

清华大学名师指导

新要求大学英语六级考试 全真模拟试卷

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前言

目前,在大学校园里谈论最多的话题应属四、六级考试改革的问题。究竟怎么改,迄今为止都没有一个明确的答复。为了帮助学生能够迅速捕捉改革动向,编者根据自己多年从事四、六级教学工作和阅卷的经验,严格按照2004年1月教育部办公厅正式颁布的《大学英语课程教学要求》的基本精神,编写了本书。

本书的编写突出了以下三个特点:

1. 注重听力测试的权重

四、六级考试的改革,根本目的是要把考试重点转移到测试学生实际应用英语的能力上来,所以听力测试的权重之大就可想而知了。而且听力测试在很大程度上可以反映考生的口语水平,这也是听力题权重增加的原因之一。基于此,本书在选择听力材料上尽量多样化,增加了生活化的题材,适当增加了句子的长度与难度,语速略快于真题语速,旨在使学生能够在实战中游刃有余。

2. 把握词汇、阅读题在结构与题型上的变化

从词汇语法题考查的走向来看,语法题已经基本取消,因此,本书的“Vocabulary & Structure”的重点实际上放在了词汇的认知与实际运用的训练上来,符合考试题型的变化;阅读理解也是另一修改重点,难度、长度、体裁和题材等均有较大变化,如阅读理解文章的长度几乎比历年增加了1/4。这也是本书的重点设题之处。

3. 突出预测的全面性、讲解的权威性

本书所设的十二套模拟题,覆盖了原有的五个题型及所有的新增题型,对每套试题的选材科学编排,考点全面,有极强的代表性、预测性。讲解独到、精辟,力求言简意赅。学生若能抓住其中关键,必能收到举一反三、一通百通的效果。

本书在编写的过程中,由于时间仓促,再者囿于编者水平有限,书中疏漏和错误之处在所难免,敬请广大考生和英语界同仁不吝批评指正。同时,我们在编写过程中参阅了大量国内外相关资料,借鉴了一些很有价值的文章,在此我们向有关机构、作者和资料提供者一并致以诚挚的谢意。

2005年7月

编委会

CONTENTS

College English Model Test One	1
College English Model Test Two	9
College English Model Test Three	17
College English Model Test Four	25
College English Model Test Five	33
College English Model Test Six	41
College English Model Test Seven	49
College English Model Test Eight	57
College English Model Test Nine	65
College English Model Test Ten	73
College English Model Test Eleven	81
College English Model Test Twelve	89
Key to Model Test One	97
Key to Model Test Two	105
Key to Model Test Three	114
Key to Model Test Four	123
Key to Model Test Five	130
Key to Model Test Six	139
Key to Model Test Seven	147
Key to Model Test Eight	155
Key to Model Test Nine	163
Key to Model Test Ten	171
Key to Model Test Eleven	181
Key to Model Test Twelve	189

College English Model Test One

试 卷 一

Part I

Listening Comprehension

(20 minutes)

Section A

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A, B, C and D, and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Example: You will hear:

You will read: A. At the office. B. In the waiting room.
 C. At the airport. D. In a restaurant.

From the conversation we know that the two were talking about some work they had to finish in the evening. This is most likely to have taken place at the office. Therefore, A. "At the office" is the best answer. You should choose [A] on the Answer Sheet and mark it with a single line through the centre.

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

- | | |
|--|--|
| 1. A. She doesn't like standing so close. | B. She can't hear clearly. |
| C. She can't watch television clearly. | D. She was hurt by the light. |
| 2. A. A pharmacist. B. A salesman. | C. A librarian. D. A doctor. |
| 3. A. She is well interested in the sound card. | B. She has got the sound card already. |
| C. She thinks the sound card impressive. | D. She doesn't have much interest in the sound card. |
| 4. A. The Gorham's bigger and more expensive. | |
| B. The Windsor has more facilities than the Gorham. | |
| C. The Gorham is right in the city center. | |
| D. The Windsor is a bit more expensive than the Gorham. | |
| 5. A. Two blocks. B. Three blocks. | C. Four blocks. D. Five blocks. |
| 6. A. He will start to find another job. | B. He will make an advertisement on newspaper. |
| C. He will prepare for the job interview. | D. He will interview the woman. |
| 7. A. At home. | B. In a hospital. |
| C. In the doctor's office. | D. At a hotel. |
| 8. A. Give Marsha a check for the bookshelf she sold him. | B. Ask Marsha where she wants to put the bookshelf. |
| C. Check for the book on Marsha's shelf. | D. Ask if Marsha has a spare bookshelf. |
| 9. A. At a gas station. B. In a park. | C. In a emergency room D. At a garage. |
| 10. A. The man had better sleep for a while. | B. The man had better make some physical exercises. |
| C. The man had better do some physics exercise. | D. The man had better become very alert about it. |

