

英 语 强 化 训 练 与 自 测

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新世纪版

六级考试 模拟题集注

中国科学技术大学外语系
方宜庆 主编

安徽
科学技术
出版社



• 英语强化训练与自测 •

新世纪版 六级考试模拟题集注

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安徽科学技术出版社

图书在版编目(CIP)数据

新世纪版六级考试模拟题集注/方宜庆主编;陈纪梁等
编. —合肥:安徽科学技术出版社,2000.3

(英语强化训练与自测)

ISBN 7-5337-1958-1

I. 新… II. ①方…②陈… III. 英语-水平考试-试题-
自学参考资料 IV. H310.42-44

中国版本图书馆 CIP 数据核字(2000)第 03791 号

*

安徽科学技术出版社出版

(合肥市跃进路1号新闻出版大厦)

邮政编码:230063

电话号码:2825419

新华书店经销 合肥东方红印刷厂印刷

*

开本:787×1092 1/16 印张:13.75 字数:340千

2000年3月第1版 2000年3月第1次印刷

印数:6 000

ISBN 7-5337-1958-1/H·296 定价:15.00元

(本书如有倒装、缺页等问题请向本社发行科调换)

前 言

1999 年颁布的全国《大学英语教学大纲》(修订本)(高等学校本科用)对我国大学生的英语语言知识与英语语言能力提出了新的更高的要求。1999 年新大纲要求学生在完成六级英语课程学习后能达到以下指标:

(1) 能领会式掌握 5 500 个英语单词,其中复用式掌握 3 000 个,比 1986 年大纲增加 200 个。另外,对上述英语单词所要掌握的意项数目以及常用短语的数目也大大增加了。

(2) 完成累计精读量 50 000 个英语单词,比原来增加 500 个词;泛读量 225 000 个英语单词。一般阅读速度为 70wpm,快速阅读速度为 120wpm。

(3) 能听懂篇幅较长的会话、谈话和讲座。要求能抓住中心大意、要点与有关细节,领会作者观点和态度,并进行分析、推理和判断。听力材料语速为 150~170wpm,比原来增加 10~30wpm。

(4) 能在阅读难度与课文相仿的书面材料时做笔记,回答问题,写提纲和摘要;能就一定的话题、提纲、表格或图示在半小时内写出 150~180 个词的短文;能写日常应用文(如信函、简历等)。要求内容完整,条理清楚,文理通顺。30 分钟内短文写作篇幅要求比原来增加 30 个英语单词。

(5) 能翻译难度低于课文的英语文章,要求理解正确,译文达意,译速为每小时 350 个英语单词。能将题材熟悉的汉语译成英语,译文达意,无重大语言错误,译速为每小时 300 个汉字。

(6) 能进行一般的日常会话。经过准备,能就一般的社会生活话题进行简短交谈、讨论和发言,表达思想清楚。

《新世纪版六级考试模拟题集注》旨在帮助学生:①进一步明确新大纲提出的英语教学目标;②加深对教学与考试内容的正确理解;③熟悉各种考试题型对语言知识与语言能力的检测方式;④用模拟考试的方法找出自己的薄弱环节,强化薄弱环节的学习与训练,不断完善自己的英语语言与技能结构,全面提高自己的英语水平。

本书的主要特色可归纳为以下几个方面:

(1) 严格按照 1999 年新大纲的教学要求,以新大纲词汇表为词汇依据进行命题。

(2) 全面介绍了七种传统题型与四种新题型的命题特征,按全国六级统考全真试题格式定性、定量地设计模拟试卷。这十套模拟试卷中传统题型与新题型的组合如下表所示:

CET6 模拟试卷(1~10)题型结构一览表

(表中黑斜字体为新题型,其他为传统题型)

试卷序号及题型		一	二	三	四	五	六	七	八	九	十
Part I	Listening Comprehension										
	Section A: 10 Short Conversations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Section B: 3 Short Passages					✓	✓	✓	✓	✓	✓
	Section B: <i>Spot Dictation</i>	✓	✓								
	Section B: <i>Compound Dictation</i>			✓	✓						
Part II	Reading Comprehension	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Part III	Vocabulary and Structure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

