



# 全国职称英语等级考试 全真模拟试题

(综合类)

全国职称英语等级考试命题研究组 编著

QuanGuo ZhiCheng YingYu DengJi KaoShi QuanZhen MoNi ShiTi



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# 前 言

全国职称英语等级考试的题型较为独特,再加之职称英语考生往往身受工作和生活的双重压力,所以对职称英语等级考试往往一时难以适应,鉴于此,作为战斗在培训一线的职称英语等级考试教师,我们有义务为全国百万专业技术人员指明备考的方向,与考生一起吹响冲锋的号角,高奏胜利的凯歌。我们郑重向大家推荐《全国职称英语等级考试全真模拟试题》一书,与大家一起决战考试之巅!本书特色如下:

## 第一,一线教师担纲主笔,呕心贡献授课精华

编写本书的老师都是辛勤工作在职称英语等级考试培训第一线的骨干教师,他们在长期的教学实践中摸索出了一套适合中青年记忆规律的短期内进阶突破的科学的方法,对单词、语法的把握、教材内知识与教材外知识之间的关系,对阅读理解的记忆等方面都提出了自己独到的见解。因此本书不仅是骨干教师教学思想及方法的一次总结,同时也是有助于职称英语考生在短期内实现高效复习、最终突破过关的一本难得的实用型辅导用书。

## 第二,谨遵考试大纲,精研历年真题

本书完全以《全国职称英语等级考试英语大纲》和历年真题为依据,充分把握了考试重点。在本书的编写过程中,我们以历年真题为圆心,以真题中的难点重点为半径画圆。本书内容充实,包括九套全真模拟试题及答案详解。

## 第三,潜心的深入钻研,实用的解题技巧

该书荟萃和研磨了最优秀职称英语培训机构以及各类相关书籍所总结的超级解题技巧,取长补短,在此基础之上提出了独到的见解,真正做到了“人无我有,人有我优”。

## 第四,道破了考官意图,崭新的备考视角

该书通过历年真题,深刻剖析了出题者的命题思路,以崭新的视角为考生的备考指明了方向。

由于时间仓促,错误疏漏在所难免,恳请广大考生斧正,待再版时修订。

编 者

2012年1月



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# 全国职称英语等级考试

## C 级全真模拟试题(一)

### 第一部分:词汇选项 (第 1~15 题,每题 1 分,共 15 分)

下面共有 15 个句子,每个句子中均有 1 个词或短语画有底横线,请从每个句子后面所给的 4 个选项中选择 1 个与画线部分意义最相近的词或短语。答案一律涂在答题卡相应的位置上。

- 1 Mary Mapes Dodge exercised considerable influence on children's literature in the late nineteenth century.  
A stylistic            B great            C personal            D exclusive
- 2 Many classical music lovers feel disoriented when they listen to modern atonal music.  
A disgusted            B disappointed    C lost            D enchanted
- 3 Cattle graze on the dry uplands of the island of Hawaii.  
A wander            B breed            C feed            D exercise
- 4 American journalists often overstate a situation to make the news more stimulating.  
A exaggerate            B inspire            C animate            D misinterpret
- 5 Wet clays can be easily molded into a form that they retain.  
A compressed            B combined            C placed            D shaped
- 6 After years of research, Charles Drew devised a procedure for preserving plasma.  
A transporting            B saving            C reusing            D labeling
- 7 He's going to set off on a journey to New York.  
A begin            B beset            C flaunt            D braid
- 8 These scissors are blunt and can not cut paper.  
A weak            B broken            C dull            D rough
- 9 Most cloud formations occur when air masses of different temperatures collide.  
A touch            B smash            C bump            D clash
- 10 Pure feldspar is a colorless, transparent mineral, but impurities commonly make it opaque and colorful.  
A truly            B rapidly            C periodically            D frequently
- 11 Margaret Mead's reputation was established with the publication of her first book in 1982 and was enhanced by her many subsequent contributions to anthropology.  
A obscured            B entranced            C heightened            D restored