Section B

Directions: In this section you will hear a passage three times. During the first reading, you should listen carefully for a general idea of the whole passage. Then listen to the passage again when the first part of the passage is being read, you should fill in the missing word during the pause at each blank. After listening to the second part of the passage you are required to write

down the main points according to what you have just heard. Finally, when the passage is read the third time you can check what you have written.

The subjective exam is considered to be subjective because you are able to express your own opinions freely and (S1) _____ information in any way you wish. In the same way, your teacher is able to (S2) _____ the quality of your opinions, as well as the (S3) _____ and logic of your presentation.

An essay exam allows you to select, organize, and (S4) _____ information in whatever way you choose. In all this kind of exam, be sure you know how much time you are (S5) _____. Plan to write only as much as you can write well in the time (S6) _____.

Before you begin to write anything, organize your thoughts by (S7) _____ a possible answer. Check your outline to see that it has a pattern of development. (S8) _____.

Your English is an important part of the essay. While writing exams for courses other than English, you may tend to neglect the quality of your English. (S9) _____. The clarity of the message depends upon your expression. If your handwriting is illegible, there is likely a breakdown in communication. (S10) _____. Use the very best English you know at all times. It will help you work in other courses, and it will reinforce correct language habits in English.

Part II **Reading Comprehension** **(35 minutes)**

Directions: There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage One

Question 11 to 15 are based on the following passage.

In order to get your point across in your target language, you have to learn plenty of words. How do you set about it? Dr. Paul Meara, who lectures in applied linguistics, believes there are lots of different ways of learning words.

"Generally, anything you do with the words which actually makes them yours rather than just abstract things which appear in a book or on a record will almost certainly help you to learn them. So, for example, writing them down is better than reading them. Putting them on bits of paper and sticking them up around your house is better than just looking at them in the page of a book. Saying them out loud is better than reading them quietly. Anything which actually gets you to use them would probably help."

Encouragement and nurturing in the students' belief in their ability to learn is one of the central tenets of a relatively new approach. It's called Accelerated Learning and it's an offshoot of an idea that began in Bulgaria. Michael Lawyer runs a language school for business executives, teaching foreign languages to the British, and English to foreigners. He's currently testing this system to see if he can incorporate it into his teaching program at his school. The main principle is to tap the students' emotions as well as their intellects and, to begin with, to get them to visualize themselves as successful communicators in the language they're learning.

"They can actually create a very clear mental picture of themselves, say in five year's time, in the country where the language is spoken, interacting with the people. They can also boost their own confidence as learners by recreating past successful learning situation. Many people fail in learning a language because their minds get calmer and they provide their brains with oxygen. We teach them to sit properly so that they don't lose energy and maybe to have some simple physical movements to keep their energy up. All these things are part of the learning process."

The course work is based on puzzles and games and above all on bilingual dialogues, so there's no fear of not understanding. As the grammar is introduced, the rules are put into rhyming couplets to make them easier to remember. This

method is all about reaching into the under-used resources of mind and memory. After a class, the students have a concert session when they hear the dialogue they were working on against a background of baroque music. Michael Lawlor explains why they used baroque music.

"Dr. Lazanov in Bulgaria, in his original experiments, found that baroque music produced a state of relaxed awareness, which is now known more generally as the alpha state. If you take the large passages or the adagio passages from largo music, you find that they correspond more or less to the slowed-down speed of the human heart—about 60 beats to the minute. So we're helping people to slow down their body rhythms. The mind then becomes more receptive and open to passive learning, to listening. So that's why music of this kind is important. But it also, of course, touches the emotions. The music will induce a state of pleasurable expectation and if we can link the emotion of pleasure with learning, then we're making a very valuable contribution to the students' affective, or emotional, involvement with the learning process."

The choice of a soft-spoken female voice to present the language in accelerated learning techniques is also deliberate. After all, who was it who taught you to speak your own language all those years ago?