App 2.3.3

续表

试卷序号及题型		一	二	三	四	五	六	七	八	九	十
Part IV	Error Correction	✓	✓	✓	✓						
	Short Answer Questions					✓	✓				
	Translation from English into Chinese							✓	✓		
Part V	Writing	中文提纲作文	✓	✓	✓	✓					
		关键词作文					✓	✓			
		看图表写作文						✓	✓		
		根据所给文章(英语或汉语)写出摘要或大意								✓	✓

(3) 全部试题都附有答案与注释,听力部分附有文字材料,并配有语速为 150wpm 的听力测验录音带。写作部分附有范文。

(4) 附录中列出了 1999 年新大纲规定的五、六级英语学习阶段必须掌握的 1 300 个英语单词,可供学生在考前检测自己的英语词汇水平。

本书由方宜庆主编,陈纪梁编写试卷一至试卷三的阅读理解题,蒋家杰编写试卷四至试卷六的阅读理解题;方俊青编写试卷一至试卷六的听力理解,词汇与语法结构,改错,简答以及写作等试题;唐传华编写第七、八两套试卷的全部试题;徐毅编写第九、十两套试卷的全部试题。

本书试题虽经作者仔细推敲斟酌,但疏漏之处在所难免,欢迎使用本书的读者指正。

方宜庆

于中国科学技术大学

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CET6 模拟试卷一及试题精解

试卷一

COLLEGE ENGLISH TEST

—Band Six—

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 suggested answers 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:*

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 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) It rained on the way to the airport.
B) She put off packing it until it was too late.
C) Her suitcase was too full.
D) The umbrella was too long to fit in her suitcase.
2. A) Nothing. B) Ice cream.
C) Pie and ice cream. D) Chocolate cake.
3. A) She has none at present. B) She has bought a new one.
C) She has only an old one. D) Her brother has given her one.
4. A) Second Avenue. B) Third Avenue.
C) Brown Boulevard. D) Fourth Street.
5. A) The weather was bad. B) It was too hot.

- C) It didn't rain.
 6. A) He went once.
 C) He went three times.
 7. A) 15 minutes.
 C) 30 minutes.
 8. A) She is really an unlucky person.
 C) She is an unbelievable person.
 9. A) The rooms are better but not the meals.
 C) They are even worse.
 10. A) \$20.0 B) \$2.25 C) \$2.50 D) \$3.00
- D) It was warm enough to go swimming.
 B) He went twice.
 D) He did not go.
 B) 20 minutes.
 D) 20 to 30 minutes
 B) She is a good story teller.
 D) What she said is not always true.
 B) The meals are better but not the rooms.
 D) Both meals and rooms are better.

Section B Spot Dictation

Directions: *In this section, you will hear a passage of about 200 words three times. The passage is printed on your Answer Sheet with about 60 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.*

When Shakespeare became successful in London he 11 in Stratford, a house called New Place, 12. Here he probably wrote *The Winter's Tale* and *The Tempest*, and here he died. 13; but there's nothing left of it but a few bricks and the garden. The man who owned it, Mr. Gastrell, was 14, because so many people came to see the house, that he pulled it down. 15, but John said it's true. Shakespeare had planted a mulberry tree in the garden and Mr. Gastrell 16, but the people of Stratford took pieces of the tree and 17 of New Place, and that tree is still growing there. I'm sorry to say that while we were not looking at him, Andrew took a piece of it, 18, from one of the branches. He said he knew Uncle Charles 19 Shakespeare and so he was going to plant his little piece in Uncle Charles's garden so that Uncle Charles 20 from "Shakespeare's tree".

Part II

Reading Comprehension

(35 minutes)

Directions: *There are 4 reading 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:

When the television is good, nothing — not the theatre, not the magazines, or newspapers — nothing is better. But when television is bad, nothing is worse. I invite you to sit down in front of your television set when your station goes on the air and stay there without a book, magazine, newspaper, or anything else to distract you and keep your eyes glued to that set until the station signs off. I can assure you that you will observe a vast wasteland. You will see a procession of game shows, violence, audience-participation shows, formula comedies about totally unbelievable families, blood and thunder, more violence, murder, Western badmen, Western goodmen, gangsters, still more violence, and cartoons. And, endlessly, commercials that scream and cajole(哄骗)and offend. And most of all, boredom. True, you will see a few things you will enjoy. But they will be very, very few. And if you think I exaggerate, try it.

