比例,增加了快速阅读理解测试,增加了非选择性试题的比例。试点阶段四、六级考试单项分的报道共分为4个部分:听力理解(35%)、阅读理解(35%)、综合测试(15%)、写作(15%)。

与流行了20年的传统大学英语六级试卷相比,CET-6新题型加大了听力理解的题量和比例,新增添了快速阅读和中译英等题型。我们不妨这么说,改革后的CET-6新题型更加灵活,更加注重实际,更能够检查出考生的语言运用能力。为适应外语教学改革的新形势,我们组织编写了这本《新题型大学英语六级考试三校模拟试卷》,以便为广大的考生提供必要的、有针对性的考前训练素材。

《新题型大学英语六级考试三校模拟试卷》是根据2006年8月大学英语六级考试样题的要求编写的。该书具有以下主要特点:

1. 以新颁布的大学英语六级考试样题为主要依据,尽可能客观、全面地体现所规定的有关考试要求,其难度适中、题型相同,词汇量严格控制在考试大纲范围之内。各单项测试尽可能与考试样题相符,以便为考生提供一个比较真实的模拟考试素材。

2. 在模拟试题集的内容方面特别注意了选材的广泛性以及内容的新颖性。多数材料选自近年来国内外出版的有关图书、报刊和考试题,并根据六级新题型的要求进行了必要的修改和加工。所选用的材料包括文化教育、社会生活、历史传记、风土人情、科普常识、时事政治、经济贸易等。

3. 模拟试题集的选材和编写强调了语言材料的规范性以及内容的共核性。在考虑到词汇和语法项目的覆盖面以及阅读文章难度的同时,避免了偏难题和怪题的出现。

4. 考虑到本书是一本以模拟考试为主体的试题集,在每套试题后面我们尽可能地提供清晰、准确的答案和必要的解释,以供考生参考和自我检查。

5. 相配套的听力录音我们选择了有经验的外籍教师录制,这从很大的程度上保证了录音的清晰度及质量,其语速与考试样题保持一致。

《新题型大学英语六级考试三校模拟试卷》是由清华大学外语系、上海交通大学外语学院和武汉大学外语学院从事英语教学与研究的教师联合编写的,部分材料在上述三所学校举办的六级补习班上采用过,并收到了比较好的效果。我们希望该书的出版能够帮助考生更加有效地进行考前复习。

本书在编写过程中得到了科学出版社的支持与帮助,在此表示衷心的感谢。由于编写者水平有限,时间仓促,错误之处在所难免,恳请读者能够批评指正。

编者

2007年3月

考试项目指导

新题型大学英语六级考试的范围包括听力理解、阅读理解、改错或完形填空、写作和翻译四大块，这四大块又细分为写作测试、快速阅读理解、听力理解、仔细阅读理解、改错或完形填空、翻译六种题型。下面就《大学英语六级考试（CET-6）试点考试样卷》设计的六种题型的备考要点向大家做一简要介绍。

一、听力理解

新题型大学英语六级中的听力理解分为两大部分：①对话（短对话和长对话）；②短文（短文理解和短文听写）。这部分所占比例从原来的20%提高到35%。在做听力题时，应注意以下几个方面：

- 1) 注意对话的语境以及交流的主要信息；
- 2) 判断对话者的意图，多数对话反映一方对某件事情表示同意、拒绝、生气、高兴等；
- 3) 熟悉W问题形式。多数对话及短文的提问是以W开头的特殊疑问句，如what、why、where、when、which、who等；
- 4) 预期问题。答题纸上的4个选择项可为考生缩小听力范围，有的放矢地听懂对话或短文内容提供了重要的信息；
- 5) 掌握答题时间。在两道题之间有13至20秒的选择答题时间，考生在答完上道题后，尽可能留出几秒钟的时间浏览下道题的书面选择项；
- 6) 采取排除方法答题。在基本听懂对话或短文的前提下，有时不能直接做出选择时，可采用排除法；
- 7) 作必要的记录。在听对话和短文时，可作一些记录，以便帮助做出正确的选择。可以记录下时间、地点、人名、数字等；
- 8) 在听短文材料时，其题型的变化会多一些。由于语篇提供的信息量较大，提问的方式较多，所以记住短文的主要内容是正确答题的关键。首先要把握所听短文的主题思想，涉及的范围（如：科普、社会与文化等）以及试题类型（如：问题涉及人物、地点、时间、观点、态度）等；
- 9) 在做听写填空时，应该一面听录音，一面读试题。第1遍的重点应放在听懂短文的主要内容上，同时尽可能抓住空格内应填的词语。听第2遍时应充分利用停顿的时间，尽快将词语写下来。如果时间来不及，可以先记下有关单词的第一个或前几个字母，在听第3遍时，将其写好。听第3遍时，应仔细核对已填好的词语，以及检查拼写是否有错误。