- 12 There are numerous manuals available with instructions on how to fix a bicycle.  
A control                      B ride                      C repair                      D steer
- 13 The hub of commerce is located near the capital.  
A station                      B example                      C nucleus                      D remnant
- 14 His friend unexpectedly dropped in.  
A visited                      B stepped in                      C dropped off                      D met
- 15 Bats are extremely shy creatures and avoid humans if at all possible.  
A timid                      B clean                      C private                      D noisy

## 第二部分：阅读判断（第 16~22 题，每题 1 分，共 7 分）

阅读下面这篇短文，短文后列出 7 个句子，请根据短文的内容对每个句子做出判断。如果该句提供的是正确信息，请在答题卡上把 A 涂黑；如果该句提供的是错误信息，请在答题卡上把 B 涂黑；如果该句的信息在文章中没有提及，请在答题卡上把 C 涂黑。

### Riches and Romance From France's Wine Harvest

September is harvest time. And with bunches of grapes swinging (摇摆) in the wind, the vineyards of southern France are getting ready to celebrate it.

The yearly wine festival is held in honour of Bacchus, the Roman god of wine. It's a fun time with parties, music, dancing, big meals and, of course, lots of wine.

French wine-making began more than 2,500 years ago. The world's oldest type of vine grows in France and always produces a good quality wine. Today France produces one-fifth of the world's wine, and some of the most famous varieties.

The top wine-producing areas are Bordeaux, Burgundy and the Loire Valley. Champagne, a drink used in celebrations, is named after the place where sparkling (有气泡的) wine was first produced in 1700.

Wine is made from the juice of freshly picked grapes. It is the sugars that turn into alcohol.

Traditionally, people used to take off their shoes and crush the grapes with their bare feet to bring out the juice. Nowadays, this practice is usually carried out by machines.

Each wine producing region has its own character, based on its type of grapes and soil.

The taste of wine changes with time. Until 1850, all French champagne was sweet. Now, both wine and champagne taste slightly bitter.

The drink has always been linked with riches, romance and nobleness. Yet the French

think of it in more ordinary terms.

They believe it makes daily living easier, less hurried and with fewer problems.

"All its links are with times when people are at their best; with relaxation, happiness, long slow meals and the free flow of ideas," wrote wine expert Hugh Johnson.

16 All French people celebrate the grape harvest every September.

A Right B Wrong C Not mentioned

17 In the yearly wine festival, people always enjoy themselves.

A Right B Wrong C Not mentioned

18 Wine-making in France has a history of over 2,500 years.

A Right B Wrong C Not mentioned

19 Many varieties of wine produced in France are named after places.

A Right B Wrong C Not mentioned

20 Different regions in France produce different types of wine.

A Right B Wrong C Not mentioned

21 French wine will taste sour (酸的) in future.

A Right B Wrong C Not mentioned

22 The French people believe that drinking wine is a good way to relax.

A Right B Wrong C Not mentioned

### 第三部分:概括大意与完成句子 (第 23~30 题,每题 1 分,共 8 分)

阅读下面这篇短文,短文后有 2 项测试任务:(1)第 23~26 题要求从所给的 6 个选项中为第 2~6 段每段选择 1 个正确的小标题;(2)第 27~30 题要求从所给的 6 个选项中选择 4 个正确选项,分别完成每个句子。请将答案涂在答题卡相应的位置上。

#### Volts from the Sky

1 Lightning has caused awe and wonder since old times. Although Benjamin Franklin demonstrated lightning as an enormous electrical discharge more than 200 years ago, many puzzles still surround this powerful phenomenon.

2 Lightning is generated when electrical charges separate in rain clouds, though processes are still not fully understood. Typically, positive charges build at the cloud top, while the bottom becomes negatively charged. In most instances of cloud-to-ground lightning, the negatively charged lower portion of the cloud repels negatively charged particles on the ground's sur-



faces, making it become positively charged. The positive charge on the ground gathers at elevated points.

3 A flow of electrons begins between the cloud and earth. When the voltage charge becomes large enough, it breaks through the insulating barrier of air, and electrons zigzag earthward. We see the discharge as lightning.