Is there no room on television to teach, to inform, to uplift, to stretch, to enlarge the capacities of our children? Is there no room for programs to deepen the children's understanding of children in other lands? Is there no room for a children's news show explaining something about the world for them at their level of understanding? Is there no room for reading the great literature of the past, teaching them the great traditions of freedom? There are some fine children's shows, but they are drowned out in the massive doses of cartoons, violence, and more violence. Must these be your trademarks? Search your conscience and see whether you cannot offer more to your young beneficiaries(受益者)whose future you guard so many hours each and every day.

There are many people in this great country, and you must serve all of us. You will get no argument from me if you say that, given a choice between a Western and a symphony(交响乐), more people will watch the Western. I like Westerns and private eyes too — but a steady diet for the whole country is obviously not in the public interest. We all know that people would often prefer to be entertained than stimulated or informed. But your obligations are not satisfied if you look only to popularity as a test of what to broadcast. You are not only in show business; you are free to communicate ideas as well as to give relaxation. You must provide a wider range of choices, more diversity, more alternatives. It is not enough to cater to(迎合)the nation's whims(一时的兴致)— you must also serve the nation's needs. The people own the air. They own it as much in prime evening time as they do at six o'clock in the morning. For every hour that the people give you — you owe them something, I intend to see that your debt is paid with service.

21. The wasteland (Line 5) referred to by the author describes _____.
A) western badlands B) average television programs
C) morning television shows D) children's programs generally
22. The author is primarily concerned to tell broadcasters that _____.
A) the listener, not the broadcaster, should make the decisions about which programs are aired
B) all children's shows are worthless
C) mystery programs should be banned

- D) they had better mend their ways
23. Concerning programs for children, it may be inferred that the speaker believes that such programs should _____.
- A) include no cartoons at all
B) include those which provide information on culture
C) be presented only during the morning hours
D) not deal with the Old West
24. The statement that "the people own the air" (para. 3) implies that _____.
- A) citizens have the right to insist on worthwhile television programs
B) television should be socialized
C) since air is worthless, the people own nothing
D) the broadcasters have no right to commercialize television
25. It can be inferred from the passage in regard to television programming that the speaker believes _____.
- A) the broadcasters are trying to do the right thing but are failing
B) foreign countries are going to pattern their programs after ours
C) there is a great deal that is worthwhile in present programs
D) the listeners do not necessarily know what is good for them

Passage Two

Questions 26 to 30 are based on the following passage:

Coincident(同时的)with concerns about the accelerating loss of species and habitats(栖息地) has been a growing appreciation of the importance of biological diversity, the number of species in a particular ecosystem, to the health of the Earth and human being. Much has been written about the diversity of terrestrial(陆地的)organisms, particularly the exceptionally rich life associated with tropical rain-forest habitats. Relatively little has been said, however, about diversity of life in the sea even though coral reef(珊瑚礁)systems are comparable to rain forests in terms of richness of life.

An alien exploring Earth would probably give priority to the planet's dominant, most distinctive feature — the ocean. Humans have a bias toward land that sometimes gets in the way of truly examining global issues. Seen from far away, it is easy to realize that landmasses occupy one-third of the Earth's surface. Given that two-thirds of the Earth's surface is water and that marine life lives at all levels of the ocean, the total three-dimensional living space of the ocean is perhaps 100 times greater than that of land and contains more than 90 percent of all life on Earth even though the ocean has fewer distinct species.

The fact that half of the known species are thought to inhabit the world's rain forests does not seem surprising, considering the huge numbers of insects that comprise the bulk of the species. One scientist found many different species of ants in just one tree from a rain forest. While every species is different from every other species, their genetic makeup constrains them to be insects and to share similar characteristics with 750 000 species of insects. If basic, broad categories

such as phyla(动、植物分类上的门)and classes are given more emphasis than differentiating between species, then the greatest diversity of life is unquestionably the sea. Nearly every major type of plant and animal has some representation there.

To appreciate fully the diversity and abundance of life in the sea, it helps to think small. Every spoonful of ocean water contains life on the order of 100 to 100 000 bacterial cells plus assorted microscopic plants and animals, including larvae(幼虫)of organisms ranging from sponges and corals to starfish and clams and much more.