二、阅读理解

新题型大学英语六级考试的阅读理解分为仔细阅读理解和快速阅读理解。仔细阅读理

解又分为：①篇章阅读理解（多项选择）；②篇章词汇理解或短句问答。在快速阅读理解部分有：①是非判断；②句子填空等。整个阅读理解部分共占考试分值的35%。

1. 快速阅读理解

快速阅读理解要求考生在15分钟的时间里，阅读一篇长达1 300~1 400个词的文章，然后根据文章内容回答问题。做快速阅读理解题通常可采用浏览的阅读方法，也就是迅速地浏览文章内容，以求抓住文章的梗概。浏览阅读作为一种快速阅读技巧对我们来说并不陌生。譬如看报纸时，几版、十几版的页面不可能一字不漏地往下看，只能用最快的速度找出主题，略掉一些无关紧要的细节或与主题不甚相干的部分，知道其中的大概内容即可。这种方法要求我们不要把眼睛盯在具体的每个单词上，而是要看篇章中的主题句或是从篇章的结构着手，利用自己的推理能力，对文章的信息进行分析，从而归纳总结出主题。善于略读的人会有选择地阅读，跳过一些无关的句子、段落、甚至整页的内容，只看文章的关键内容。做这一类题需要紧紧地把握每个题目中的关键词，譬如时间、地点、数字、专有名词、转折词等。在关键词找到之后，利用文章的小标题进行范围上的定位。总而言之，快速阅读理解部分文章虽然很长，但难度并不大，而且问题都显而易见、直截了当，不需要考生去转弯抹角地加以猜测、推论。做这一类题关键是方向要准、速度要快。

2. 仔细阅读理解

仔细阅读理解题型分为 Section A 和 Section B 两部分。Section A 为篇章词汇理解填空和简答题，Section B 为传统的篇章阅读理解多项选择，做题时间总共为25分钟。

仔细阅读理解Section A为短句回答和篇章层次的词汇理解，考点主要围绕在语义词汇、细节内容，没有复杂的推论引申，所以难度似乎并不太大。做这一类题时我们需记住这样一句话：“精确定位，扼要摘抄”。其中精确定位能够帮助我们排除无关内容的干扰；扼要摘抄有助于简练文字，避免不必要的语法和拼写错误。一般来说，词汇理解填空和简答题时应当尽量多用省略句而不用长句、完整句，答案一般不超过10个单词。

仔细阅读理解Section B大家都比较熟悉，是传统的篇章阅读理解多项选择。对于这类阅读理解题，我们建议使用以下几个步骤：

1) 略读短文，把握方向

用尽量短的时间扫视短文每段的第一句和最后一段的最后一句。因为各段的主题句往往在句首，而文章的最后一句很可能是概括总结。略读的目的是掌握短文的主旨大意，做到对全文的内容心中大致有数，有一个思考的方向。

2) 浏览问题，有的放矢

浏览题目，揣测出题者出此题的目的并侧重阅读短文相关部分。由于对所问问题及文章主旨都已有所了解，在阅读时自然会知道哪些地方得细读哪些地方可一带而过甚至跳过不读。所有问题都是根据文章内容提出的，基本反映并覆盖了文章内容的主干。先阅读问题再阅读全文可以做到“成竹在胸”。