4 Lightning can occur within a cloud, between clouds, or between clouds and the ground. The first variety, intra-cloud lightning, is the most frequent but is often hidden from our view. Cloud-to-ground lightning, making up about 20 percent of lightning discharges, is what we usually see. Lightning comes in several forms, including sheet, ribbon, and ball. Intra-cloud lightning can illuminate a cloud so it looks like a white sheet, hence its name. When cloud-to-ground lightning occurs during strong winds, they can shift the lightning channel sideways, so it looks like a ribbon. The average lightning strike is more than 3 miles long and can travel at a tenth of the speed of light. Ball lightning, the rarest and most mysterious form, derives its name from the small luminous ball that appears near the impact point, moves horizontally, and lasts for several seconds.

5 Thunder is generated by the tremendous heat released in a lightning discharge second. This sudden heating acts as an explosion, generating shock waves we hear as thunder.

6 About 2,000 thunderstorms are occurring in the world at any time, generating about 100 lightning strikes every second, or 8 million daily. Within the United States, lightning strikes are estimated at 20 million a year, or about 22,000 per day. You have a 1-in-600,000 chance of being struck by lightning during your lifetime. Lightning can strike twice or more in the same spot. The Empire State Building in New York is struck by lightning about two dozen times annually.

7 You can measure how far you are from a lightning strike by counting the seconds between viewing the flash and hearing the bang, and then dividing by five. This approximates the mileage.

23 Paragraphs 2 and 3 \_\_\_\_\_

24 Paragraph 4 \_\_\_\_\_

25 Paragraph 5 \_\_\_\_\_

26 Paragraph 6 \_\_\_\_\_

- A Cloud-to-ground lightning occurring in the U. S.
- B Types of lightning
- C Cause of lightning
- D Differences between thunder and thunderstorm
- E Frequencies of thunderstorms occurring in the world and the U. S.
- F Shock waves as thunder

- 27 In most cases of cloud-to-ground lightning the ground's surface \_\_\_\_\_.
- 28 One form of lightning that \_\_\_\_\_ is ball lightning.
- 29 Cloud lightning looks like a ribbon when its lightning channel \_\_\_\_\_.
- 30 Although not fully understanding processes of lightning man \_\_\_\_\_.

- A occurs most infrequently
- B is shifted sideways by strong winds
- C is often hidden from our view
- D is equipped with a good knowledge of various forms of lightning
- E is estimated at 20 millions a year
- F is positively charged

#### 第四部分:阅读理解 (第 31~45 题,每题 3 分,共 45 分)

下面有 3 篇短文,每篇短文后有 5 道题,每题后面有 4 个选项。请仔细阅读短文并根据短文回答其后面的问题,从 4 个选项中选择 1 个最佳答案涂在答题卡相应的位置上。

##### 第一篇

##### Forecasting Methods

There are several different methods that can be used to create a forecast. The method a forecaster chooses depends upon the experience of the forecaster, the amount of information available to the forecaster, the level of difficulty that the forecast situation presents, and the degree of accuracy or confidence needed in the forecast.

The first of these methods is the persistence method; the simplest way of producing a forecast. The persistence method assumes that the conditions at the time of the forecast will not change. For example, if it is sunny and 87 degree today, the persistence method predicts that it will be sunny and 87 degree tomorrow. If two inches of rain fell today, the persistence method would predict two inches of rain for tomorrow. However, if weather conditions change significantly from day to day, the persistence method usually breaks down and is not the best forecasting method to use.

The trends method involves determining the speed and direction of movement for fronts, high and low pressure centers, and areas of clouds and precipitation. Using this information, the forecaster can predict where he or she expects those features to be at some future time. For example, if a storm system is 1,000 miles west of your location and moving to the east at 250 miles per day, using the trends method you would predict it to arrive in your area in 4

days. The trends method works well when systems continue to move at the same speed in the same direction for a long period of time. if they slow down, speed up, change intensity, or change direction, the trends forecast will probably not work as well.

The climatology method is another simple way of producing a forecast. This method involves averaging weather statistics accumulated over many years to make the forecast. For example, if you were using the climatology method to predict the weather for New York City on July 4th, you would go through all the weather data that has been recorded for every July 4th and take an average. The climatology method only works well when the weather pattern is similar to that expected for the chosen time of year. if the pattern is quite unusual for the given time of year, the climatology method will often fail.