11. Many people fail in learning a language because _____.
A. they are too old
B. they lack language ability
C. they lose their own confidence
D. the teachers are not good enough
12. You can remember the words better in all the ways except _____.
A. saying them out loud
B. writing them down
C. looking at them in a book
D. sticking them up around your room
13. To visualize oneself is to _____.
A. describe oneself
B. talk about oneself
C. make oneself relaxed
D. create a clear mental picture of oneself
14. Why is music important?
A. It can arouse excitement.
B. It can help to slow down body rhythms.
C. It can make people eager to study.
D. It makes people used to the passive learning.
15. According to the passage, which is the most probable person to teach you to speak your own language?
A. Your father.
B. Your mother.
C. Your soft-spoken female teacher.
D. None of the above.

Passage Two

Question 16 to 20 are based on the following passage.

I could tell that Saudi Arabia had undergone a big change since I last visited when I checked into the Sheraton Hotel here and the desk clerk was a Saudi. Five years ago, the hotel owner would have been a Saudi but the clerks and key hotel personnel all would have been imported labor from the Philippines, Pakistan or Lebanon. Not anymore.

Today, with the oil boom over, the Saudi economy can no longer afford the welfare net that once guaranteed every Saudi government job. Since 1980 Saudi Arabia's population has exploded from 7 million to 19 million, thanks to one of the highest birth-rates in the world and zero family planning.

Meanwhile, per capita oil income has fallen from \$19,000, at the height of the oil boom in 1981, to about \$7,300 today. With less money to sustain larger families or over staffed government offices, several million Saudis are now unemployed, underemployed or taking jobs they never would have before.

To soak up all the unemployed here, Saudi Arabia will have to learn how to drill human oil wells. That is, its crude oil wells built an impressive infrastructure(基础设施), but they can't sustain the future. Saudi Arabia will be able to thrive only if it can reform its schools to build young people who can innovate and create wealth from their minds—not just from their wells.

That means reconstructing overcrowded Saudi universities, which right now produce endless graduates in Islamic(伊斯兰教的) studies or liberal arts, but too few with the technical skills a modern economy demands. It also means reconstructing the Saudi legal system to attract foreign investors to create jobs. That means real transparency(透明), rule of law, independent courts and anti-corruption measures.

Without those changes, this country is going to get poorer and poorer, because 40 percent of the population is under 14—meaning the biggest proportion hasn't even hit the labor market yet. The good news is that a move was already in the process before Sept. 11 to begin English education—and more teaching about the world beyond the domain of Islam—in the fourth grade instead of the seventh, will start next year.

16. While checking into the Sheraton Hotel, the author could tell that Saudi Arabia had undergone a big change because _____.

- A. the business of the hotel was not good
- B. the clerks of the hotel were natives
- C. the people there were not in good mood
- D. the price of the hotel has fallen

17. Many people in Saudi don't take the government job because _____.

- A. they want to get high salary to improve their life
- B. the authorities want to adjust the management of the government sectors to attract the foreign investments
- C. they want to go abroad to make further study
- D. the Saudi Arabia's population has exploded and the government has swollen

18. What does the author mean by saying "Saudi Arabia will have to learn how to drill human oil wells." (Para. 4)?

- A. The Saudi Arabian people will learn how to drill a well by themselves.
- B. Saudi Arabia will reform its education system to train more creative youth.
- C. Saudi Arabia will encourage more people to drill more oil wells.
- D. Saudi Arabia will encourage the people to produce more oil from the wells.

19. Which of the following measures can save the country out of the poverty according to the passage?

- A. The reform of its legal system.
- B. The reform of its transportation system.
- C. The reform of its economic system.
- D. The reform of its political system.

20. The main idea of the passage is _____.

- A. Saudi Arabia had undergone a big change
- B. the per capita oil income of Saudi Arabia has fallen
- C. Saudi Arabia is reforming its schools
- D. the Saudi economy can not afford a job to every Saudi now

Passage Three

Question 21 to 25 are based on the following passage.

In recent years many countries have been faced with the problem of how to make their workers more productive. Some experts claim the answer is to make jobs more varied. But do more varied jobs lead to greater productivity? There is evidence to suggest that while variety certainly makes the worker's life more enjoyable, it does not actually make him work harder. As far as increasing productivity is concerned, then, variety is not an important factor.

Other experts feel that giving the worker freedom to do his job in his own way is important. The problem is that this kind of freedom cannot easily be given in the modern factory with its complicated machinery. Thus while freedom of choice may be important, there is usually very little that can be done to create it.

Another important consideration is how much each worker contributes to the product he is making. In most factories the worker sees only one small part of the product. Some car factories are now experimenting with having many small production lines, so that each worker contributes more to the production of the cars on his line. It would seem that not only is degree of

worker contribution an important factor, but it is also we can do something about.