3) 分析判断，确定答案

有了前两步的定位，就该敲定答案了。这一步是做题的关键，尤其需要小心翼翼，一

不小心就会前功尽弃。需要注意的是,一些看似简单的问题,不能掉以轻心;尤其当文章内容涉及常识或你所熟悉的知识范畴时,事实、观点要以文章为准,而不能跟着自己的感觉走。因为这里考的是你的阅读理解能力,而不是你对某种文化、知识的掌握程度,因此选择答案绝对不能脱离文章内容或作者观点,单凭自己的主观判断解决问题。

三、改错与完形填空

新题型中的完型填空或改错占整个试卷比重的 10%,两种题型交替使用。

1. 改错题

新题型中的改错题是让考生辨认一篇长约 250 词的短文中的错误并加以改正。这种考试主要是测试考生对英语句子中出现的各种错误(包括语法错误和语言错误)的判断能力。一般来说,错项涉及到英语的语言基础知识,因此要求考生具有较扎实的语法知识和词汇知识。因此,考生在平时的学习中,应注意细心观察、比较和记忆有关的语法和构词方面的知识,以便提高综合运用英语知识答题的能力。在判断错误时,考生可考虑以下因素:

1) 句子各成分之间是否保持一致。注意句子成分之间或词语之间人称、数、性等方面的一致关系,主要有主语和谓语的一致,代词与其所代替词的一致关系。

2) 漏词和赘词问题。故意漏掉句子中必不可少的成分或添加不必要的成分也是出现频率较高的典型错误。应特别注意代词、关系代词、介词的用法。

3) 形容词和副词的误用。一方面应特别注意形容词和副词比较级的用法,另一方面还应注意形容词和副词的不同形式和语法功能。

4) 非谓动词词方面的不定式与动名词的搭配问题。

5) 有关词序上的错误。特别注意形容词和副词修饰语及其位置排列的基本规律。

6) 名词的数与格问题。应掌握名词的规则复数形式,特别是要牢记名词的不规则复数形式。名词的所有格问题主要体现在比较物双方的一致性原则。

2. 完形填空题

完形填空部分要求考生阅读一篇难度适中的短文,共设 20 题,其中留出 20 个空白,每处有 4 个选项。考生需运用自己的语言综合能力,在全面了解文章内容的基础上,选择最佳答案,使短文的意思和结构完整、合理。

完形填空是对考生语言综合能力的考查。通常情况下,考查以下 3 个方面的内容:

①语法结构;②词汇知识;③阅读理解。

完形填空命题时主要考虑到以下几个方面的因素:①语法干扰和近义词辨别;②语义干扰及固定搭配;③词的用法和结构辨别;④介词及冠词确定。

做完形填空时首先要对全文内容有一个整体的了解。之后,分段进行填空,至少要在理解 3 个句子的基础上才可答题。避免遇见一题便选择一项,这样很容易造成见木不见林。同时要对填写的内容做一大概的猜测,在初步确定选择项后,需要再将文章重读一下,证实自己认为最合适的词语。在做题的整个过程中要保持全文的整体性及思路的连贯性。

考生在做完形填空时可采取以下步骤:

1) 把握结构线索

完形填空的填入部分主要包括句子中的功能结构词、固定搭配结构词和句型结构词。答题时要考虑选择项是否符合该句或上下文意思的要求；是否符合词组搭配要求；是否符合句型或语法要求；是否有提示词的暗示，如同义词、反义词或重复出现的词等。

2) 略读全文，抓住大意

完形填空在很大程度上考查学生语篇理解水平，所以考生第一步必须略读全文，抓住大意，只有这样，才能正确地选择词和词组在具体情景中的确切含义。

3) 领会暗示，推断选择

语篇的理解特别强调文章的整体性。在做填空题的过程中应领会暗示，仔细搜寻字里行间或作者语气中的暗示词或内涵意义。如果一时难以确定答案，可以先不选择，继续往下做。通常情况下，上下文和前后选择项可对文章的意思给予不断提示和补充。

