



大学英语
六级考试710分
快速突破

总主编：方振宇 主编：杨树芳 郭效东

● 模拟试题

Zhenglish

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

图书在版编目(CIP)数据

大学英语六级考试 710 分快速突破 模拟试题 / 方振宇总主编. — 北京: 外语教学与研究出版社, 2007.4

(大学英语六级考试 710 分快速突破)

ISBN 978-7-5600-6579-3

I. 大… II. 方… III. 英语—高等学校—水平考试—习题 IV. H319.6

中国版本图书馆 CIP 数据核字 (2007) 第 053951 号

出 版 人: 李朋义

策划编辑: 祝文杰

责任编辑: 高 颖

封面设计: 刘 冬

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京国防印刷厂

开 本: 787×1092 1/16

印 张: 16.75

版 次: 2007 年 5 月第 1 版 2007 年 5 月第 1 次印刷

书 号: ISBN 978-7-5600-6579-3

定 价: 24.90 元 (含 MP3 光盘 1 张)

* * *

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前言

为适应我国高等教育新的发展形势，培养学生的英语综合应用能力，始于1987年的大学英语六级考试改革势在必行。2004年初教育部高教司组织制定并在全国部分高校开始试点《大学英语课程教学要求（试行）》。为了适应新的教学要求，全国大学英语四、六级考试改革项目组和考试委员会制定了《全国大学英语四、六级考试改革方案（试行）》，并据此设计了六级考试新题型试测卷，2006年6月，进行了全国范围的四级考试试点，12月又进行了六级考试试点。2007年6月将全面实施改革后的大学英语六级考试。

《大学英语六级考试710分快速突破 模拟试题》就是在此新形势下精心策划与编写的，目的在于指导广大考生更好地备战新的大学英语六级考试，提高六级应试能力。

本书严格遵照《大学英语六级考试大纲（2006修订版）》的精神，在题型设置上与大学英语六级考试新题型完全一致，试题设计科学合理，体现了一定的梯度，中等难度和稍难的试题占了一定比例，目的是希望广大考生在备战阶段能够从严训练，真正提高自己的应试能力和英语综合应用水平。也只有进行从严和稍难的考前冲刺，才能有考场上“一览众山小”的自信与从容。

本书选材新颖、设计合理，具有以下特点：

- **权威性：**本书由北京高校长期从事大学英语教学与研究并且具有丰富的大学英语四、六级考试辅导经验的一线教师与专家精心编写，部分试题在六级培训中心与部分高校大学英语部试推行，受到一致好评。
- **实用性：**本书在材料的选择与题型设置上尽量与样卷保持一致。试题不仅配有答案，而且还有详尽的解析，考生可以在没有老师指导的情况下进行自测。
- **新颖性：**本书完全按照新题型设计，在材料选择上突出了时尚性和新颖性。阅读材料、听力材料和写作练习涉及到很多热点问题，如2008年奥运会志愿者招募、星巴克在故宫开分店引发的争议等话题无一不体现了本书的新颖性和前瞻性。

本书包括10套标准模拟试题，并且提供了练习答案和详细的答案解析。建议练习者在使用本书时一定要严格按照考试要求，在规定的答题时间内完成每套测试题。例如，前45分钟必须完成写作与快速阅读部分，后80分钟完成其余的练习，养成良好的做题习惯。

感谢所有参与编写的老师，他们严格认真、保质保量地完成了本书的编写工作，并以高度的责任心对文稿进行了多次润色与修改。

最后，要特别感谢外语教学与研究出版社文杰先生和高颖女士及外研社其他各位专家，是他们高效务实的工作作风和严谨的工作态度，使得本书得以按时与广大读者见面。

本书中如有错误和不足之处,希望得到教育界同仁的不吝赐教和广大学生朋友的批评指正。
请将您的意见直接发往本人信箱: zhenglish@126.com, 以便再版时更正、完善。谢谢!