26. What is the main idea of the passage?
 - A) Humans are destroying thousands of species.
 - B) There are thousands of insect species.
 - C) The sea is even richer in life than the rain forests
 - D) Coral reefs are similar to rain forests.
27. Why does the author compare rain forests with coral reefs (para. 1)?
 - A) They are approximately of the same size.
 - B) They share many similar species.
 - C) Most of their inhabitants require water.
 - D) Both have many different forms of life.
28. The passage suggests that most rain forest species are _____.
 - A) insects
 - B) bacteria
 - C) mammals
 - D) birds
29. The author argues that there is more diversity of life in the sea than in the rain forests because _____.
 - A) more phyla and classes of life are represented in the sea
 - B) there are too many insects to make meaningful distinctions
 - C) many insect species are too small to divide into categories
 - D) marine life-forms reproduce at a faster rate
30. Which of the following conclusions is supported by the passage?
 - A) Ocean life is highly adaptive.
 - B) More attention needs to be paid to preserving ocean species and habitats.
 - C) Ocean life is primarily composed of plants.
 - D) The sea is highly resistant to the damage done by pollutants.

Passage Three

Questions 31 to 35 are based on the following passage:

However important we may regard school life to be, there is no denying the fact that children spend more time at home than in the classroom. Therefore, the great influence of parents cannot be ignored or discounted by the teacher. They can become strong allies of the school personnel or they can consciously or unconsciously hinder and thwart(阻止)curricular objectives.

Administrators have been aware of the need to keep parents informed of the newer methods used in schools. Many principals have conducted workshops explaining such matters as the reading readiness program, manuscript writing, and developmental mathematics.

Moreover, the classroom teacher, with the permission of the supervisors, can also play an important role in enlightening parents. The many interviews carried on during the year as well as

new ways of reporting pupils' progress, can significantly aid in achieving a harmonious interaction between school and home.

To illustrate, suppose that a father has been drilling Junior in arithmetic processes night after night. In a friendly interview, the teacher can help the parent divert(使转移到)his natural parental interest into productive channels. He might be persuaded to let Junior participate in discussing the family budget, buying the food, using a yardstick or measuring cup at home, setting the clock, calculating mileage on a trip, and engaging in scores of other activities that have a mathematical basis.

If the father follows the advice, it is reasonable to assume that he will soon realize his son is making satisfactory progress in mathematics and, at the same time, enjoying the work.

Too often, however, teachers' conferences with parents are devoted to petty accounts of children's misdemeanors(不端行为), complaints about laziness and poor work habits, and suggestions for penalties and rewards at home.

What is needed is a more creative approach in which the teacher, as a professional adviser, plants ideas in parents' minds for the best utilization of the many hours that the child spends out of the classroom.

In this way, the school and the home join forces in fostering the fullest development of youngster' capacities.

31. What is the central idea conveyed in the above passage?

- A) Home training is more important than school training because a child spends so many hours with his parents.
- B) Teachers can and should help parents to understand and further the objectives of the school.
- C) Parents unwittingly have hindered and thwarted curricular objectives.
- D) Parents have a responsibility to help students to do their homework.

32. It can reasonably be inferred that the author _____.

- A) is satisfied with present relationships between home and school
- B) feels that the traditional program in mathematics is slightly superior to the developmental program
- C) believes that schools are lacking in guidance personnel
- D) feels that parent-teacher interviews can be made much more constructive than they are at present

33. A method of parent-teacher communication NOT mentioned or referred to by the author is _____.

- A) workshops for parents
- B) new progress report forms
- C) demonstration lessons
- D) parent-teacher interviews

34. The author implies that _____.

- A) teachers should occasionally make home visits to parents
- B) school principals do more than their share in interpreting the curriculum to the parents

- C) participation in interesting activities relating to a school subject improves children's achievement in that area
- D) only a small part of the school day should be set apart for drilling in arithmetic
35. What is the author's primary purpose in writing this article?
- A) It is to improve the teaching of mathematics.
- B) It is to urge teachers and school administrators to make use of a much underused resource — the parent.
- C) It is to tell parents to do the best thing for their child's education.
- D) It is to help ensure that every child's capacities are fully developed when he leaves school.