The analog method is a slightly more complicated method of producing a forecast. It involves examining today's forecast scenario and remembering a day in the past when the weather scenario looked very similar (an analog). The forecaster would predict that the weather in this forecast will behave the same as it did in the past. The analog method is difficult to use because it is virtually impossible to find a perfect analog. Various weather features rarely align themselves in the same locations they were in the previous time. Even small differences between the current time and the analog can lead to very different results.

- 31 What factor is NOT mentioned in choosing a forecasting method? \_\_\_\_\_
- A Imagination of the forecaster.
  - B Necessary amount of information.
  - C Practical knowledge of the forecaster.
  - D Degree of difficulty involved in forecasting.
- 32 Persistence method will work well \_\_\_\_\_.  
A if weather conditions change greatly from day to day  
B if weather conditions do not change much  
C on sunny days  
D on rainy days
- 33 The limitation of the trends method is the same as the persistence method in that \_\_\_\_\_.  
A it makes predictions about weather  
B it makes predictions about precipitation  
C the weather features need to be well defined  
D the weather features need to be constant for a long period of time
- 34 Which method may involve historical weather data? \_\_\_\_\_

- A The trends method.
  - B The analog method.
  - C Both climatology method and analog method.
  - D The trends method and the persistence method.
- 35 It will be impossible to make weather forecast using the analog method \_\_\_\_\_.  
 A when the current weather scenario differs from the analog  
 B when the current weather scenario is the same as the analog  
 C when the analog is over ten years old  
 D when the analog is a simple repetition of the current weather scenario

## 第二篇

## Telling Tales about People

One of the most common types of nonfiction, and one that many people enjoy reading, is stories about people's lives. These stories fall into three general categories: autobiography, memoir, and biography.

An autobiography is the story of a person's life written by himself or herself. Often it begins with the person's earliest recollections and ends in the present. Autobiography writers may not be entirely objective in the way they present themselves. However, they offer the reader a good look at the way they are and what makes them that way. People as diverse as Benjamin Franklin and Helen Keller have written autobiographies. Other writers, such as James Joyce, have written thinly fictionalized accounts of their lives. These are not autobiographies, but they are very close to it.

Memoirs, strictly speaking, are autobiographical accounts that focus as much on the events of the times as on the life of the author. Memoir writers typically use these events as backdrops for their lives. They describe them in detail and discuss their importance. Recently, though, the term memoir seems to be becoming interchangeable with autobiography. A memoir nowadays may or may not deal with the outside world.

Biographies are factual accounts of someone else's life. In many senses, these may be the hardest of the three types to write. Autobiography writers know the events they write about because they lived them. But biography writers have to gather information from as many different sources as possible. Then they have to decide which facts to include. Their goal is to present a balanced picture of a person, not one that is overly positive or too critical. A fair, well-presented biography may take years to research and write.

- 36 This passage is mostly about \_\_\_\_\_.  
 A famous autobiographies

- B why biography can be difficult to write  
C differences between autobiographies and memoirs  
D the characteristics of autobiographies, memoirs, and biographies
- 37 Helen Keller wrote \_\_\_\_\_.  
A a work of fiction  
B a memoir  
C a biography  
D an autobiography
- 38 Autobiography writers are not always objective because they \_\_\_\_\_.  
A want to present themselves in a good light  
B constantly compete with biography writers  
C have trouble remembering the good times  
D feel they have to make up details to make their books sell
- 39 The writer introduces each category in the passage by \_\_\_\_\_.  
A giving an example  
B explaining why it is hard to write  
C defining it  
D telling when people first began writing it
- 40 Diverse means \_\_\_\_\_.  
A enjoying poetry  
B similar or alike  
C varied or different  
D able to swim in deep water

### 第三篇

### The History of Examinations

In ancient times the most important examinations were spoken, not written. In the schools of ancient Greece and Rome, testing usually consisted of saying poetry aloud or giving speeches.

In the European universities of the Middle Ages, students who were working for advanced degrees had to discuss questions in their field of study with people who had made a special study of the subject. This custom exists today as part of the process of testing candidates for the doctor's degree.