方振宇
于北京千鹤家园
2007年3月

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《大学英语六级考试大纲（2006 修订版）》解读

2004年初,教育部高教司组织制定并在全中国部分高校开始试点《大学英语课程教学要求(试行)》。《大学英语课程教学要求(试行)》规定:大学英语课程的教学目标是培养学生的英语综合应用能力,特别是英语听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流。

2005年2月15日,国家教育部正式通知:从2006年12月开始,在全国部分高校进行大学英语六级试点考试,采用710分计分体制。

新六级的主要举措之一是改革计分体制与成绩报道方式。自2005年6月考试(试点)起,四、六级考试成绩采用满分为710分的计分体制,最低分为220分,平均分为500分,不设及格线;成绩报道方式由考试合格证书改为成绩报告单,即考试后向每位考生发放成绩报告单,报道内容为总分和单项分。

新六级考试单项分的报道分四个部分:听力理解(35%),阅读理解(35%),改错或完型填空(10%),作文和翻译(20%)。各单项报道满分分别为:听力理解249分,阅读理解249分,改错或完型填空70分,写作和翻译142分,总分为710分。

按目前试点考试成绩划分来看,大学英语四级考试(CET4)总分达425分的考生可以参加大学英语六级考试(CET6)。总分达550分的考生可以参加大学英语六级口语考试(CET6-SET)。

1 大学英语六级考试(CET6)试卷构成

大学英语六级考试由四个部分构成:1)听力理解;2)阅读理解;3)改错或完型填空;4)写作和翻译。

根据《大学英语六级考试大纲(2006年修订版)》,不难看出在试卷构成上,对六级考试进行的改革主要体现在以下方面:

- 1) 听力理解部分的分值比例从原来的20%提高至35%;增加了长对话听力理解测试,复合式听写由原来的备选题型改为必考题型。
- 2) 阅读理解部分增加了快速阅读技能测试。
- 3) 词汇和语法知识不再单独列为考项,而融入了其他各部分试题中进行考核。
- 4) 增加了句子层面的汉译英测试。
- 5) 增加了构建型试题的比例,减少了多项选择题的比例。



各部分测试内容、题型和所占分值比例如下表所示：

测试内容			测试题型		比例	
听力理解	听力对话	短对话	多项选择		15%	35%
		长对话	多项选择			
	听力短文		多项选择		20%	
			复合式听写			
阅读理解	仔细阅读理解		多项选择		25%	35%
			选词填空或简答题			
	快速阅读理解		是非判断+句子填空 或其他		10%	
改错 或完型填空	改错或完型填空		错误辨认并改正 或多项选择		10%	10%
写作和翻译	写作		短文写作		15%	20%
	翻译		汉译英		5%	

2 大学英语六级考试 (CET6) 题型解读

大学英语六级考试各部分所考核的内容、题型、答题方式如下：

1) 听力理解

听力理解部分测试学生获取口头信息的能力。录音材料用标准的英式或美式英语朗读，语速约为每分钟 150 词。听力部分分值比例为 35%，其中对话占 15%，短文占 20%。考试时间 35 分钟。

对话部分 (Listening Conversations) 共 15 题，包括短对话和长对话，均采用多项选择题的形式进行考核。其中，短对话约有 7—8 段，每段为一轮对话和一个问题 (目前样卷共有 8 道题)；长对话有两段，每段为 7—10 轮对话和 3—4 个问题 (目前样卷共有 7 道题)；每段对话均朗读一遍，每个问题后留有 13 秒的答题时间。

短文部分包括多项选择题型的短文理解 (Listening Passages) 和复合式听写 (Compound Dictation) 两个部分。多项选择题型的短文有 3 篇，每篇长度为 240—260 词，朗读一遍，每篇 3—4 题，共 10 题，每个问题后留有 13 秒的答题时间。复合式听写测试考生在不同层面上 (从词汇到语篇层面) 的听力理解能力。这部分测试采用一篇 240—260 词的短文，删去若干个单词和句子，全文朗读三遍。要求考生根据听到的内容填写所缺信息，所缺单词必须用原词填写，所缺句子信息既可按原文填写，也可用自己的语言表述。

2) 阅读理解

阅读理解部分包括快速阅读 (Skimming and Scanning) 和仔细阅读 (Reading in Depth) 两部分，所占分值比例为 35%，其中快速阅读部分 10%，仔细阅读部分 25%，考试时间为 40 分钟。

快速阅读部分主要考查考生运用略读和查读的技能从篇章中获取信息的能力，通常采用 1-2 篇较长篇幅的文章或多篇短文，总长度约为 1200 词。略读考核学生通过快速阅读获取文章主旨大意或中心思想的能力，阅读速度约每分钟 120 词。查读考核学生利用各种提示，如数字、大写单词、段首或句首词等，快速查找特定信息的能力。快速阅读理解部分采用的题型有是非判断、