To what extent does more lead to great productivity? The workers themselves certainly think this is important. But perhaps they want more money only because the work they do is so boring. Money just lets them enjoy their spare time more. A similar argument may explain demands for shorter working hours. Perhaps if we succeed in making their jobs more interesting, they will neither want more money, nor will shorter working hours be so important to them.

21. According to the writer, varied jobs _____.
A. make workers more productive
B. make the worker's life more enjoyable
C. make workers work much harder
D. make things much easier for workers
22. Different from the first group of experts, other experts believe that _____.
A. jobs should be made more interesting
B. factories should have more complicate machinery
C. workers' wages must be sufficiently increased
D. workers should be given the freedom to do jobs in their own way
23. It is clear from the passage that the author considers _____.
A. a sense of contribution to the product important
B. a sense of responsibility of the worker significant
C. a large number of production lines essential
D. a large number of workers highly necessary
24. In the passage, the author seems to suggest that _____.
A. more money leads to demands for shorter working hours
B. more money does not automatically create higher productivity
C. workers like more money better than more interesting jobs
D. workers expect to have both more money and more interesting jobs
25. The key issue that the author discusses in this passage is _____.
A. how to make workers enjoy life better
B. how to make workers work shorter hours
C. how to make workers more productive
D. how to make jobs more interesting to workers

Passage Four

Question 26 to 30 are based on the following passage.

Globally, countries do a poor job of treating depression and other mental and brain disorders, leaving most of the 450 million people afflicted without even basic help. Governments devote trivial sums less than 1 percent of their health budgets in 66 percent of the countries surveyed to mental illness and brain disorders. According to the report, Mental Health: New Understanding, New Hope, the global toll of mental illness and brain disorders is staggering.

The report estimated that 120 million people suffer from depression, 50 million from epilepsy (癫痫症), 37 million from Alzheimer's (老年痴呆症) and 24 million from schizophrenia (精神分裂症). Such disorders account for 31 percent of the disability in the world, according to the United Nations agency's statistics, even though many effective treatments can be had "at no great cost".

Yet governments devote few resources to the problem in part because of the stigma of mental illness. The survey, the most comprehensive global look that the agency has taken of mental health policies, covered its 191 member countries. Of those, 41 countries, many of them African, do not have a national policy on mental health, and 25 percent have no laws on the books to put policies into effect.

With drug therapy and counseling, up to 60 percent of those suffering from depression and nearly half of those who experience schizophrenia can recover. Even when treatments are available, though, victims are often too ashamed to seek professional help, the report found. About one million people worldwide commit suicide every year and as many as 20 million others try to do so, reflecting the systemic lack of help and the stigma of mental disorders.

The importance of having a public health system geared up for mental health crises was shown in the aftermath(余波) of the terrorist attacks in the United States, Dr. Yach said. He praised the United States as "better equipped than the vast majority of countries to deal with depression after such an event."

26. According to the report, how many people in the world are disabled?
A. 745 million B. 120 million C. 231 million D. 111 million
27. The word "stigma" (Line 1, Para. 3) probably means _____.
A. stimulus B. reproach C. glory D. reputation
28. Some patients don't ask for professional help because _____.
A. they feel it is a shame to let other people know B. they don't know who they should turn to for help
C. professional help is too expensive D. professional help is of no use
29. Which of the following statements about the United States can be inferred from the passage?
A. The United States has already established a public health system aiming at treating mental health emergencies.
B. The United States are better equipped than most countries in handling mental problems.
C. The United States was attacked by the terrorist.
D. Many American people now suffer from mental problems after the terrorist's attack.
30. What is the main idea of the passage?
A. The United States is a great country in fighting mental disorders.
B. Many patients try to commit suicide.
C. Countries lag in treating mental illness.
D. Many African governments don't have a national policy in treating mental disorders.

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

31. The police couldn't control the _____ demonstrations, so troops hurried to give them a hand.
A. vicious B. impatient C. equivalent D. turbulent
32. The professor had to explain the profound theory in a _____ language because of the audience's poor knowledge in this field.
A. patriotic B. luminous C. tentative D. reciprocal
33. A child is not a computer; a third-grader's _____ abilities are highly dependent on his or her upbringing and happiness.
A. cognitive B. imperative C. indicative D. prospective
34. Since any answer was likely to cause embarrassment to his party, the politician tried to _____ the question.
A. evade B. evacuate C. persuade D. invade
35. Jane has not _____ yet and I wonder if she will come now.
A. shown off B. shown up C. shown round D. shown over
36. By providing legal representation, the American Civil Liberties Union works to defend citizens against _____ of their civil rights.
A. breaks B. exercises C. exertions D. breaches
37. The vegetables are _____ nicely, thanks to the rain we've been having.
A. coming off B. coming on C. coming upon D. coming out
38. The factory is _____ for increased production with new machines.

