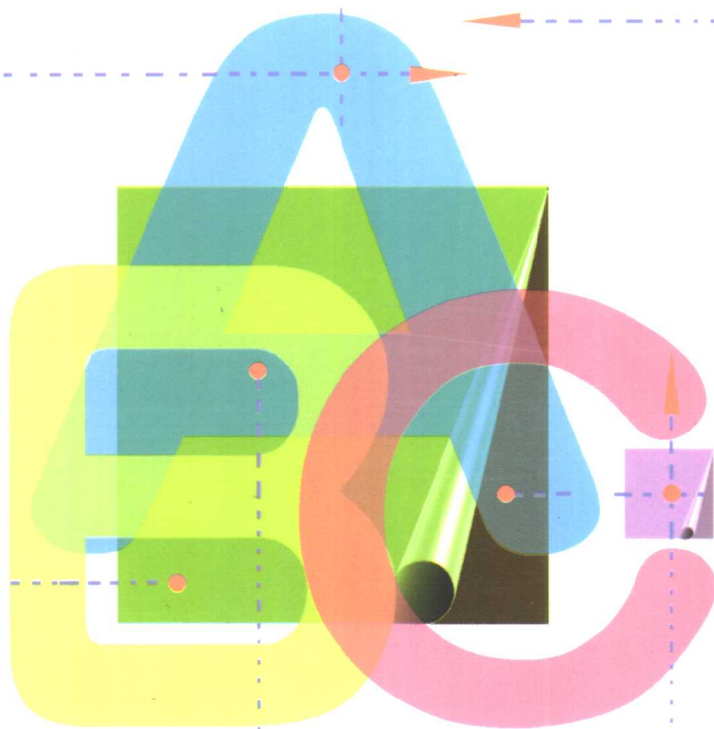


●迎考试题文库●

全国大学英语六级

# 考试题精解

赵恒元 ■ 主编



对外经济贸易大学出版社

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# 全国大学英语六级考试题精解

赵恒元 主编

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(京)新登字 182 号

图书在版编目(CIP)数据

全国大学英语六级考试题精解/赵恒元主编. —北京:对外经济贸易大学出版社, 2002  
ISBN 7-81078-122-7

I. 全… II. 赵… III. 英语-高等学校-水平考试-解题 IV. H319.6

中国版本图书馆 CIP 数据核字(2001)第 096714 号

© 2002 年 对外经济贸易大学出版社出版发行

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迎考试题文库  
全国大学英语六级考试题精解

赵恒元 主编  
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对外经济贸易大学出版社  
北京市朝阳区惠新东街 12 号 邮政编码:100029  
网址:<http://www.uibep.com>

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丰润印刷有限公司印装	新华书店北京发行所发行
开本:787×1092 1/16	27.25 印张 697 千字
2002 年 4 月北京第 1 版	2002 年 4 月第 1 次印刷

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ISBN 7-81078-122-7/G·029  
印数:0001—5000 册 定价:40.00 元

# 前 言

《大学英语六级考试大纲》指出,大学英语六级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。大纲还规定了试卷的题型:听力理解、阅读理解、词语用法、改错、简答问题、完形填空和短文写作。

听力理解题主要有两种题型:对话与短文。

预读是做好听力题的第一步。预读指提前阅读卷面上的 A、B、C、D 选项。预读有两次机会,一是利用考试指令的播放时间预读,一是利用每道题播放前的些微时间预读。

通过预读可以猜测到与 A、B、C、D 选项相关的试题内容,这就是预知。如果预知准确,那么就相当于看到了该题的准答案,从而大大提高了选中率。懂得预知手段并认真做的考生通常都有收获,能猜到 2、3 道题。悟性较高的能猜到 3、4 道题。悟性较高又感知到某些试题设计规律的考生能猜到 4、5 道题。

对话内容涉及到许多方面,提问的方式也是五花八门。但是,其中有规律可循,比如经常会问到的内容有:时间、地点、数字、原因、结果、行为方式、同义词语、中心意思、言外之意、看法、建议、身份、对话人的关系等。熟悉了这些内容,就有可能在听完对话的一霎那,甚至在听对话的同时,便能预知到会提什么样的问题,待到听完提问,就可以径直去选自己认定的选项。这样做的选中率通常会很高。