4) 正确使用排除法

遇到难以判断的选择项时，可以将每一种选择都填入空中加以分析，运用语法知识和上下文信息，逐一排除掉错误答案和可能性很小的选择。

在具体答题时，还需注意词性的选择、词组的搭配、句子之间的关系、段落中的语义连贯等。

四、中译英

新题型六级考试中的翻译部分占整个考试卷面分值的5%，测试的重点是句子、短语或常用表达层次上的中译英能力，因此，考生需要注意的是翻译的基本功。做这一类考题我们可以先理清句式结构，将整句翻译成汉语，然后再根据上下文，译出汉语所提示的句子的空缺部分。

首先是正确理解需要翻译的短文或单句，分析其结构，确定英语的句型及所需词汇。接着，在正确理解的基础上，将思考好的句型及词语按照英语的规则写下来。表达的质量取决于对英语语言的掌握程度。需注意的是，不要一对一地死译或“望文生义”地乱译，应注意不要出现严重的语法错误或拼写错误，尽可能使表达的文字通顺和流畅。最后是检查核对。在这一阶段，首先应检查译文是否正确地转述了原文的内容；其次，需认真检查是否有语法上的明显错误，如时态、语态、单复数、拼写等。

在具体做翻译题时，我们应当先理清句式结构，将整个句子翻译成汉语，然后再根据上下文，选择适当的词语译出空缺部分的汉语文字，使其组织成完整通顺的英语句子。如，2006年12月CET-6翻译考试76题：

76. _____ (直到截止日他才寄出) his application form.

句式结构分析：这是一个带时间状语的复合句，时态为一般过去时。

全句译为汉语：直到截止日他才寄出申请表。

考点分析：本题考点是“直到……才”(not until)以及“截止日”(deadline)的表达。

参考答案：It was not until the deadline did he send out

五、短文写作

新题型六级考试的短文写作占整个试卷的15%，要求考生在30分钟之内完成150个词以上的短文写作。写作部分历来是考生最棘手的问题，分数普遍很低。我们先来看看作文评分标准。

作文评分标准一般从作文内容和语言质量两个角度评定。内容包括是否切题，思想是否清楚，意义是否连贯；语言包括所采用的句型及词语是否准确，表达是否有误等。目前英语考试的作文阅卷一般采用双人通读判分方式，根据所规定的评分标准及文章的语言质量、内容等进行判分。通常情况下作文的评卷标准分成五段：即2分、5分、8分、11分和14分，其评分标准如下：

2分：条理不清，思路混乱。语言支离破碎，绝大部分句子有错误，且多数为严重错误。

5分：基本切题，有些地方表达思想不够清楚，连贯性差，有较多严重语法错误。

9分：中心思想基本表达明确，基本切题，表达尚能理解，用词多处不正确。

11分：中心思想明确，切题，表达流畅，用词基本正确。

13分：中心思想明确，切题，表达流畅，用词恰当，无重大语法结构错误。

显而易见，不少考生达不到11分以上的档次，其主要问题有：

- 1) 书面表达能力欠缺，缺乏写作基本功。具体表现在词不达意、语法错误、拼写错误等；
- 2) 受母语的干扰，汉语式的英语表达较多，严重地影响了作文的质量及写作思路；
- 3) 抓不住要点，造成写作不切题，甚至严重跑题，其结果是作文内容与标题不着边际；
- 4) 内容空洞单调，没有具体内容和实例，词汇贫乏，句型结构单调；
- 5) 字数不够，相当数量的考生未能达到150字的最低要求；
- 6) 卷面零乱，书写不整齐，对判卷评分造成不利。

近几年写作部分的命题方式主要是“提纲作文”和“情景作文”。短文写作的基本方法在于对段落结构和篇章结构的了解。一般而言，段落结构模式可分为主题句(Topic sentence)，支持句(Supporting sentences)和结论句(Conclusion)。对此的进一步扩展即可使之变成篇章结构模式：主题→支持细节→总结。可以说，段落写作是短文写作的关键。在这方面首先应写好段落的主题句。为了在有限的时间内使写作能力有所提高，考生需注意以下几个问题：

1) 掌握一定数量的常用词汇。常用词汇是英文写作的基础。如果考生能够比较熟练地拼写出1500个常用词或词组，并知道它们的基本用法，应该说可以达到英语考试写作部分的要求。