- A. gearing along B. gearing down C. gearing up D. gearing to
39. I tried very hard to persuade him to join our group but I met with a flat _____.
A. disapproval B. rejection C. refusal D. displace
40. We should always keep in mind that _____ decisions often lead to bitter regrets.
A. urgent B. hasty C. instant D. prompt
41. Through keen management and a substantial investment, the company's market potential was _____.
A. strengthened B. enhanced C. improved D. enlightened
42. The Eiffel Tower is one of the famous _____ in the world.
A. structures B. infrastructures C. manufactures D. architecture
43. From this material we can _____ hundreds of what you may call direct products.
A. derive B. discern C. diminish D. displace
44. The tulips in the garden are _____.
A. in good season B. in full bloom C. in nature D. in great demand
45. As far as I know, he accepted _____ for the damage done to the car.
A. liberty B. liability C. license D. likelihood
46. There is no electricity in my apartment again. Has the _____ blown then?
A. fuse B. wire C. plug D. circuit
47. This is a _____ version of the book, for it is only half as long as the original book.
A. condensed B. pressed C. dense D. diminished
48. In 1991 new drugs were _____ for treating some types of cancer and chronic heart failure.
A. appreciated B. proved C. approved D. approached
49. From her failure to reply we reach the quite _____ conclusion that she was not interested in the topic.
A. lawful B. legitimate C. legal D. legible
50. The effects of pollution are _____ on every aspect of our life.
A. impressing B. reflecting C. lingering D. impinging
51. The royal scandal has _____ media attention away from the economic crisis.
A. corrected B. contracted C. subtracted D. distracted
52. _____ the industry and resourcefulness of its people, Japan emerged in fewer than 20 years as a major economic power.
A. Up to B. As if C. Instead of D. Thanks to
53. The continuous unrest was _____ the nation's economy.
A. exaggerating B. aggravating C. amending D. assimilate
54. While you pedal away on the exercise bicycle, a machine will be _____ your breathing and pulse.
A. reviewing B. surveying C. screening D. monitoring
55. Will this shelf _____ the weight of all these books?
A. retain B. maintain C. sustain D. remain
56. They had either to fight or to surrender and had no other _____.
A. selection B. alternative C. approach D. resource
57. The man _____ some paint off the table when he pushed it through the doorway.
A. scattered B. scraped C. scratched D. smashed
58. While both plans were perfectly sensible, only one seemed _____ in China's particular.
A. applicable B. available C. feasible D. desirable

59. He is planning another tour abroad, yet his passport will _____ at the end of the month.

- A. expire B. exceed C. terminate D. cease

60. People often make mistakes in their _____ as things in many cases turn out the opposite to their wishes.

- A. predictions B. productions C. prepositions D. prescriptions

试 卷 二

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 blanks 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 (V) 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.

Prolonging human life has decreased the dependency load.

61. _____

In all societies people who are disabled or too young or too old to work are dependent on the rest of society to provide them. In hunting and gathering cultures old people who could keep up might be left behind and die. In times of famine infants might be allowed to die unless they could not survive when their parents starved; whereas when their parents survived they could have another child. In most contemporary societies people feel a moral obligation to keep people live whether or not they can work. There are great many people today who live past the age in which they want to work or able to work; there are rules requiring people to retire at a certain age. If these people are able to save money for their retirement, somebody else must support them. In the United States many people live on social security checks, which are so considerable that they must live near poverty. Elder people are more liable to be taken ill than young or middle-aged people; therefore they are wealthy or provided with private or government insurance, they must often "go on welfare" if they fall seriously ill.

62. _____

63. _____

64. _____

65. _____

66. _____

67. _____

68. _____

69. _____

70. _____

Part V

Writing

(30 minutes)

Directions: For this part, you are allowed thirty minutes to write a letter to a restaurant manager complaining that the service at the restaurant was terrible and the food was bad when a few days ago you and your family had dinner there. You should write at least 150 words, and base your composition on the outline (given in Chinese) below:

1. 饭店的服务很差。
2. 菜做得不好。
3. 希望得到赔偿。

College English Model Test Two

试 卷 一

Part I

Listening Comprehension

(20 minutes)

Section A

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A, B, C and D, and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Example: You will hear:

- You will read:
- | | |
|--------------------|-------------------------|
| A. At the office. | B. In the waiting room. |
| C. At the airport. | D. In a restaurant. |

From the conversation we know that the two were talking about some work they had to finish in the evening. This is most likely to have taken place at the office. Therefore, A. "At the office" is the best answer. You should choose [A] on the Answer Sheet and mark it with a single line through the centre.