听力的短文一般难度不大。每篇听力短文都有一个主题,或者叫作中心思想。在听朗读人朗读时,要注意把握文章的整体。一篇文章要么说人,要么说事。说人,必然要说到人的行为和做什么事情;说事,必然要说到事情的来龙去脉,交待清楚这是件什么事。一篇短文,不管是说人还是说事,都会放在一定的时间和空间来陈述。因此,在听朗读人朗读时,要注意听时间、地点以及在某一具体时间、地点发生了什么事情。如果是说人,要注意听行为人的身份、行为人和其他人之间的关系、行为人所为的具体内容、其作为产生的影响等。如果是说事,要注意听事情产生的背景,事情涉及到的人物,事情的发生、发展和结局,事情的结果或影响。

阅读理解部分共 20 题,要求考生阅读若干篇短文,每篇短文后有若干个问题。考生应根据文章内容从每题四个选项中选出一个最佳答案。

阅读理解的选材广泛,包括人物传记、社会、文化、日常知识、科普常识等。短文的体裁多样,有叙述文、说明文、议论文等。

做阅读理解题,首先要读懂。读懂、读快的方法有许多,比如按文章脉络去阅读、借助下文读上文。阅读时,要注意代词指代什么、省略现象、倒装、长句难句、主谓被隔离、常用词的偏用词意和偏用词类等。

词语用法和语法结构部分共 30 题,目的是测试考生运用词汇、短语及语法结构的能力。做好这部分题,除了靠扎实的语言基本功确定选项外,还可以运用逻辑推理的方法,利用题句中的已知部分来推断空白处的正确选项,也就是说,把空白处之外有逻辑关系的相关部分纳入自己的判断思路之中。多一条思路,就多一次成功的机会,从而有可能在茫然不知所措之时,曲径通天,柳暗花明。

改错短文中 10 处有毛病。改错题有三点要求:错的改正,多的去掉,缺的补空。10 处毛病在每年考题中的分配比例几乎一样。其中“错的改正”最多,大约是八九处,其他二点相当,

大约是一、二处。这就提醒我们,在做这部分题时不要平均使用自己的注意力,重点应放在挑错上。

错处错在哪里?有没有规律?回答是肯定的。经过条分缕析,穷原竟委, we 发现有 6 点规律:

词组搭配错误	词汇用法的错误	用反义词、对义词设计错误
句型搭配错误	语法结构的错误	平衡对称的错误

简答题的特点是所答所问,不必用完整句子。做简答题要注意以下 5 点:

移花接木:把短文中字里行间与答案相关的文字拿来即可成为正确答案。

取其精华:把短文中的相关文字稍加改动,取其精华,即可变为正确答案。

所答所问:要问什么答什么,不要答非所问,甚至不着边际,离题万里。

严丝合缝:测试题有两种形式:问句和完成句子。在做完成句子时,做到严丝合缝。严丝合缝有两个含义:一是内容上与原句吻合,一是不出语法上的错误。

归纳概括:有时需要把原句句意归纳概括。注意概括的词语要压缩在 10 个单词内。

完形填空题是测验考生逻辑思维、判断推理、生活常识、知识范围、阅历经验、语法、词汇、语感等方面的综合试题。看到完形填空题时,不要急于下笔。做题前一定要通读一遍。通读中,不要管空白处,只管抓住关键词往下看,边看边捕捉全篇的中心意思。关键词主要是指谓语动词和主语,有时转折连词也很重要。首先要有信心,相信自己能看懂文章的大概,要充分发挥想象力,构思出文章内容的轮廓。

短文写作是必考的题型。做短文写作题时,首先要看清考题要求,弄清要点的含义。切记短文中要包括所有的要点,不要漏掉或忽略。动笔之前,要思考布局谋篇。布局谋篇要求考虑到三个问题:句子与句子的上下衔接;段落与段落之间的过渡;开头和结尾的前后照应。同时要设想几个承上启下的连词、主要句型和关键词语。

