

马得英语系列丛书



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编写：大学英语4、6级考试研究中心

# 大学英语六级<sup>6</sup>考试 全真题详解

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(增补本)

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# 大学英语六级考试全真题详解

## (增补本)

江澄子 主编

大学英语四、六级考试研究中心 编写

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# 前言

《大学英语教学大纲》规定,语言测试要“着眼于考核学生的语言能力和交际能力,准确性和流利程度。”教学大纲指出:大学英语教学的目的是培养学生具有较强的阅读能力,一定的听的能力和译的能力,以及初步的写和说的能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。为此,大学英语考试主要考核学生运用语言的能力,同时也考核学生对语法结构和词语用法的掌握程度。

对于标准化考试来说,每次考试的试卷不同,但所考核的内容(语言知识和能力)总体保持不变,试卷形式相对稳定。主要包括以下几部分:

## 一、听力理解部分

听力理解部分的目的是测试学生获取口头信息的能力,包括理解主旨大意、重要的事实细节、理解隐含的意义、语言的交际功能、理解谈话人的观点态度等。听力理解部分主要考核的是语言能力,避免了测验智力、记忆力或背景知识等语言外的能力。

听力理解部分目前分为对话和短篇听力材料两部分,所选材料是学生熟悉的对话、讲话、叙述、解说等,语言比较口语化,避免了采用书面语言太强的材料。所用词语不超出教学大纲词汇表规定的范围。

## 二、阅读理解部分

阅读理解部分的目的是测试学生通过阅读获取信息的能力。包括掌握所读材料的主旨和大意;了解说明主旨和大意的事实和细节;既理解字面的意思,也能根据所读材料进行一定的判断和推论;既理解个别句子的意义,也理解上下文的逻辑关系,理解文章的深层含义。阅读理解不但要求准确,而且要有一定的速度。

阅读材料的特点是:

- (1) 题材广泛,包括人物传记、社会、文化、日常知识、科普常识等,但是所涉及的背景知识都能为学生所理解;
- (2) 体裁多样,包括叙述文、说明文、议论文等,体现了学术英语(English for Academic Purposes)的特点;
- (3) 语言难度及词汇量符合教学大纲规定的范围。

## 三、词语用法和语法结构部分

词语用法部分主要测试学生对词和短语的意义、搭配和用法的掌握程度,语法结构部分则主要测试正确使用语法结构的能力,词语用法和语法结构题在四、六级中各占有一定的比例。



## 四、完形填空部分

完形填空部分的目的是测试学生综合运用语言的能力。完形填空部分的选材原则与阅读理解部分相同,要求学生在全面理解内容的基础上答题,填入的词项中虚词和实词各占一定比例。

## 五、综合改错部分

综合改错部分的目的是测试学生综合运用语言的能力,不但要求学生能够识别错误而且能够写出正确的语言形式,因此是一种对语言表达能力的测试。综合改错部分的选材是:题材熟悉,没有背景知识方面的困难,文章难度略浅于阅读理解材料,文章内容有一定的逻辑展开。短文中有 10 个错误(不含拼写错误或标点错误),要求学生改正。错误分三种类型,一种是需要改正某个词,一种是需要增添某个词,一种是需要删除某个词。需要改正的错误有的是局部性的,有的是全局性的,涉及篇章结构;两者有一定比例,要求考生在全面理解内容的基础上改正错误,使短文的意思完整、语言正确。

## 六、短文写作部分

短文写作部分的目的是考核学生运用英语书面表达思想的能力,四级要求学生在 30 分钟内写出一篇短文,不少于 100 词,六级不少于 120 词[注:自 2002 年 6 月起,四级不少于 120 词;自 2002 年 12 月起,六级不少于 150 词]。试卷上可能给出题目、或要求看图作文、或根据所给文章(英语或汉语)写成摘要或大意、或给出关键词或提纲要求写成短文等等。

为了使 学生熟悉四、六级考试题型,本书汇集了历年考试的全真题,并对其进行了详细的解释。四级、六级考试题各 16 套,并分别配有四盘磁带。

由于时间仓促,疏漏之处在所难免,欢迎广大师生批评指正。

大学英语四、六级考试研究中心

2003 年 2 月

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# 1995 年 6 月六级试题

## 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) 2 hours.

C) 4 hours.

B) 3 hours.

D) 5 hours.

From the conversation we know that the two were talking about some work they will start at 9 o'clock in the morning and have to finish at 2 in the afternoon. Therefore, D) "5 hours" is the correct answer. You should choose [D] on the Answer Sheet and mark it with a single line through the centre.