2) 掌握一定数量的常用句型。词汇和句型是构成文章的主要成分。在英文写作中，句型的正确运用及变化是体现作文质量的标志之一。而对我们所接触的考生，这恰恰是他们的薄弱环节。在他们的作文中，其弱点之一是简单句型过多，句型没有变化。如：there are、there is、it is、I like、I want、I think、more and more 等句型使用过于频繁。很少采用分词从句、不定式、定语从句、状语从句等。即使写上几句复合句，其句子结构也会出现问题。

3) 模仿范文, 多实践。提高写作水平的另一方式是多读一些不同题材的范文。揣摩这些文章是从哪个角度入手的, 如何组织的, 以及哪些想法及用词是可以借鉴和模仿的。在多读的基础上, 多背几篇范文, 多写几篇作文。写作是运用语言的一种重要的实践活动; 只有多写勤练, 才有可能逐步提高写作水平。

最后需要提醒广大考生的是, 要从整体上提高大学英语六级考试的成绩, 不能仅仅靠书本知识、应试技巧, 最重要的是学以致用, 投入实践。希望考生能够通过这 10 套模拟试题的实践, 总结经验, 纠正错误, 循序渐进, 逐步提高, 取得预期的考试成绩。



大学英语六级考试模拟试卷之一——清华大学卷

Model Test 1

Part I Writing (30 minutes)

注意：此部分试题在答题卡 1 上。

$$24 + 33 + 6 + 1 = 64$$

$$4 + 3 + 3 + 3 + 3 + 4 + 3 + 4 + 3 + 3$$

$$+ 6 + 3 + 1 + 3 + 4 + 3 + 3 + 4 + 4$$

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 1–4, mark

Y (for YES)

if the statement agrees with the information given in the passage;

N (for NO)

if the statement contradicts the information given in the passage;

NG (for NOT GIVEN)

if the information is not given in the passage.

For questions 5–10, complete the sentences with the information given in the passage.

Population Growth Rates

Populations have a birth rate (the number of young produced per unit of population per unit of time), a death rate (the number of deaths per unit of time), and a growth rate. The major agent of population growth is births, and the major agent of population loss is deaths. When births exceed deaths, a population increases; and when deaths exceed additions to a population, it decreases. When births equal deaths in a given population, its size remains the same, and it is said to have zero population growth.

When introduced into a favorable environment with an abundance of resources, a small population may undergo geometric, or exponential (指数的) growth, in the manner of compound interest. Many populations experience exponential growth in the early stages of colonizing a habitat because they take over an underexploited niche or drive other populations out of a profitable one. Those populations that continue to grow exponentially, however, eventually reach the upper limits of the resources; they then decline sharply because of some catastrophic (灾难的) events such as starvation, disease, or competition from other species. In a general way, populations of plants and animals that characteristically experience cycles of exponential growth are species that produce numerous young, provide little in the way of parental care, or produce an abundance of seeds having little food reserves. These species, usually short-lived, disperse rapidly and are able to colonize harsh or disturbed environments. Such organisms are often called opportunistic species.

Other populations tend to grow exponentially at first, and then logistically — that is, their growth slows as the population increases, then levels off as the limits of their environment or carrying capacity are reached. Through various regulatory mechanisms, such populations maintain something of an equilibrium (平衡) between their numbers and available resources. Animals exhibiting such population growth tend to produce fewer young but do provide them with parental care; the plants produce large seeds with considerable food reserves. These organisms are long-lived, have low dispersal rates, and are poor colonizers of disturbed habitats. They tend to respond to changes in population density (the number of organisms per unit area) through changes in birth and death rates rather than through dispersal. As the population approaches the limit of resources, birth rates decline, and mortality of young and adults increases.

Community Interactions

Major influences on population growth involve various population interactions that tie the community together. These include competition, both within a species and among species; predation (掠夺行为), including parasitism (寄生状态); and coevolution, or adaptation.

1. Competition

When a shared resource is in short supply, organisms compete, and those that are more successful survive. Within some plant and animal populations, all individuals may share the resources in such a way that none obtains sufficient quantities to survive as adults or to reproduce. Among other plant and animal populations, dominant individuals claim access to the scarce resources and others are excluded. Individual plants tend to claim and hold onto a site until they lose vigor or die. These prevent other individuals from surviving by controlling light, moisture, and nutrients in their immediate areas.