要注意多使用简单些的句型。多使用自己较有把握的句型。几种句型最好交替使用,不要通篇只用一个句型。一篇文章写完后,要进行修改和润色。

参加本书编写工作的还有:郑宏、潘书祥、王泽斌、牛建新、贾风坡、潘桂敏、徐昕、陈亚娜、李勍、张培权、杜振中、唐方明、李玉峰、李占生、赵荻川、刘琛、简易、倪群、李银素、赵丽芳、赵庆国、杜鹃等。

赵恒元

2002 年于北京

## 体 例 说 明

1. sb = somebody
2. sth = something
3. to do 代表带 to 的不定式。
4. do 代表不带 to 的不定式。
5. doing/-ing 代表动名词或现在分词。
6. done 代表过去分词。
7. -ed 代表过去时或过去分词。
8. wh-代表 who, whom, whose, what, when, where, which, why 或 how。
9. 例句前带有“▲”者为 CET 6 中出现过的考题。
10. 年份指的是 CET 6 出现的年份;年份后的数字指的是月份;月份后的数字是第几道考题。

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# 一、大学英语六级考试真题精选

1990 年 1 月试卷

## 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), D), and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

Example: You will hear:

You will read:

A) 2 hours.                      B) 3 hours.                      C) 4 hours.                      D) 5 hours.

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

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

1. A) Read four chapters.                      C) Speak before the class.  
B) Write an article.                      D) Preview two chapters.
2. A) The woman is being interviewed by a reporter.  
B) The woman is asking for a promotion.  
C) The woman is applying for a job.  
D) The woman is being given an examination.
3. A) His car was hit by another car.  
B) He was hurt while playing volleyball.  
C) He fell down the stairs.  
D) While crossing the street, he was hit by a car.
4. A) Took a photo of him.                      B) Bought him a picture.  
C) Held a birthday party.                      D) Bought him a frame for his picture.

5. A) No medicine could solve the woman's problem.  
 B) The woman should eat less to lose some weight.  
 C) Nothing could help the woman if she ate too little.  
 D) The woman should choose the right foods.
6. A) He meant she should make a phone call if anything went wrong.  
 B) He meant for her just to wait till help came.  
 C) He was afraid something would go wrong with her car.  
 D) He promised to give her help himself.
7. A) No, he missed it.                      C) No, he didn't  
 B) Yes, he did.                              D) Yes, he probably did.
8. A) He has edited three books.      B) He has brought the wrong book.  
 C) He has lost half of his money.    D) He has found the book that will be used.
9. A) At 7:30.                      B) At 8:30.                      C) At 9:00.                      D) At 9:30.
10. A) Six.                              B) Seven.                              C) Eight.                              D) Nine.

## 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 each question, you must choose the best answer from the four choices marked A), B), C), D). Then mark the corresponding letter on the Answer Sheet with a single line through the center.*

### Passage One

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

11. A) They often take place in her major industries.  
 B) British trade unions are more powerful.  
 C) Three are more trade union members in Britain.  
 D) Britain loses more working days through strikes every year.
12. A) Such strikes are against the British law.  
 B) Such strikes are unpredictable.  
 C) Such strikes involve workers from different trades.  
 D) Such strikes occur frequently these days.

13. A) Trade unions in Britain are becoming more popular.  
B) Most strikes in Britain are against the British law.  
C) Unofficial strikes in Britain are easier to deal with now.  
D) Employer-worker relations in Britain have become tenser.

**Passage Two**

**Questions 14 to 17 are based on passage you have just heard.**

14. A) The victory over one's fellow runners.  
B) The victory over former winners.  
C) The victory of will-power over fatigue.  
D) The victory of one's physical strength.
15. A) The runner who runs to keep fit.  
B) The runner who breaks the record.  
C) The runner who does not break the rules.  
D) The runner who covers the whole distance.
16. A) He won the first prize.                      C) He fell behind the other runners.  
B) He died because of fatigue.                  D) He gave up because he was tired.