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

1. A) Enjoyable. C) Moving.  
B) Inspiring. D) Dull.
2. A) It will take about one month to repair the watch.  
B) The woman should have saved more money.  
C) It is a good idea to keep the old watch.  
D) The watch is no longer worth repairing.
3. A) Arguing. C) Complaining.  
B) Protesting. D) Bargaining.
4. A) Families with cars. C) Roads and highways.  
B) American's heavy dependence on cars. D) Traffic problems in America.
5. A) The apples and pears might not be so good.  
B) The apples are not as good as the pears.  
C) The apples and pears are very good.  
D) The apples and pears are as good as they look.
6. A) Her teaching assistant would grade the exam papers.  
B) She would collect the exam papers herself.  
C) She would mark the exam papers herself.  
D) She would not give her students an exam.

7. A) She could help him with the problems. C) She could go out together with him.  
 B) He should go out for a while. D) He should do the problems himself.
8. A) Customer and salesman. C) Employee and boss.  
 B) Colleagues. D) Classmates.
9. A) The first house they saw is too expensive.  
 B) They may save some money for the time being.  
 C) She is happy with the price set by the seller.  
 D) Less money will be spent in maintaining the house.
10. A) It was probably Mr. Brown's phone number that the woman wrote down.  
 B) It was just an hour ago that the man met Mr. Brown.  
 C) The woman forgot to write down the phone number.  
 D) The woman needed a sheet of paper to put down the number.

### 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) Because they were driven by steam power.  
 B) Because they did the work that animals used to do.  
 C) Because they pulled cars full of coal.  
 D) Because they were made of iron.
12. A) He wanted the railroad to be successful.  
 B) He wanted to have a more powerful steam engine.  
 C) He wanted own to the land near the railroad.  
 D) He wanted to build his own railroads.
13. A) Because the train could not run as fast as the horse.  
 B) Because the engine failed to build up steam.  
 C) Because the engine broke down and the train stopped.  
 D) Because the engine broke into several parts.

#### Passage Two

**Questions 14 to 16 are based on the passage you have just heard.**

14. A) Love. C) Violence.  
 B) Conflict. D) Mystery.
15. A) The main character remains the same. C) The main character gains his ends.  
 B) The main character dies in the end. D) The main character undergoes a change.
16. A) We can learn how bad persons can improve themselves.

- B) We can learn how to deal with people.
- C) We can understand life a little better.
- D) We can find better ways to cope with conflicts.

### Passage Three

Questions 17 to 20 are based on the passage you have just heard.

17. A) Because both have a limited supply of air, water, and other resources.  
B) Because the Earth moves around the sun as fast as a spaceship.  
C) Because we can travel to outer space.  
D) Because the Earth never stops moving.
18. A) About 80 miles per second.  
B) About 70 miles per second.  
C) About 18 miles per second.  
D) About 17 miles per second.
19. A) Because the Earth is heavily polluted.  
B) Because nature cannot recycle its resources.  
C) Because there are more and more people living on the Earth.  
D) Because no more new resources can be added.
20. A) Nature has changed our environment over the years.  
B) We must avoid wasting resources and polluting our environment.  
C) Our resources are nearly used up.  
D) Trips to other planets will help eliminate pollution.

## 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.

Questions 21 to 25 are based on the following passage:

A new era is upon us. Call it what you will: the service economy, the information age, the knowledge society. It all translates to a fundamental change in the way we work. Already we're partly there. The percentage of people who earn their living by making things has fallen dramatically in the Western World. Today the majority of jobs in America, Europe and Japan (two thirds or more in many of these countries) are in the service industry, and the number is on the rise. More women are in the work force than ever before. There are more part-time jobs. More people are self-employed. But the breadth of the economic transformation can't be measured by numbers alone, because it also is giving rise to a radical new way of thinking about the nature of work itself. Long-held notions about jobs and careers, the skills needed to succeed, even the relation between individuals and employers—all these are being challenged.

We have only to look behind us to get some sense of what may lie ahead. No one looking ahead 20 years possibly could have foreseen the ways in which a single invention, the chip (集成块), would transform our world thanks to its applications in personal computers, digital commu-



nications and factory robots. Tomorrow's achievements in biotechnology, artificial intelligence or even some still unimagined technology could produce a similar wave of dramatic changes. But one thing is certain: information and knowledge will become even more vital, and the people who possess it, whether they work in manufacturing or services, will have the advantage and produce the wealth. Computer knowledge will become as basic a requirement as the ability to read and write. The ability to solve problems by applying information instead of performing routine tasks will be valued above all else. If you cast your mind ahead 10 years, information services will be predominant. It will be the way you do your job.