Generally, however, modern examinations are written. The written examination, where



all students are tested on the same question, was probably not known until the nineteenth century. Perhaps it came into existence with the great increase in population and the development of modern industry. A room full of candidates for a state examination, timed exactly by electric clocks and carefully watched over by managers, resembles a group of workers at an automobile factory. Generally, during examinations teachers and students are expected to act like machines.

One type of test is sometimes called an "objective" test. It is intended to deal with facts, not personal opinions. To make up an objective test the teacher writes a series of questions, each of which has only one correct answer. Along with each question the teacher writes the correct answer and also three statements that look like correct answers to students who have not learned the material properly.

- 41 In the Middle Ages students \_\_\_\_\_.  
 A took objective tests B specialized in one subject  
 C were timed by electric clocks D never wrote exams
- 42 The main idea of paragraph 3 is that \_\_\_\_\_.  
 A workers now take examinations  
 B the population has grown  
 C there are only written exams  
 D examinations are now written and timed
- 43 The kind of exams where students must select answers are \_\_\_\_\_.  
 A personal B spoken C objective D written
- 44 Modern industry must have developed \_\_\_\_\_.  
 A before the Middle Ages B around the 19th century  
 C in Greece or Rome D machines to take tests
- 45 It may be concluded that testing \_\_\_\_\_.  
 A should test only opinions B should always be written  
 C has changed since the Middle Ages D is given only in factories

### 第五部分:补全短文 (第 46~50 题,每题 2 分,共 10 分)

阅读下面的短文,文章中有 5 处空白,文章后面有 6 组文字,请根据文章的内容选择 5 组文字,将其分别放回文章原有位置,以恢复文章原貌。请将答案涂在答题卡相应的位置上。

### Automatic Doors in Egypt

When you next step through the doors of a supermarket, spare a thought for Heron, a talented specialist of ancient “high tech” engineering. Nearly two thousand years ago he designed automatically opening doors for the temples of the Egyptian city of Alexandria.

Heron had a talent for designing mechanical wonders to surprise people and make people happy. 46 was a gift to the Egyptian priests, who for centuries had used wonder mechanical or otherwise, as a way of strengthening their authority.

Employing relatively simple mechanical principles, Heron devised a means 47 as if by unseen hands—when the priest lit a fire on the altar outside the temple. The fire heated the air in a metal globe placed beneath the altar, forcing the water in it through a pipe into an enormous bucket. The bucket was suspended by chains from a system of weights and pulleys, which turned the doors on their pivots as the bucket became heavier.

A second surprise took place when the altar fire was put out. 48, the water was sucked the other way through the pipe. When the bucket emptied, it went upward, making the pulley system move in reverse, and the doors closed again.

Another design included in Heron’s writings could make a trumpet blow when the temple doors opened—a combination of musical doorbell and burglar alarm.

There need be little doubt that the automatic-door system described by Heron was actually used in Egyptian temples and 49. Heron himself referred in passing to a similar system used by other engineers: “Some instead of water use quicksilver (mercury)” Using mercury 50 would certainly have made it more efficient.

- A whereby the doors of a small temple would open
- B possibly elsewhere in the Greco-Roman(希腊—罗马的) world
- C His design for automatic temple doors
- D because of the quick heating of the air inside the globe
- E instead of water in a machine similar to Heron’s design
- F As a result of the sudden cooling of the air in the globe

### 第六部分:完形填空 (第 51~65 题,每题 1 分,共 15 分)

阅读下面的短文,文中有 15 处空白,每处空白给出了 4 个选项,请根据短文的内容从 4 个选项中选择 1 个最佳答案,涂在答题卡相应的位置上。

## A Life with Birds

For nearly 17 years David Cope has worked as one of the Tower of London's Yeoman Warders, 51 known to tourists as Beefeaters. David, 64, lives in a three-bedroomed flat right at the 52 of the Byward Tower, one of the gatehouses. "53 our bedroom we have a marvellous view of Tower Bridge and the Thames." says David.

The Tower of London is famous 54 its ravens, the large black birds which have lived there for over three centuries. David was immediately fascinated by the birds and when he was 55 the post of Raven Master eight years ago he had no 56 in accepting it. "The birds have now become my life and I'm always 57 of the fact that I am 58 a tradition. The legend says that if the ravens leave the Tower, England will fall to enemies, and it's my job to 59 sure this doesn't happen!"