句子填空、完成句子等（目前样卷中有4道判断题、6道句子填空题）。

仔细阅读部分考查考生在不同层面上的阅读理解能力，包括理解主旨大意和重要细节、综合分析、推测判断以及根据上下文推测词义等。这部分共3篇短文。其中一篇为选词填空（Banked Cloze）或简答题（Short Answer Questions）。选词填空篇章长度为250—300词，简答题篇章长度为400—450词。选词填空测试考生对篇章语境中的词汇理解和运用能力。要求考生阅读一篇删去若干词汇的短文，然后从所给的选项中选择适当的词汇填空，使短文复原。简答题的篇章后有若干问题，要求考生根据对文章的理解简洁地（少于10个词）回答问题或完成句子。另外两篇为多项选择题型的短文理解测试，每篇长度为400—450词。多项选择题型的短文后有若干问题，考生根据对文章的理解，从每题的四个选项中选择最佳答案。

3) 改错或完型填空

改错（Error Correction）和完型填空（Cloze）部分旨在测试学生各个层面上的语言理解能力及语言综合运用能力。

改错部分的短文长度为250—280词左右，分值比例为10%，考试时间15分钟。改错部分要求考生根据对文章的理解，运用语篇、语法和词汇知识，辨认文章中出现的语言错误并加以改正。

完型填空部分的短文长度为250—300词，有20个空白，分值比例为10%，考试时间15分钟。完形填空部分空白处所删去的词既有实词也有虚词，每个空白为一题，每题有四个选择项。要求考生根据对文章的理解，选择一个最佳答案，使短文意思完整、结构正确。

4) 写作和翻译

写作（Writing）和翻译（Translation）部分所占分值比例为20%，其中写作15%，翻译5%，考试时间35分钟。此部分主要测试学生用英语进行书面表达的能力。

写作部分要求考生在30分钟内根据规定的题目和所提供的提纲、情景、图片或图表等，写出一篇不少于150词的短文。写作选用考生所熟悉的题材，要求是思想表达准确、意义连贯、无严重语法错误。

翻译部分为汉译英，共5个句子，一句一题，考试时间为5分钟。在长度为15—30词的句中，句子的一部分英文已经给出，要求考生根据全句意思将汉语部分译成英语。翻译部分重点考核短语翻译与语法运用，要求翻译须符合英语的语法结构和表达习惯，要求用词准确。

3 全国大学英语六级考试作文题评分原则及标准

1) 评分原则

- (1) CET是检查考生是否达到大学英语教学大纲规定的四级和六级教学要求，对作文的评判应以此要求为准则。
- (2) CET作文题采用总体评分（Global Scoring）方法。阅卷人员就总的印象给出奖励分（Reward Scores），而不是按语言点的错误数目扣分。
- (3) 从内容和语言两方面对作文进行综合评判。内容和语言是一个统一体。作文应表达题目所规定的内容，而内容要通过语言来表达。要考虑作文是否切题，是否充分表达思想，也要考虑是否用英语清楚而合适地表达思想，也要考虑语言上的错误是否造成理解上的障碍。



- (4) 避免趋中倾向。该给高分的给高分, 包括满分; 该给低分的给低分, 包括零分。一名阅卷人员在所评阅的全部作文中不应只给中间的几种分数。

2) 评分标准

- (1) 本题满分 15 分。
(2) 阅卷标准共分五等: 2 分、5 分、8 分、11 分及 14 分。各有标准样卷一至二份。
(3) 阅卷人员根据阅卷标准, 对照样卷评分, 若认为与某一分数 (如 8 分) 相似, 即定为该分数 (即 8 分); 若认为稍优或稍劣于该分数则可加一分 (即 9 分) 或减一分 (即 7 分)。但不得加或减半分。