21. A characteristic of the information age is that \_\_\_\_\_.
  - A) the service industry is relying more and more on the female work force
  - B) manufacturing industries are steadily increasing
  - C) people find it harder and harder to earn a living by working in factories
  - ☒ D) most of the job opportunities can now be found in the service industry
22. One of the great changes brought about by the knowledge society is that \_\_\_\_\_.
  - A) the difference between the employee and the employer has become insignificant
  - ☒ B) people's traditional concepts about work no longer hold true
  - C) most people have to take part-time jobs
  - D) people have to change their jobs from time to time
23. By referring to computers and other inventions, the author means to say that \_\_\_\_\_.
  - A) people should be able to respond quickly to the advancement of technology
  - ☒ B) future achievements in technology will bring about inconceivable dramatic changes
  - C) the importance of high technology has been overlooked
  - D) computer science will play a leading role in the future information services
24. The future will probably belong to those who \_\_\_\_\_.
  - ☒ A) possess and know how to make use of information
  - B) give full play to their brain potential
  - C) involve themselves in service industries
  - D) cast their minds ahead instead of looking back
25. Which of the following would be the best title for the passage?
  - ☒ A) Computers and the Knowledge Society
  - B) Service Industries in Modern Society
  - C) Features and Implications of the New Era
  - D) Rapid Advancement of Information Technology

**Questions 26 to 30 are based on the following passage:**

Beauty has always been regarded as something praiseworthy. Almost everyone thinks attractive people are happier and healthier, have better marriages and have more respectable occupations. Personal consultants give them better advice for finding jobs. Even judges are softer on attractive *defendants* (被告). But in the executive circle, beauty can become a liability.

While attractiveness is a positive factor for a man on his way up the executive ladder, it is

harmful to a woman.

Handsome male executives were perceived as having more integrity than plainer men; effort and ability were thought to account for their success.

Attractive female executives were considered to have less integrity than unattractive ones; their success was attributed not to ability but to factors such as luck.

All unattractive women executives were thought to have more integrity and to be more capable than the attractive female executives. Interestingly, though, the rise of the unattractive overnight successes was attributed more to personal relationships and less to ability than was that of attractive overnight successes.

Why are attractive women not thought to be able? An attractive woman is perceived to be more *feminine* (女性的) and an attractive man more *masculine* (男性的) than the less attractive ones. Thus, an attractive woman has an advantage in traditionally female jobs, but an attractive woman in a traditionally masculine position appears to lack the “masculine” qualities required.

This is true even in politics. “When the only clue is how he or she looks, people treat men and women differently,” says Ann Bowman, who recently published a study on the effects of attractiveness on political candidates. She asked 125 undergraduates to rank two groups of photographs, one of men and one of women, in order of attractiveness. The students were told the photographs were of candidates for political offices. They were asked to rank them again, in the order they would vote for them.

The results showed that attractive males utterly defeated unattractive men, but the women who had been ranked most attractive invariably received the fewest votes.

26. The word “liability” (Line 4, Para. 1) most probably means “\_\_\_\_\_”.

- A) misfortune
- B) instability
- C) disadvantage
- D) burden

27. In traditionally female jobs, attractiveness \_\_\_\_\_.

- A) reinforces the feminine qualities required
- B) makes women look more honest and capable
- C) is of primary importance to women
- D) often enables women to succeed quickly

28. Bowman’s experiment reveals that when it comes to politics, attractiveness \_\_\_\_\_.

- A) turns out to be an obstacle
- B) affects men and women alike
- C) has as little effect on men as on women
- D) is more of an obstacle than a benefit to women

29. It can be inferred from the passage that people’s views on beauty are often \_\_\_\_\_.

- A) practical
- B) prejudiced
- C) old-fashioned
- D) radical

30. The author writes this passage to \_\_\_\_\_.

- A) discuss the negative aspects of being attractive

B) give advice to job-seekers who are attractive

☒ C) demand equal rights for women

D) emphasize the importance of appearance

**Questions 31 to 35 are based on the following passage:**

The importance and focus of the interview in the work of the print and broadcast journalist is reflected in several books that have been written on the topic. Most of these books, as well as several chapters, mainly in, but not limited to, journalism and broadcasting handbooks and reporting texts, stress the "how to" aspects of journalistic interviewing rather than the conceptual aspects of the interview, its context, and implications. Much of the "how to" material is based on personal experiences and general impressions. As we know, in journalism as in other fields, much can be learned from the systematic study of professional practice. Such study brings together evidence from which broad generalized principles can be developed.