Many animals have a highly developed social organization through which resources such as space, food, and mates are apportioned among dominant members of the population. Such competitive interactions may involve social dominance, in which the dominant individuals exclude subdominant individuals from the resource; or they may involve territoriality, in which the dominant individuals divide space into exclusive areas, which they defend. Subdominant or excluded individuals are forced to live in poorer habitats, do without the resource, or leave the area. Many of these animals succumb to starvation, exposure, and predation.

Competition among members of different species results in the division of resources in a community. Certain plants, for example, have roots that grow to different depths in the soil. Some have shallow roots that permit them to use moisture and nutrients near the surface. Others growing in the same place have deep roots that are able to exploit moisture and nutrients not available to surface-rooted plants.

2. Predation

One of the fundamental interactions is predation, or the consumption of one living organism,

plant or animal, by another. While it serves to move energy and nutrients through the ecosystem, predation may also regulate population and promote natural selection by weeding the unfit from a population. Thus, a rabbit is a predator on grass, just as the fox is a predator on the rabbit. Predation on plants involves defoliation (落叶) by grazers and the consumption of seeds and fruits. The abundance of plant predators, or herbivores, directly influences the growth and survival of the carnivores (食肉类). Thus, predator-prey interactions at one feeding level influence the predator-prey relations at the next feeding level. In some communities, predators may so reduce populations of prey species that a number of competing species can coexist in the same area because none is abundant enough to control the resource. When predators are reduced or removed, however, the dominant species tend to crowd out other competitors, thereby reducing species diversity.

3. Parasitism

Closely related to predation is parasitism, wherein two organisms live together, one drawing its nourishment at the expense of the other. Parasites (寄生虫), which are smaller than their hosts, include many viruses and bacteria. Because of this dependency relationship, parasites normally do not kill their hosts the way predators do. As a result, hosts and parasites generally coevolve (共同进化) a mutual tolerance, although parasites may regulate some host populations, lower their reproductive success, and modify behavior.

4. Coevolution

Coevolution is the joint evolution of two unrelated species that have a close ecological relationship — that is, the evolution of one species depends in part on the evolution of the other. Coevolution is also involved in predator-prey relations. Over time, as predators evolve more efficient ways of capturing or consuming prey, the prey evolves ways to escape predation. Plants have acquired such defensive mechanisms as thorns, spines, hard seed-coats, and poisonous or ill-tasting sap that deter would-be consumers. Some herbivores (草食动物) are able to breach these defenses and attack the plant. Certain insects, such as the monarch butterfly, can incorporate poisonous substances found in food plants into their own tissues and use them as a defense against predators. Other animals avoid predators by assuming an appearance that blends them into the background or makes them appear part of the surroundings. The chameleon is a well-known example of this interaction. Some animals possessing obnoxious odors or poisons as a defense also have warning colorations, usually bright colors or patterns, that act as further warning signals to potential predators.

Another coevolutionary relationship is mutualism, in which two or more species depend on one another and cannot live outside such an association. An example of mutualism (互利共生) is mycorrhizae, an obligatory relationship between fungi and certain plant roots. In one group, called ectomycorrhizae, the fungi form a cap or mantle about the rootlets. The fungal hyphae (threads) invade the rootlet and grow between the cell walls as well as extending outward into the soil from the rootlet. The fungi, which include several common woodland mushrooms, depend on the tree for

their energy source. In return the fungi aid the tree in obtaining nutrients from the soil and protect the rootlets of the tree from certain diseases. Without the mycorrhizae some groups of trees, such as conifers and oaks, cannot survive and grow. Conversely, the fungi cannot exist without the trees. (1223 words)

注意：此部分试题请在答题卡 1 上作答。

1. Populations have 3 agents, namely, a birth rate, a death rate, and a growth rate.
2. The major agents of population growth are births and deaths.
3. A small population may undergo geometric, or exponential growth when introduced into a favorable environment.
4. Animals can not survive some catastrophic events such as starvation, disease, or competition from other species.
5. The short-lived, rapidly dispersed species are often called _____.
6. Birth rates decline, and mortality of young and adults increases when the population approaches _____.
7. When a shared resource is in short supply, organisms compete, and those that _____ survive.
8. The abundance of plant predators, or herbivores, directly influences _____.
9. Parasites, which are smaller than their hosts, include _____.
10. Certain insects, such as the monarch butterfly, can incorporate poisonous substances found in food plants into their own tissues and use them as _____.