David 60 about four hours a day to the care of the ravens. He has grown to love them and the 61 that he lives right next to them is ideal. "I can 62 a close eye on them all the time, and not just when I'm working." 63, David's wife Mo was not 64 on the idea of life in the Tower, but she too will be sad to leave when he retires next year. "When we look out of our windows we see history 65 around us, and we are taking it in and storing it up for our future memories."

- |                 |                |               |             |
|-----------------|----------------|---------------|-------------|
| 51 A more       | B better       | C sooner      | D very      |
| 52 A height     | B summit       | C peak        | D top       |
| 53 A Since      | B Out          | C From        | D Through   |
| 54 A for        | B because      | C of          | D by        |
| 55 A award      | B applied      | C presented   | D offered   |
| 56 A regret     | B delay        | C hesitation  | D choice    |
| 57 A aware      | B knowing      | C pleased     | D delighted |
| 58 A holding    | B maintaining  | C surviving   | D lasting   |
| 59 A take       | B make         | C have        | D keep      |
| 60 A devotes    | B spends       | C passes      | D provides  |
| 61 A reason     | B chance       | C opportunity | D fact      |
| 62 A hold       | B have         | C keep        | D put       |
| 63 A Firstly    | B First of all | C At first    | D First     |
| 64 A interested | B keen         | C fond        | D happy     |
| 65 A every      | B all          | C much        | D so        |

## 参 考 答 案

### 第一部分:

- 1 B      2 C      3 C      4 A      5 D      6 B      7 A  
8 C      9 C      10 D      11 C      12 C      13 C      14 A  
15 A

### 词汇注解:

- 1 considerable [kən'sidərəbl] *adj.* 相当(大或多)的;相当重要的(great, significant)/stylistic [stai'listik] *adj.* (文体)格式上的,体裁上的(of style in writing)/exclusive [iks'klʌ:siv] *adj.* 排外的,唯一的(excluding, particular)  
2 disoriented [dis'ɔ:riəntid] *adj.* 迷惑的(disordered, lost)/disgusted [dis'gʌstid] *adj.* 厌恶的,反感的(fed up, repugnant)/enchanted [in'tʃɑ:ntid] *adj.* 被迷住的(fascinated, enraptured)  
3 graze [greiz] *v.* 吃草(feed)/upland ['ʌplənd] *n.* 丘陵地,高地(elevation, highland)/Hawaii [hə'waii:] *n.* 夏威夷,夏威夷岛  
4 overstate ['əʊvə'steit] *v.* 夸大其辞,夸张(exaggerate, magnify)/animate ['ænimeit] *v.* 鼓舞(encourage, inspire)  
5 mold [məʊld] *v.* 浇铸;塑造(shape)/clay [klei] *n.* 泥坯(adobe)/retain [ri'tein] *v.* 保持(maintain)/compress [kəm'pres] *v.* 压缩(contract, squeeze)  
6 preserve [pri'zə:v] *v.* 保存(save, conserve)/plasma ['plæzmə] *n.* 【解】血浆;乳浆/label ['leibl] *v.* 贴标签于,标注(indicate, mark)  
7 set off 出发,动身(leave, set out, start off, begin)/beset [bi'set] *v.* 困扰(plague, trouble, torment)/flaunt [flɔ:nt] *v.* 挥动(brandish);夸耀/braid [breid] *v.* 编织(weave, plait)  
8 blunt [blʌnt] *adj.* 钝的(unsharpened, dull)/scissors ['sizəz] *n.* 剪刀/dull [dʌl] *adj.* 钝的(unsharpened)  
9 collide [kə'laid] *vi.* 碰撞(bump)/smash [smæʃ] *v.* 打碎(break, shatter)/clash [klæʃ] *v.* 撞碎(crash)  
10 commonly ['kɒmənli] *adv.* 通常地(frequently, usually)/transparent [træns'peərənt] *adj.* 透明的(see-through)/feldspar ['feldspɑ:] *n.* 【矿】长石(crystalline mineral rock)/opaque