There is, as has been suggested, a growing body of research literature in journalism and broadcasting, but very little significant attention has been devoted to the study of the interview itself. On the other hand, many general texts as well as numerous research articles on interviewing in fields other than journalism have been written. Many of these books and articles present the theoretical and *empirical* (经验的) aspects of the interview as well as the training of the interviewers. Unhappily, this plentiful general literature about interviewing pays little attention to the journalistic interview. The fact that the general literature on interviewing does not deal with the journalistic interview seems to be surprising for two reasons. First, it seems likely that most people in modern Western societies are more familiar, at least in a positive manner, with journalistic interviewing than with any other form of interviewing. Most of us are probably somewhat familiar with the clinical interview, such as that conducted by physicians and psychologists. In these situations the professional person or interviewer is interested in getting information necessary for the *diagnosis* (诊断) and treatment of the person seeking help. Another familiar situation is the job interview. However, very few of us have actually been interviewed personally by the mass media, particularly by television. And yet, we have a vivid acquaintance with the journalistic interview by virtue of our roles as readers, listeners, and viewers. Even so, true understanding of the journalistic interview, especially television interviews, requires thoughtful analyses and even study, as this book indicates.

31. The main idea of the first paragraph is that \_\_\_\_\_.

A) generalized principles for journalistic interviews are the chief concern for writers on journalism

B) importance should be attached to the systematic study of journalistic interviewing

☒ C) concepts and contextual implications are of secondary importance to journalistic interviewing

D) personal experiences and general impressions should be excluded from journalistic interviews

32. Much research has been done on interviews in general \_\_\_\_\_.

A) so the training of journalistic interviewers has likewise been strengthened

B) though the study of the interviewing techniques hasn't received much attention

☒ C) but journalistic interviewing as a specific field has unfortunately been neglected



- D) and there has also been a dramatic growth in the study of journalistic interviewing
33. Westerners are familiar with the journalistic interview, \_\_\_\_\_.  
 A) but most of them wish to stay away from it  
 B) and many of them hope to be interviewed some day  
 C) and many of them would like to acquire a true understanding of it  
 D) but most of them may not have been interviewed in person
34. Who is the interviewee in a clinical interview?  
 A) The patient. C) The journalist.  
 B) The physician. D) The psychologist.
35. The passage is most likely a part of \_\_\_\_\_.  
 A) a news article C) a research report  
 B) a journalistic interview D) a preface

**Questions 36 to 40 are based on the following passage:**

The relationship between the home and market economies has gone through two distinct stages. Early industrialization began the process of transferring some production processes (e. g. clothmaking, sewing and canning foods) from the home to the marketplace. Although the home economy could still produce these goods, the processes were *laborious* (费力的) and the market economy was usually more efficient. Soon, the more important second stage was evident—the marketplace began producing goods and services that had never been produced by the home economy, and the home economy was unable to produce them (eg. electricity and electrical appliances, the automobile, advanced education, sophisticated medical care). In the second stage, the question of whether the home economy was less efficient in producing these new goods and services was irrelevant; if the family were to enjoy these fruits of industrialization, they would have to be obtained in the marketplace. The traditional ways of taking care of these needs in the home, such as in nursing the sick, became socially unacceptable (and, in most serious cases, probably less successful). Just as the appearance of the automobile made the use of the horse-drawn carriage illegal and then impractical, and the appearance of television changed the radio from a source of entertainment to a source of background music, so most of the fruits of economic growth did not increase the options available to the home economy to either produce the goods or services or purchase them in the market. Growth brought with it increased variety in consumer goods, but not increased flexibility for the home economy in obtaining these goods and services. Instead, economic growth brought with it increased consumer reliance on the marketplace. In order to consume these new goods and services, the family had to enter the marketplace as wage earners and consumers. The *neoclassical* (新古典主义的) model that views the family as deciding whether to produce goods and services directly or to purchase them in the marketplace is basically a model of the first stage. It cannot accurately be applied to the second (and current) stage.

36. The reason why many production processes were taken over by the marketplace was that \_\_\_\_\_.  
 A) it was a necessary step in the process of industrialization