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) She enjoys standing in line. | C) She would go the bank next time. |
| B) She differs from the man. | D) She would go home. |
| 12. A) She is very busy with something. | C) She is not interested in the man. |
| B) She doesn't like to be bothered. | D) She wants to have a break. |

13. A) She is pleased at the meeting.
B) She has caught a cold.
C) She is under the bad weather.
D) She recently enjoys the weather.
14. A) She will take the nonstop train at 2:15.
B) She will take the faster train at 2:00.
C) She will get a bite to eat.
D) She is not sure which train to take.
15. A) The man was sorry for his mistake.
B) The woman lost her report.
C) The report was lost.
D) The report was kept on the computer.
16. A) Freshman year was in a mess.
B) Giving him some time.
C) Giving him a chance.
D) Writing some more letters.
17. A) He is too busy to see a movie.
B) He has been so down.
C) He has work to do all this.
D) He has the reason to be down.
18. A) Lifting up this side of the desk.
B) Waiting for a minute.
C) Moving the lamp on the desk.
D) Helping her with pleasure.

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

19. A) He needs a change.
B) To visit New Mexico.
C) Get into Albuquerque.
D) Go skiing.
20. A) Because she was born there.
B) Because she worked there last year.
C) Because her sister vacationed there last year.
D) Because her sister and her vacationed there last year.
21. A) No humidity.
B) Moderate temperatures.
C) High altitude.
D) Half an hour away from the city.

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

22. A) A vacation trip to Yellow Stone Park.
B) A lecture by a visiting professor.
C) Her biology thesis.
D) A research project.
23. A) More buffalo are surviving the winter.
B) Fewer buffalo are dying of disease.
C) More buffalo are being born.
D) Fewer buffalo are being killed by hunters.

24. A) She is from Wyoming.
B) She needs the money.
C) She has been studying animal diseases.
D) Her thesis adviser is heading the project.
25. A) Collecting information about the project.
B) Working on a cattle ranch.
C) Writing a paper about extinct animals.
D) Analyzing buffalo behavior.

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 28 are based on the passage you have just heard.

26. A) Because engine trouble started.
B) Because the runway couldn't be seen clearly.
C) Because the airport was not ready for the plane to land.
D) Because some traffic accident happened at the airport.
27. A) They were frightened.
B) They kept calm and quiet.
C) They comforted each other.
D) They were uneasy.
28. A) The plane was about an hour late.
B) The plane was about half an hour late.
C) The old man would not be late for his lecture.
D) The management of the airport was inefficient.

Passage Two

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

29. A) Wrong use of electrical equipment, scald and smoking.
B) Electric shock, medicine poisoning and fire.
C) Electric burn and gas poisoning.
D) All of the above.
30. A) To keep medicine out of children's reach.
B) To cut off the power before mending any electric equipment.
C) Not to put a stove in the center of a room.
D) To plug in an electric appliance.

31. A) Home accidents are as serious as road accidents.
B) The careless use of electricity is one of the main causes of home accidents.
C) Modern electric equipment is too dangerous to be used with children and elderly people around.
D) So far people pay little attention to home accidents.

Passage Three

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

32. A) Kindly. C) Like dogs.
B) Badly. D) Like criminals.
33. A) Crude attempts were made to educate them.
B) They were used for medical experiments.
C) They were used as laborers.
D) They were locked away like criminals.
34. A) Mental hospitals. C) Private homes.
B) Prisons. D) Any residential areas.
35. A) To create a humane environment.
B) To save time and money.
C) To educate them.
D) To replace the family.

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：此部分试题在答题卡2上；请在答题卡2上作答。

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 pos-