(4) 评分标准细则

2 分—条理不清, 思路紊乱, 语言支离破碎或大部分句子均有错误, 且多数为严重错误。

5 分—基本切题。表达思想不清楚, 连贯性差, 有较多的严重语言错误。

8 分—基本切题。有些地方表达思想不清楚, 文字勉强连贯, 语言错误相当多, 其中有一些是严重错误。

11 分—切题。表达思想清楚, 文字连贯, 但有少量语言错误。

14 分—切题。表达思想清楚, 文字通顺、连贯, 基本无语言错误, 仅有个别小错。

[注: 白卷, 作文与题目毫不相关, 或只有几个孤立的词而无法表达思想, 则给 0 分。]

(5) 字数不足应酌情扣分:

累计 字数	CET-4	110-119	110-109	90-99	80-89	70-79	60-69	50-59	<49
	CET-6	140-149	130-139	120-129	110-119	100-109	90-99	80-89	<79
扣分		1	2	3	4	5	6	7	9

[注: ● 如题目中给出主题句、起始句、结束句, 均不得计入所写字数。

● 规定的内容未写全者, 按比例扣分。

● 如果扣为 0 分, 要慎重处理。]

- (6) 各档作文分相当于百分制的得分列表如下, 称为得分率。其中 9 分的得分率为 60 分 (相当于百分制的 60 分)。

作文分	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
得分率	100	94	87	80	74	67	60	54	47	40	34	27	20	14	7

大学英语六级考试样卷

(试题册)

Part I Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay entitled *Say No to Pirated Products*. You should write at least 150 words following the outline given below:

1. 目前盗版的现象比较严重
2. 造成这种现象的原因及其危害
3. 我们应该怎么做

Useful words and expressions:

盗 版: piracy (n.)

盗版产品: pirated products

知识产权: intellectual property rights

侵犯版权: infringe sb's copyright; copyright infringement

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.

Rainforests

Tropical rainforests are the most diverse *ecosystem* (生态系统) on Earth, and also the oldest. Today, tropical rainforests cover only 6 percent of the Earth's ground surface, but they are home to over half of the planet's plant and animal species.

What Is a Rainforest?

Generally speaking, a rainforest is an environment that receives high rainfall and is dominated by tall trees. A wide range of ecosystems fall into this category, of course. But most of the time when people talk about rainforests, they mean the tropical rainforests located near the equator.

These forests receive between 160 and 400 inches of rain per year. The total annual rainfall is spread pretty evenly throughout the year, and the temperature rarely dips below 60 degrees Fahrenheit.

This steady climate is due to the position of rainforests on the globe. Because of the orientation of the Earth's axis, the Northern and Southern hemispheres each spend part of the year tilted away from the



sun. Since rainforests are at the middle of the globe, located near the equator, they are not especially affected by this change. They receive nearly the same amount of sunlight, and therefore heat, all year. Consequently, the weather in these regions remains fairly constant.

The consistently wet, warm weather and ample sunlight give plant life everything it needs to thrive. Trees have the resources to grow to tremendous heights, and they live for hundreds, even thousands, of years. These giants, which reach 60 to 150 ft in the air, form the basic structure of the rainforest. Their top branches spread wide in order to capture maximum sunlight. This creates a thick *canopy* (树冠) level at the top of the forest, with thinner greenery levels underneath. Some large trees grow so tall that they even tower over the canopy layer.

As you go lower, down into the rainforest, you find less and less greenery. The forest floor is made up of moss, fungi, and decaying plant matter that has fallen from the upper layers. The reason for this decrease in greenery is very simple: The overabundance of plants gathering sunlight at the top of the forest blocks most sunlight from reaching the bottom of the forest, making it difficult for robust plants to thrive.

The Forest for the Trees

The ample sunlight and extremely wet climate of many tropical areas encourage the growth of towering trees with wide canopies. This thick top layer of the rainforest dictates the lives of all other plants in the forest. New tree seedlings rarely survive to make it to the top unless some older trees die, creating a “hole” in the canopy. When this happens, all of the seedlings on the ground level compete intensely to reach the sunlight.

Many plant species reach the top of the forest by climbing the tall trees. It is much easier to ascend this way, because the plant doesn't have to form its own supporting structure.

Some plant species, called epiphytes, grow directly on the surface of the giant trees. These plants, which include a variety of orchids and ferns, make up much of the understory, the layer of the rainforest right below the canopy. Epiphytes are close enough to the top to receive adequate light, and the runoff from the canopy layer provides all the water and *nutrients* (养分) they need, which is important since they don't have access to the nutrients in the ground.