**Passage Three**

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

17. A) 17,000.                  B) 24.                  C) 1,700.                  D) 9,000.
18. A) It's located in college town.  
B) It's composed of a group of old buildings.  
C) Its classrooms are beautifully designed.  
D) Its library is often crowded with students.
19. A) Teachers are well paid at Deep Springs.  
B) Students are mainly from New York State.  
C) The length of schooling is two years.  
D) Teachers needn't pay for their rent and meals.
20. A) Take a walk in the desert.                  B) Go to a cinema.  
C) Watch TV programs.                          D) Attend a party.

## Part II Reading Comprehension

(35 minutes)

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

### Passage One

Questions 21 to 24 are based on the following passage:

Automation refers to the introduction of electronic control and automatic operation of productive machinery. It reduces the human factors, mental and physical, in production, and is designed to make possible the manufacture of more goods with fewer workers. The development of automation in American industry has been called the "Second Industrial Revolution".

Labor's concern over automation arises from uncertainty about the effects on employment, and fears of major changes in jobs. In the main, labor has taken the view that resistance to technical change is unfruitful. Eventually, the result of automation may well be an increase in employment, since it is expected that vast industries will grow up around manufacturing, maintaining, and repairing automation equipment. The interest of labor lies in bringing about the transition with a minimum of inconvenience and distress to the workers involved. Also, union spokesmen emphasize that the benefit of the increased production and lower costs made possible by automation should be shared by workers in the form of higher wages, more leisure, and improved living standards.

To protect the interests of their members in the era of automation, unions have adopted a number of new policies. One of these is the promotion of supplementary unemployment benefit plans. It is emphasized that since the employer involved in such a plan has a direct financial interest in preventing unemployment, he will have a strong drive for planning new installations so as to cause the least possible problems in jobs and job assignments. Some unions are working for dismissal pay agreements, requiring that permanently dismissed workers be paid a sum of money based on length of service. Another approach is the idea of the "improvement factor", which calls for wage increases based on increases in productivity. It is possible, however, that labor will rely mainly on reduction in working hours in order to gain a full share in the fruits of automation.

21. Though labor worries about the effects of automation, it does not doubt that \_\_\_\_\_.  
A) automation will eventually prevent unemployment  
B) automation will help workers acquire new skills  
C) automation will eventually benefit the workers no less than the employers  
D) automation is a trend which cannot be stopped
22. The idea of the "improvement factor" (Line 7, Para. 3) probably implies that \_\_\_\_\_.

- A) wages should be paid on the basis of length of service
  - B) the benefit of increased production and lower costs should be shared by workers
  - C) supplementary unemployment benefit plans should be promoted
  - D) the transition to automation should be brought about with the minimum of inconvenience and distress to workers
23. In order to get the full benefits of automation, labor will depend mostly on \_\_\_\_\_.
- A) additional payment to the permanently dismissed workers
  - B) the increase of wages in proportion to the increase in productivity
  - C) shorter working hours and more leisure time
  - D) a strong drive for planning new installation
24. Which of the following can best sum up the passage?
- A) Advantages and disadvantages of automation.
  - B) labor and effects of automation.
  - C) Unemployment benefit plans and automation
  - D) Social benefits of automation

## Passage Two

Questions 25 to 30 are based on the following passage:

The case for college has been accepted without question for more than a generation. All high school graduates ought to go, says conventional wisdom and statistical evidence, because college will help them earn more money, become "better" people, and learn to be more responsible citizens than those who don't go.

But college has never been able to work its magic for everyone. And now that close to half our high school graduates are attending, those who don't fit the pattern are becoming more numerous, and more obvious. College graduates are selling shoes and driving taxis; college students interfere with each other's experiments and write false letters of recommendation in the intense competition for admission to graduate school. Others find no stimulation in their studies, and drop out — often encouraged by college administrators.

Some observers say the fault is with the young people themselves — they are spoiled and they are expecting too much. But that's a condemnation of the students as a whole, and doesn't explain all campus unhappiness. Others blame the state of the world, and they are partly right. We've been told that young people have to go to college because our economy can't absorb an army of untrained eighteen-year-olds. But disappointed graduates are learning that it can no longer absorb an army of trained twenty-two-year-olds, either.