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

- | | | | |
|---|---|--|-------------------|
| 1. A. Robust. | B. Brave. | C. Generous. | D. Industrious. |
| 2. A. Stayed at home. | | B. Went to New York. | |
| | C. Visited her sister. | D. Spoke to her sister on the phone. | |
| 3. A. They work in the same department. | | B. They are distantly related. | |
| | C. They are both doctors. | D. They are both chemists. | |
| 4. A. \$ 65. | B. \$ 39. | C. \$ 100. | D. \$ 50. |
| 5. A. He knows more than the woman does. | | B. What the woman said is true. | |
| | C. What the woman said is wrong. | D. Some people pretend to know what they really don't. | |
| 6. A. The food there tastes bad. | | B. Very few people go there to dine. | |
| | C. The price of the food used to be very high. | D. It is the only dining-hall on the campus. | |
| 7. A. In a classroom. | B. In a booking office. | C. In a library. | D. In a cinema. |
| 8. A. He doesn't want to. | B. He's sick. | C. He has to work. | D. He will study. |
| 9. A. He suggests that they take the elderly relative for a drive in the country. | | | |
| | B. He suggests that the elderly relative stay at home. | | |
| | C. He suggests that they take the elderly relative for a drive in the city. | | |
| | D. He suggests that they take the elderly relative for a drive in the town. | | |
| 10. A. She wants to go to a concert. | | B. She wants to go to away somewhere. | |
| | C. She wants to see a film. | D. She wants to watch TV. | |

Section B

Directions: In this section you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage One

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

- | | | | |
|---------------------------------|---------------------------------|---------------------|-------------------|
| 11. A. It's very hot in summer. | B. It's sunny most of the year. | | |
| | C. It's windy all year round. | D. It's changeable. | |
| 12. A. It's discouraging. | B. It's encouraging. | C. It's very bad. | D. It's horrible. |

13. A. On windless winter days. B. On windless summer days.
C. On windy winter days. D. On windy summer days.
14. A. In 1956. B. In 1965. C. In 1856. D. In 1865.

Passage Two

Questions 15 to 17 are based on the passage you have just heard.

15. A. They will find out what its people like.
B. They will argue in favor of this country and the language.
C. They will know the country and its people better.
D. They will like its inhabitants and their language.
16. A. It is from second-hand information.
B. It is gathered from other sources than from its inhabitants.
C. It is from the arguments about the country.
D. It is different from what one had before the travel.
17. A. Differences between people will gradually disappear.
B. Differences between people will not exist as one hopes.
C. Differences between people do exist even though different nationalities behave exactly alike.
D. Differences between people will always continue to exist and the world will be a dull place.

Passage Three

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

18. A. Sports in the United States.
C. Three popular sports in the U. S.
19. A. Judging by the numbers of the watchers.
C. Both A and B.
20. A. Baseball. B. Basketball. C. Neither A nor B. D. Football.

Part II

Reading Comprehension

(35 minutes)

Directions: There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A) , B) , C) and D) . You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage One

Question 21 to 25 are based on the following passage.

Poverty exists because our society is an unequal one, and there are overwhelming political pressures to keep it that way. Any attempt to redistribute wealth and income in the United States will inevitably be opposed by powerful middle and upper-class interests. People can be relatively rich only if others are relatively poor, and since power is concentrated in the hands of the rich, public policies will continue to reflect their interests rather than those of the poor.

As Herbert Gans (1973) has painted out, poverty is actually functional from the point of view of the nonpoor. Poverty ensures that "dirty" work gets done. If there were no poor people to scrub floors and empty waste, these jobs would have to be rewarded with high income before anyone would touch them. Poverty creates jobs for many of the nonpoor, such as police officers, welfare workers, and government bureaucrats. Poverty makes life easier for the rich by providing them with cooks, gardeners, and other workers to perform basic housework while their employers enjoy more pleasurable activities. Poverty provides a market for inferior goods and services, such as day-old bread, run-down automobiles, or the advice of incompetent physicians and lawyers. Poverty legitimizes (合法化) middle-class values. To the middle class, the fate of the poor—who are supposed to lack the virtues of honesty and a taste for hard work—only confirms the desirability of qualities the poor are thought to lack. Poverty also provides a group that can be made to absorb the costs of change. For example, the poor bear the brunt (首当其冲) of unemployment caused by automation, and it is their homes, not those of the wealthy, that are damaged when a route has to be found for a new highway. There is no deliberate, conscious "conspiracy" (合谋, 阴谋)

谋) of the wealthy to keep the poor in poverty. It is just that poverty is an inevitable outcome of the American economic system, which the poor are politically powerless to influence or change.