Stranglers and Buttresses

Some epiphytes eventually develop into stranglers. They grow long, thick roots that extend down the tree trunk into the ground. As they continue to grow, the roots form a sort of web structure all around the tree. At the same time, the strangler plant's branches extend upward, spreading out into the canopy. Eventually, the strangler may block so much light from above, and absorb such a high percentage of nutrients from the ground below, that the host tree dies.

Competition over nutrients is almost as intense as competition for light. The excessive rainfall rapidly dissolves nutrients in the soil, making it relatively infertile except at the top layers. For this reason, rainforest tree roots grow outward to cover a wider area, rather than downward to lower levels. This makes rainforest trees somewhat unstable, since they don't have very strong anchors in the ground. Some trees

compensate for this by growing natural buttresses. These buttresses are basically tree trunks that extend out from the side of the tree and down to the ground, giving the tree additional support.

Rainforest trees are dependent on bacteria that are continually producing nutrients in the ground. Rainforest bacteria and trees have a very close, *symbiotic* (共生的) relationship. The trees provide the bacteria with food, in the form of fallen leaves and other material, and the bacteria break this material down into the nutrients that the trees need to survive.

One of the most remarkable things about rainforest plant life is its diversity. The temperate rainforests of the Pacific Northwest are mainly composed of a dozen or so tree species. A tropical rainforest, on the other hand, might have 300 distinct tree species.

All Creatures, Great and Small

Rainforests are home to the majority of animal species in the world. And a great number of species who now live in other environments, including humans, originally inhabited the rainforests. Researchers estimate that in a large rainforest area, there may be more than 10 million different animal species.

Most of these species have adapted for life in the upper levels of the rainforest, where food is most plentiful. Insects, which can easily climb or fly from tree to tree, make up the largest group (ants are the most abundant animal in the rainforest). Insect species have a highly symbiotic relationship with the plant life in a rainforest. The insects move from plant to plant, enjoying the wealth of food provided there. As they travel, the insects may pick up the plants' seeds, dropping them some distance away. This helps to disperse the population of the plant species over a larger area.

The numerous birds of the rainforest also play a major part in seed dispersal. When they eat fruit from a plant, the seeds pass through their digestive system. By the time they *excrete* (排泄) the seeds, the birds may have flown many miles away from the fruit-bearing tree.

There are also a large number of reptiles and mammals in the rainforest. Since the weather is so hot and humid during the day, most rainforest mammals are active only at night, dusk or dawn. The many rainforest bat species are especially well adapted for this lifestyle. Using their sonar, bats navigate easily through the mass of trees in the rainforest, feeding on insects and fruit.

While most rainforest species spend their lives in the trees, there is also a lot of life on the forest floor. Great apes, wild pigs, big cats and even elephants can all be found in rainforests. There are a number of people who live in the rainforests, as well. These tribes — which, up until recently, numbered in the thousands — are being forced out of the rainforests at an alarming rate because of deforestation.

Deforestation

In the past hundred years, humans have begun destroying rainforests at an alarming rate. Today, roughly 1.5 acres of rainforest are destroyed every second. People are cutting down the rainforests in pursuit of three major resources:

- Land for crops
- Lumber for paper and other wood products
- Land for livestock pastures



In the current economy, people obviously have a need for all of these resources. But almost all experts agree that, overtime, we will suffer much more from the destruction of the rainforests than we will benefit.

The world's rainforests are an extremely valuable natural resource, to be sure, but not for their lumber or their land. They are the main cradle of life on Earth, and they hold millions of unique life forms that we have yet to discover. Destroying the rainforests is comparable to destroying an unknown planet—we have no idea what we're losing. If deforestation continues at its current rate, the world's tropical rainforests will be wiped out within 40 years.

1. Virtually all plant and animal species on Earth can be found in tropical rainforests.
2. There is not much change in the weather in the tropical rainforests all the year round.
3. The largest number of rainforests in the world are located on the African continent.
4. Below the canopy level of a tropical rainforest grows an overabundance of plants.
5. New tree seedlings will not survive to reach the canopy level unless _____.
6. Epiphytes, which form much of the understory of the rainforest, get all their water and nutrients from _____.
7. Stranglers are so called because they _____ by blocking the sunlight and competing for the nutrients.
8. Since rainforest bacteria and trees depend on each other for life, the relationship they form is termed _____.
9. Plant species are dispersed over a large area with the help of _____.
10. As we are still ignorant of millions of unique life forms in the rainforest, deforestation can be compared to the destruction 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 conversations 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) She isn't going to change her major.
B) She plans to major in tax law.
C) She studies in the same school as her brother.
D) She isn't going to work in her brother's firm.