Some adventuresome educators and campus watchers have openly begun to suggest that college may not be the best, the proper, the only place for every young person after the completion of high school. We may have been looking at all those surveys and statistics upside down, it seems

and through the rosy glow of our own remembered college experiences. Perhaps college doesn't make people intelligent, ambitious, happy, liberal, or quick to learn things — maybe it's just the other way around, and intelligent, happy, liberal, quick-learning people are merely the ones who have been attracted to college in the first place. And perhaps all those successful college graduates would have been successful whether they had gone to college or not. This is *heresy* (异端邪说) to those of us who have been brought up to believe that if a little schooling is good, more has to be much better. But contrary evidence is beginning to mount up.

25. According to the passage, the author believes that \_\_\_\_\_.  
A) people used to question the value of college education  
B) people used to have full confidence in higher education  
C) all high school graduates went to college  
D) very few high school graduates chose to go to college
26. In the 2nd paragraph, "those who don't fit the pattern" refer to \_\_\_\_\_.  
A) high school graduates who aren't suitable for college education  
B) college graduates who are selling shoes and driving taxis  
C) college students who aren't any better for their higher education  
D) high school graduates who failed to be admitted to colleges
27. The drop-out rate of college students seems to go up because \_\_\_\_\_.  
A) young people are disappointed with the conventional way of teaching at college  
B) many young people are required to join the army  
C) young people have little motivation in pursuing a higher education  
D) young people don't like the intense competition for admission to graduate school
28. According to the passage the problems of college education partly arise from the fact that \_\_\_\_\_.  
A) society cannot provide enough jobs for properly trained college graduates  
B) high school graduates do not fit the pattern of college education  
C) too many students have to learn their own living  
D) college administrators encourage students to drop out
29. In this passage the author argues that \_\_\_\_\_.  
A) more and more evidence shows college education may not be the best thing for high school graduates  
B) college education is not enough if one wants to be successful  
C) college education benefits only the intelligent, ambitious, and quick-learning people  
D) intelligent people may learn quicker if they don't go to college

30. The “surveys and statistics” mentioned in the last paragraph might have shown that \_\_\_\_\_.
- A) college-educated people are more successful than non-college-educated people
  - B) college education was not the first choice of intelligent people
  - C) the less schooling a person has the better it is for him
  - D) most people have sweet memories of college life

### Passage Three

Questions 31 to 35 are based on the following passage:

Ours has become a society of employees. A hundred years or so ago only one out of every five Americans at work was employed, i. e., worked for somebody else. Today only one out of five working as a factory laborer or as a farmhand, the employee of today is increasingly a middle-class person with a substantial formal education, holding a professional or management job requiring intellectual and technical skills. Indeed, two things have characterized American society during these last fifty years: middle-class and upper-class employees have been the fastest-growing groups in our working population — growing so fast that the industrial worker, that oldest child of the Industrial Revolution, has been losing in numerical importance despite the expansion of industrial production.

Yet you will find little if anything written on what it is to be an employee. You can find a great deal of very dubious advice on how to get a job or how to get a promotion. You can also find a good deal of work in a chosen field, whether it be the mechanist's trade or *bookkeeping* (簿记). Every one of these trades requires different skills, sets different standards, and requires a different preparation. Yet they all have employeeship in common. And increasingly, especially in the large business or in government, employeeship in common is more important to success than the special professional knowledge or skill. Certainly more people fail because they do not know the requirements of being an employee than because they do not adequately possess the skills of their trade; the higher you climb the ladder, the more you get into administrative or executive work, the greater the emphasis on ability to work within the organization rather than on technical abilities or professional knowledge.

31. It is implied that fifty years ago \_\_\_\_\_.
- A) eighty per cent of American working people were employed in factories
  - B) twenty per cent of American intellectuals were employees
  - C) the percentage of intellectuals in the total work force was almost the same as that of industrial workers
  - D) the percentage of intellectuals working as employees was not so large as that of industrial workers
32. According to the passage, with the development of modern industry, \_\_\_\_\_.