21. The title that best expresses the main idea of this passage is _____.
A) "An Unequal Society" B) "Political Factors in Poverty"
C) "The Fate of the Poor" D) "Functions of Poverty"
22. Poverty exists in American society because all of the following statements EXCEPT _____.
A) the wealthy have an attitude to working hard
B) the rich don't want to have wealth and income redistributed
C) the rich are politically powerful while the poor are politically powerless
D) the wealthy try to make the poor stay in poverty on purpose
23. The poor take on "dirty work" _____.
A) under political pressures B) for the high pay offered
C) as they are reasonably paid D) though ill-paid
24. Poverty makes life easier _____.
A) for the nonpoor as they can get well-paid jobs
B) for the rich as there are sorts of domestic helps readily available
C) for the poor as they can get cheap bread and automobiles
D) for the businessmen as they can easily find a market for inferior goods and services
25. What does the author think of the poor?
A) The poor lack such qualities as honesty and hard-working.
B) The poor are not inclined to work hard.
C) The poor are willing to bear costs of change.
D) The poor are the victims of the American economic system.

Passage Two

Question 26 to 30 are based on the following passage.

The Masters of Business Administration (MBA), the best-known business school label, is an introduction to general management. The traditional MBA, Harvard style, has remained largely unaltered since the 1950s, and seeks to provide thorough knowledge of business functions through the case study—a feature incidentally borrowed from law school. In a similar fashion to law school, the graduate management programs train students to think in a particular way, ultimately teaching future business leaders how to analyze problems quickly and contrive concise solutions. However, business comprises more than merely manipulating numbers or sourcing rational answers to problems.

John Quelch is a business school insider who detects the limitations of the traditional syllabus. According to Quelch, leadership is an area that schools have not fully addressed. "The basic technical training manager need is more widespread. But leadership skills are in short supply. This could become a major constraint on the speed with which multinational companies can expand," he says. Leadership is notoriously hard to teach, but programs do have the capacity to provide grounding in non-business areas and personal growth. You want to produce graduates who will be effective. To do this, they need to know their own skills.

"Our job is not only to cram finance down their throats, but help develop them as people, explains Leo Murray, director of Cranfield School of Management in the U. K. Cranfield uses philosophy in its core, which since 1997 has offered an evening lecture series encompassing both Aristotelian and present day thinking. Self-awareness is crucial at the school, which will grant the theme even more space. "These issues help people think," states Murray. The better you understand yourself, goes the logic, the better you can manage others."

The Said Business School (SBS) at Oxford University champions a more integrated approach. John Kay, SBS director, is keen to leverage the intellectual might of the wider university. Access to faculty from other disciplines including philosophy, politics and economics, he believes, could give SBS an edge over other school. These are surely steps in the right direction. But there is more in future, developing a gut instinct for business may be as important as understanding the figures.

- To create an MBA to meet the challenges of the 21st century, the schools will have to try harder, and they know it.
26. All of the following facts about traditional MBA programs are referred to by the author EX-CEPT the fact that _____.
 A) MBA programs, like law school programs, use case study to teach
 B) traditional MBA programs emphasize theoretical studies
 C) traditional MBA programs has changed markedly
 D) traditional MBA syllabus may check the growth of multinational companies
27. It can be inferred from the passage that _____.
 A) traditional MBA programs stress the candidates' working experience
 B) in today's business world technical training alone is far from adequate for business leaders
 C) leadership can never be taught in MBA programs
 D) a instinct for business is unreliable in decision making
28. Cranfield offers evening lecture series on philosophy to _____.
 A) teach philosophical implications of finance theories
 B) promote the candidates personal growth
 C) experiment with a more integrated approach to MBA education
 D) compete with the Said Business School
29. The word "champion" (Line 1, Para. 4) is closest in meaning to "_____."
 A) triumph B) challenge C) advocate D) refute
30. What is the passage mainly about?
 A) The limitation of traditional MBA programs.
 B) Philosophical education and the development of leadership.
 C) Harvard style of MBA education.
 D) Reforming the MBA to meet the challenges of the new century.