- B) they depended on electricity available only to the market economy  
 C) it was troublesome to produce such goods in the home  
 D) the marketplace was more efficient with respect to these processes
37. It can be seen from the passage that in the second stage \_\_\_\_\_.  
 A) some traditional goods and services were not successful when provided by the home economy  
 B) the market economy provided new goods and services never produced by the home economy  
 C) producing traditional goods at home became socially unacceptable  
 D) whether new goods and services were produced by the home economy became irrelevant
38. During the second stage, if the family wanted to consume new goods and services, they had to enter the marketplace \_\_\_\_\_.  
 A) as wage earners  
 B) both as manufacturers and consumers  
 C) both as workers and purchasers  
 D) as customers
39. Economic growth did not make it more flexible for the home economy to obtain the new goods and services because \_\_\_\_\_.  
 A) the family was not efficient in production  
 B) it was illegal for the home economy to produce them  
 C) it could not supply them by itself  
 D) the market for these goods and services was limited
40. The neoclassical model is basically a model of the first stage, because at this stage \_\_\_\_\_.  
 A) the family could rely either on the home economy or on the marketplace for the needed goods and services  
 B) many production processes were being transferred to the marketplace  
 C) consumers relied more and more on the market economy  
 D) the family could decide how to transfer production processes to the marketplace

### 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.

41. Sometimes, very young children have trouble \_\_\_\_\_ fact from fiction and may believe that  
 C) such things actually exist.  
 A) for separating  
 B) to separate  
 C) having separated  
 D) separating
42. The second book was \_\_\_\_\_ by August 1952, but two years later, the end was still nowhere  
 in sight.  
 A) completed  
 B) to have completed  
 C) to complete  
 D) to have been completed
43. Whatever the causes, English at the end of the 20th century is more widely spoken and written

- than any other language \_\_\_\_.
- C A) ever was C) has ever been  
B) had ever been D) would ever be
44. In this experiment, they are wakened several times during the night and asked to report what they \_\_\_\_.
- B A) had just been dreaming C) are just dreaming  
B) have just been dreaming D) had just dreamt
45. It is of the utmost importance that you \_\_\_\_ here on time.
- A A) be C) are to be  
B) shall be D) must be
46. He might have been killed \_\_\_\_ the arrival of the police.
- B A) except for C) with  
B) but for D) for
47. These figures are not consistent \_\_\_\_ the results obtained in previous experiments.
- B A) to C) for be consistent with  
B) with D) in 5 --- - 32
48. The animal has a brain which is nearest \_\_\_\_.
- C A) in man's size C) in size to man's  
B) in size to man D) to the size in man
49. The problem of \_\_\_\_ to select as his successor was quickly disposed of.
- B A) what C) which  
B) whom D) how
50. Britain's press is unusual \_\_\_\_ it is divided into two very different types of newspaper: the quality press and the popular press.
- D A) in how C) in which  
B) in what D) in that
51. Some companies have introduced flexible working time with less emphasis on pressure \_\_\_\_.
- C A) than more on efficiency C) and more on efficiency  
B) and more efficiency D) than efficiency
52. He often sat in a small bar drinking considerable more than \_\_\_\_.
- J A) he was in good health C) his good health was  
B) his health was good D) was good for his health
53. All the parts of this washing machine are \_\_\_\_, so that it is very convenient to replace them.
- A) normalized C) mechanized  
B) modernized D) standardized
54. I was \_\_\_\_ by their kindness and moved to tears.
- A) preoccupied C) overwhelmed  
B) embarrassed D) counselled



55. In many cultures people who were thought to have the ability to \_\_\_\_\_ dreams were likely to be highly respected.  
 A) interpret B) intervene C) inherit D) impart
56. The person who \_\_\_\_\_ this type of research deserves our praise.  
 A) originated B) manufactured C) generated D) estimated
57. All students in this university are requested to \_\_\_\_\_ with the regulations.  
 A) yield B) comply C) submit D) consent
58. My boss has always attended to the \_\_\_\_\_ of important business himself.  
 A) transaction B) stimulation C) transition D) solution
59. When he applied for a \_\_\_\_\_ in the office of the local newspaper he was told to see the manager.  
 A) location B) profession C) career D) position
60. Human behavior is mostly a product of learning, whereas the behavior of an animal depends mainly on \_\_\_\_\_.  
 A) consciousness B) impulse C) instinct D) response
61. There's a whole \_\_\_\_\_ of bills waiting to be paid.  
 A) stock B) stack C) number D) sequence
62. To be an inventor, one needs profound knowledge as well as a very \_\_\_\_\_ imagination.  
 A) vivid B) bright C) living D) colorful
63. In Scotland, as in the rest of the United Kingdom, \_\_\_\_\_ schooling begins at age 5 and ends at age 16.  
 A) compelling B) forced C) obliged D) compulsory
64. It is a common theme in many science fiction stories that the world may one day be \_\_\_\_\_ by insects.  
 A) broken in B) run over C) taken over D) filled in
65. A large part of human activity, particularly in relation to the environment, is \_\_\_\_\_ conditions or events.  
 A) in response to B) in favour of C) in contrast to D) in excess of