- A) factory laborers will overtake intellectual employees in number  
B) there are as many middle-class employees as factory laborers  
C) employers have attached great importance to factory laborers  
D) the proportion of factory laborers in the total employee population has decreased
33. The word "dubious" (L.2, Para.2) most probably means \_\_\_\_\_.  
A) valuable                      B) useful                      C) doubtful                      D) helpful
34. According to the writer, professional knowledge or skill is \_\_\_\_\_.  
A) less important than awareness of being a good employee  
B) as important as the ability to deal with public relations  
C) more important than employer-employee relations  
D) as important as the ability to co-operate with others in the organization
35. From the passage it can be seen that employeeship helps one \_\_\_\_\_.  
A) to be more successful in his career  
B) to be more specialized in his field  
C) to solve technical problems  
D) to develop his professional skill

#### Passage Four

Questions 36 to 40 are based on the following passage:

We all know that the normal human daily cycle of activity is of some 7 – 8 hours' sleep alternating with some 16 – 17 hours' wakefulness and that, broadly speaking, the sleep normally coincides with the hours of darkness. Our present concern is with how easily and to what extent this cycle can be modified.

The question is no mere academic one. The ease, for example, with which people can change from working in the day to working at night is a question of growing importance in industry where automation calls for a person to adapt to a reversed routine of sleep and wakefulness, sleeping during the day and working at night. Unfortunately, it is often the case in industry that shifts are changed every week; a person may work from 12 midnight to 8 a. m. one week, 8 a. m. to 4 p. m. the next, and 4 p. m. to 2 midnight the third and so on. This means that no sooner has he got used to one routine than he has to change to another, so that much of his time is spent neither working nor sleeping very efficiently.

The only real solution appears to be to hand over the night shift to a number of permanent night workers. An interesting study of the domestic life and health of night-shift workers was carried out by Brown in 1957. She found a high *incidence* (发生率) of disturbed sleep and other disorders among those on alternating day and night shifts, but no abnormal occurrence of these phenomena among those on permanent night work.



This latter system then appears to be the best long-term policy, but meanwhile something may be done to relieve the strains of alternate day and night work by selecting those people who can adapt most quickly to the changes of routine. One way of knowing when a person has adapted is by measuring his body temperature. People engaged in normal daytime work will have a high temperature during the hours of wakefulness and a low one at night; when they change to night work the pattern will only gradually go back to match the new routine and the speed with which it does so parallels, broadly speaking, the adaptation of the body as a whole, particularly in terms of performance. Therefore, by taking body temperature at intervals of two hours throughout the period of wakefulness it can be seen how quickly a person can adapt to reversed routine, and this could be used as a basis for selection. So far, however, such a form of selection does not seem to have been applied in practice.

36. Why is the question of "how easily people can get used to working" not a mere academic question?
- A) Because few people like to reverse the cycle of sleep and wakefulness.
  - B) Because sleep normally coincides with the hours of darkness.
  - C) Because people are required to work at night in some fields of industry.
  - D) Because shift work in industry requires people to change their sleeping habits.
37. The main problem of the round-the-clock working system lies in \_\_\_\_\_.
- A) the inconveniences brought about to the workers by the introduction of automation
  - B) the disturbance of the daily life cycle of workers who have to change shifts too frequently
  - C) the fact that people working at night are often less effective
  - D) the fact that it is difficult to find a number of good night workers
38. The best solution for implementing the 24-hour working system seems to be \_\_\_\_\_.
- A) to change shifts at longer intervals
  - B) to have longer shifts
  - C) to arrange for some people to work on night shifts only
  - D) to create better living conditions for night workers
39. It is possible to find out if a person has adapted to the changes of routine by measuring his body temperature because \_\_\_\_\_.
- A) body temperature changes when the cycle of sleep and wakefulness alternates
  - B) body temperature changes when he changes to night shift or back
  - C) the temperature reverses when the routine is changed
  - D) people have higher temperatures when they are working efficiently
40. Which of the following statements is NOT TRUE?
- A) Body temperature may serve as an indication of worker's performance