12. A) She will do her best if the job is worth doing.
B) She prefers a life of continued exploration.
C) She will stick to the job if the pay is good.
D) She doesn't think much of job-hopping.
13. A) Stop thinking about the matter.
B) Talk the drug user out of the habit.
C) Be more friendly to his schoolmate.
D) Keep his distance from drug addicts.
14. A) The son. B) The father.
C) The mother. D) Aunt Louise.
15. A) Stay away for a couple of weeks.
B) Check the locks every two weeks.
C) Look after the Johnsons' house.
D) Move to another place.
16. A) He didn't want to warm up for the game.
B) He didn't want to be held up in traffic.
C) He wanted to make sure they got tickets.
D) He wanted to catch as many game birds as possible.
17. 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.
18. A) The man should phone the hotel for directions.
B) The man can ask the department store for help.
C) She doesn't have the hotel's phone number.
D) The hotel is just around the corner.

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

19. A) To interview a few job applicants.
B) To fill a vacancy in the company.
C) To advertise for a junior sales manager.
D) To apply for a job in a major newspaper.
20. A) A hardworking ambitious young man.
B) A young man good at managing his time.
C) A college graduate with practical working experience.
D) A young man with his own idea of what is important.



21. A) Not clearly specified. B) Not likely to be met.
C) Reasonable enough. D) Apparently sexist.

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

22. A) The latest developments of an armed rebellion in Karnak.
B) The fall of Karnak's capital city into the hands of the rebel forces.
C) The epidemic that has just broken out in the country of Karnak.
D) The peace talks between the rebels and the government in Karnak.
23. A) The epidemic has been brought under control.
B) There are signs of progress in the peace process.
C) Great improvements are being made in its capital.
D) There's little hope of bringing the conflict to an end.
24. A) Late in the morning. B) Early in the afternoon.
C) Sometime before dawn. D) Shortly after sunrise.
25. A) Inadequate medical care. B) Continuing social unrest.
C) Lack of food, water and shelter. D) Rapid spreading of the epidemic.

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) One of the bridges between North and South London collapsed.
B) The heart of London was flooded.
C) An emergency exercise was conducted.
D) A hundred people in the suburbs were drowned.
27. A) Fifty underground stations were made waterproof.
B) A flood wall was built.
C) An alarm system was set up.
D) Rescue teams were formed.
28. A) Most Londoners were frightened.
B) Most Londoners became rather confused.
C) Most Londoners took Exercise Floodcall calmly.
D) Most Londoners complained about the trouble caused by Exercise Floodcall.

Passage Two

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

29. A) It limited their supply of food. B) It made their eggshells too fragile.
C) It destroyed many of their nests. D) It killed many baby bald eagles.
30. A) They found ways to speed up the reproduction of bald eagles.
B) They developed new types of feed for baby bald eagles.
C) They explored new ways to hatch baby bald eagles.
D) They brought in bald eagles from Canada.
31. A) Pollution of the environment. B) A new generation of pest killers.
C) Over-killing by hunters. D) Destruction of their natural home.

Passage Three

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

32. A) Why people hold back their tears. B) Why people cry.
C) How to restrain one's tears. D) How tears are produced.
33. A) What chemicals tears are composed of.
B) Whether crying really helps us feel better.
C) Why some people tend to cry more often than others.
D) How tears help people cope with emotional problems.
34. A) Only one out of four girls cries less often than boys.
B) Of four boys, only one cries very often.
C) Girls cry four times as often as boys.
D) Only one out of four babies doesn't cry often.
35. A) Only humans respond to emotions by shedding tears.
B) Only humans shed tears to get rid of irritating stuff in their eyes.
C) Only human tears can resist invading bacteria.
D) Only human tears can discharge certain chemicals.

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.

He was a funny-looking man with a cheerful face, good-natured and a great talker. He was (36) _____ by his student, the great philosopher Plato, as "the best and most just and wisest man." Yet this same man