Passage Four

Questions 36 to 40 are based on the following passage:

It is all very well to blame traffic jams, the cost of petrol and the quick pace of modern life, but manners on the roads are becoming horrible. Everybody knows that the nicest men become monsters behind the wheel. You might tolerate the odd road-hog(鲁莽而不顾他人的司机), the rude and inconsiderate, but nowadays the well-mannered motorist is the exception to the rule. Perhaps the situation calls for "Be Kind to Other Drivers' Campaign", otherwise it may get completely out of hand.

Road politeness is not only good manners, but good sense too. It takes the most cool-headed and good-tempered of drivers to resist the temptation to revenge(报复)when subjected to uncivilized behavior. On the other hand, a little politeness goes a long way towards relieving the tensions of motoring. A friendly nod or a wave of acknowledgment in response to an act of politeness helps to create an atmosphere of goodwill and tolerance so necessary in modern traffic conditions. But such acknowledgments of politeness are all too rare today. Many drivers nowadays don't even seem able to recognize politeness when they see it.

However, misplaced politeness can also be dangerous. Typical examples are the driver who brakes violently to allow a car to emerge from a side street at some hazard to following traffic, when a few seconds later the road would be clear anyway; or the man who waves a child across a zebra crossing(斑马线)into the path of oncoming vehicles that may be unable to stop in time. The same goes for encouraging old ladies to cross the road wherever and whenever they care to. It always amazes me that the highways are not covered with the dead bodies of these grannies.

A veteran driver, whose manners are faultless, told me it would help if motorists learnt to filter correctly into traffic streams one at a time without causing the total blockages that give rise to bad temper. Unfortunately, modern motorists can't even learn to drive, let alone master the subtler aspects of roadmanship. Years ago the experts warned us that the car-ownership explosion would demand a lot more give-and-take from all road users. It is high time for all of us to take this message to heart.

36. According to this passage, troubles on the road are primarily caused by _____.
- A) people's attitude towards the road-hog B) the rhythm of modern life
- C) the behavior of the driver D) traffic conditions

37. The sentence "You might tolerate the odd road-hog ... the rule" (para. 1) implies that _____.
- A) our society is unjust towards well-mannered motorists
 - B) rude drivers can be met only occasionally
 - C) the well-mannered motorist cannot tolerate the road-hog
 - D) nowadays impolite drivers constitute the majority of motorists
38. By "good sense", the writer means _____.
- A) the driver's ability to understand and react reasonably
 - B) the driver's prompt response to difficult and severe conditions
 - C) the driver's tolerance of rude or even savage behavior
 - D) the driver's acknowledgment of politeness and regulations
39. Experts have long pointed out that in the face of car-ownership explosion, _____.
- A) road users should make more sacrifice
 - B) drivers should be ready to yield to each other
 - C) drivers should have more communication among themselves
 - D) drivers will suffer great loss if they pay no respect to others
40. In the writer's opinion _____.
- A) strict traffic regulations are badly needed
 - B) drivers should apply road politeness properly
 - C) rude drivers should be punished
 - D) drivers should avoid traffic jams

Part III

Vocabulary and Structure

(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 that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

41. Peasants share meals of autumn _____ with us.
- A) abundance
 - B) abundant
 - C) addict
 - D) addition
42. National poverty was _____ by rapid population growth.
- A) strengthened
 - B) reinforced
 - C) aggravated
 - D) reduced
43. Never _____ scissors into an electric socket.
- A) prompt
 - B) penetrate
 - C) punch
 - D) poke
44. A loud brassy chord ran down the corridor, _____ the sound of Tom's voice.
- A) obscuring
 - B) obscured
 - C) distinguishing
 - D) distinguished
45. The athlete _____ up his last reserves of strength and forged to the front of the race.
- A) paid
 - B) looked
 - C) puffed
 - D) summoned
46. What a sad sight, with all the shops _____ and the people gone.
- A) shuttled
 - B) shuttered
 - C) shuttles
 - D) shutters