Passage Three

Question 31 to 35 are based on the following passage.

The most noticeable trend among today's media companies is vertical integration — an attempt to control several related aspects of the media business at once, each part helping the other. Besides publishing magazines and books, Time Warner, for example, owns Home Box Office (HBO), Warner movie studios, various cable TV systems throughout the United States and CNN as well. The Japanese company Matsushita owns MCA Records and Universal Studios and manufactures broadcast production equipment.

To describe the financial status of today's media is also to talk about acquisitions. The media are buying and selling each other in unprecedented numbers and forming media groups to position themselves in the marketplace to maintain and increase their profits. In 1986, the first time a broadcast network had been sold, two networks were sold that year — ABC and NBC.

Media acquisitions have skyrocketed since 1980 for two reasons. The first is that most big corporations today are publicly traded companies, which means that their stock is traded on one of the nation's stock exchanges. This makes acquisitions relatively easier.

A media company that wants to buy a publicly owned company can buy that company's stock when the stock becomes available. The open availability of stock in these companies means that anybody with enough money can invest in the American media industries, which is exactly how Rupert Murdoch joined the media business.

The second reason for the increase in media alliances is that beginning in 1980, the Federal Communications Commission (FCC) gradually deregulated the broadcast media. Before 1980, for example, the FCC allowed one company to own only five TV stations, five AM radio stations, and five FM radio stations; companies also are required to hold onto a station for three years before the station could be sold. The post-1980 FCC eliminated the three-year rule and raised the number of broadcast holdings allowed for one owner. This trend of media acquisitions is continuing throughout the 1990s, as changing technology expands the market for media products.

The issue of media ownership is important. If only a few corporations direct the media industries in this country, the outlets for differing political viewpoints and innovative ideas could be limited.

31. What do Time Warner and Matsushita have in common?
- A. They both belong to Rupert Murdoch.
 - B. They are both big American media corporations.
 - C. They are both outlet of differing viewpoints and innovative ideas.
 - D. They both own several different but related media businesses.
32. Which of the following is true of the media?
- A. They used to sell and buy each other in great numbers.
 - B. They are trading each other in greater numbers today.
 - C. They used to be controlled by two networks — ABC and NBC.
 - D. They have stopped the trend of acquisitions in the 1990s.
33. According to the passage, what makes acquisitions easier?
- A. The changing technology employed by the media.
 - B. The media's increasing profits in the marketplace.
 - C. The even tougher regulations of the FCC on the media since 1980.
 - D. The availability of the media's stocks on stock exchanges.
34. What is the FCC's new policy regarding media alliances?
- A. It allows companies to sell their stocks publicly.
 - B. It doesn't allow companies to sell their stocks publicly.
 - C. It permits one company to own more media businesses at the same time.
 - D. It has eliminated all post-1980 companies.
35. The issue of media ownership is important because _____.
- A. it affects the amount of money the stockholders will make
 - B. it decides whether we can have different aspects of the media
 - C. it concerns the channels through which to express opinions
 - D. it means that more and more people will hold onto only a few stations

Passage Four

Question 36 to 40 are based on the following passage.

Business visits tend to be extremely punctual. If you arrive late to a business appointment, it will reflect badly on you. So try to arrive on time, or even a little earlier. If you know that you will be arriving late, you should telephone ahead to let them know of the delay. If a business meeting takes place over a meal, expect the business discussions to begin after everyone has ordered their meal, sometimes as soon as everyone is seated.

Many American companies have women in management positions. So don't be surprised if the person who meets you is a woman, not a man. They are just as competent (if not more so) as their male counterparts. If you feel uncomfortable, focus on the business at hand and ignore the fact that she happens to be a woman. Do not, however, ask personal questions as you might with a male colleague. In particular, do not ask whether she is married or has children. Do not flirt with her, refer to body parts, ask her out on a date, or make suggestive or sexual remarks.

When businessmen or businesswomen meet, they usually introduce themselves by shaking right hands. When you shake hands, don't crush their fingers, neither hold their hand too lightly. A firm handshake is best.

Business cards are not normally exchanged upon meeting. If you need a colleague's contact information, it is okay to ask them for their cards. It is also okay to offer someone your card. But there is not an elaborate ritual of exchanging cards as in other cultures.

US business ethics preclude the acceptance of payments to sweeten the deal.

36. We can learn from the passage that _____.

- A. being punctual is an important point in a business meeting