47. _____ off old age is in large part a matter of staying active.
A) Heading B) Warding C) Hitting D) Hissing
48. The ground began to shake and a sudden _____ opened under his feet.
A) void B) slice C) scenery D) palace
49. He made an _____ turn to avoid hitting another car.
A) alternate B) arbitrary C) abrupt D) alongside
50. His job is to _____ Western readers with recent happenings in China.
A) affirm B) acquaint C) affiliate D) acquire
51. They were angry to learn that the judge had given them an _____ decision.
A) avert B) agreeable C) avail D) adverse
52. He often wore _____ commercialized spectacles.
A) nil B) limp C) intelligible D) vulgar
53. The carpenter helped me to _____ the cabinet at the base to keep it from tipping.
A) wedge B) wrench C) yoke D) tuck
54. At the age of 82 his health appears _____.
A) primitive B) psychological C) vulnerable D) proportional
55. In many Japanese homes, the funds are _____ by the wife.
A) reinforced B) reduced C) administered D) requested
56. He was _____ to poetry and hoped one day to be a poet himself.
A) affirmed B) addicted C) aggregated D) adored
57. Her face cracked into a million pleased _____.
A) wrinkles B) bumps C) patterns D) strips
58. Scientists hope to make a _____ in their treatment of that disease.
A) breakdown B) breakthrough C) breakup D) breakage
59. His noisy parties made him _____ in the town.
A) plausible B) nominal C) orthodox D) notorious
60. The dentist had to _____ the tooth as it was badly decayed.
A) pull off B) release C) extract D) alleviate
61. What performance _____ we should give at the party?
A) you thought B) do you think C) you think D) did you think
62. _____ what you may, I won't change my mind.
A) Say B) Saying C) To say D) For saying
63. As for tools, only _____ were really needed should be bought.
A) those of which B) those in that C) those which D) those that
64. Such people _____ you describe are rare nowadays.
A) who B) whom C) as D) that
65. Whatever the reason, going whole hog for one class and neglecting the rest of them _____ a mistake.
A) are B) is C) had been D) have been
66. They do nothing except _____ excuses.

- A) make B) making C) to make D) having made
67. You _____ watered the flower, for it is going to rain.
A) should have B) might have C) needn't have D) hadn't
68. He knew that she _____ stolen it as she hadn't been in the house at the time.
A) couldn't have B) can't have C) mightn't have D) shouldn't have
69. The light has gone out but my husband _____ to it so I'm sure it will soon be on again.
A) was seeing B) is seeing C) has seen D) had seen
70. We hung out a lantern lest they _____ get lost in the mist.
A) can B) will C) shall D) should

Part IV

Error Correction

(15 minutes)

Directions: This part consists of a short passage. In this passage, there are altogether 10 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. Mark out the mistakes and put the corrections in the blank provided. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

Example:

Television is rapidly becoming the literature of our periods . Many of the arguments having used for the study of literature as a school subject are valid for a study of television.

1. time/times/period
2. /
3. the

The big Oldsmobile saloon cut through two miles of traffic on a busy four-lane highway with a nine-year-old boy at the wheel and a seriously ill man by his side.

Minutes earlier at Wilmington, Delaware, schoolboy Mark Spencer has been out for a drive with his father. Then 37-year-old Philip Spencer suffered a heart attack, just managed to stop before collapsing in agony.

71. _____
72. _____

Mark is only four feet tall, allowing him to peep over the top of the dashboard, while arriving the control pedals with a toe. But he didn't hesitate, pushing his father across the bench seat and setting off for a nearest hospital.

73. _____
74. _____

"I did run through a red light and had to honk the horn to get past other cars but there weren't too many problems," he said.

75. _____

Mr. Spencer is recovering in hospital, when the opinion is that the wouldn't have survived if Mark had hesitated, or even did the expected thing and phoned for an ambulance.

76. _____
77. _____

The Spencers are an exceptionally close and loving family, and, as Mark says, "We want my Dad, he's really nice."

78. _____

His mother, Blanche, confirms what one suspected — that her son is "car mad" and, at the age of two years, succeeded in reversing a station wagon down the drive.

79. _____

"Thank God he was with his father," she said, "I would have panicked ... because I couldn't drive."

80. _____

Part V**Writing****(30 minutes)**

Directions: For this part, you are allowed 30 minutes to write a composition based on the outline given in Chinese. The title of the composition is I Like Living in a Large City. Your composition should be no less than 150 words. Remember to write clearly.

Outline:

- (1) 我喜欢生活在大城市,不喜欢生活在小镇上。
- (2) 小镇上购物不方便。
- (3) 小镇上往往是千人一面。