

大学英语 大学英语 六级考试 模拟试题集

主 编 李秋明 华克清

大学英语六级考试模拟试题集

主 编 李秋明 华克清

主 审 张 旭

副主编 张艳敏 林英玉

编委钱进韩皮陈丽辉郭梅

于风军 冷晓萍 孙晓朝 李 敦

耿 毅 何伟强 徐晓莹 林 群

贺青一 周 茁

东北大学出版社

图书在版编目(CIP)数据

大学英语六级考试模拟试题集/李秋明,华克清主编.一沈阳:东北大学出版社,2001.3 ISBN 7-81054-567-1

I.大… II.①李… ②华… III. 英语-高等学校-水平考试-试题 IV. H31-44

中国版本图书馆 CIP 数据核字(2000)第 38931 号

(沈阳市和平区文化路 3号巷 11号 邮政编码 110004)

电话:(024)23890881 传真:(024)23892538

网址: http://www_neupress.com E-mail: neuph@neupress.com

北宁市印刷厂印刷 新华书店总店北京发行所发行 开本:787mm×1092mm 1/16 字数:530 千字 印张:21.25 2001年3月第1版 2001年3月第1次印刷 责任编辑:刘 莹 刘宗玉 张德喜 责任校对:米 戎 封面设计:唐敏智 责任出版:秦 力

定价:26.00元

前 言

本书是以帮助学生顺利通过大学英语六级考试为目的而编写的,其题型设计、选用材料及词汇均以最新《全国大学英语四、六级考试大纲》为准绳。

本书主要内容及特点如下:

- ①选用3套不同题型的全真六级考题,以此来检测考生的实际英语水平。
- ②选编 12 套六级全真模拟试题,以帮助考生熟悉各种题型的形式及答题要求。希望考生通过实际操练,英语水平能有所提高,在六级考试中取得好成绩。
- ③全书所包含的 15 套题全部给出详尽的注释,其注释力图从解题思路入手,以便考生能举一反三,提高悟性。
- ④"英译汉"没有作为一种题型单独出现,而体现在每篇阅读文章中,这不仅增加了信息量,也有助于对文章语言文字的理解。

在人才辈出的高科技、"大"信息的今天,外语能力越发显现出一个人的竞争实力。大学英语四、六级考试只是一种现已得到社会认可的衡量外语水平的检测尺度。为适应社会需要,应以此为契机,培养英语的综合应用能力。

本书编写中如有不当之处,恳请读者及同行专家赐教指正。

编者 2000年11月28日

CONTENTS

College	Engl	ish Tests	••••••	• • • • • • • • • • • • •		• • • • • • • • • • • • •	•••••••	••••••		1
Test	1	• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •						1
Test	2					••••••				• 13
Test	3					••••••		•••••	••••••	· 25
Model '	Tests	••••••	• • • • • • • • • • • • • • • • • • • •	••••••	• • • • • • • • • • • • • • • • • • • •	•••••		•••••	•••••	• 37
Test	1					••••••			• • • • • • • • • • • • • • • • • • • •	• 37
Test	2			• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	••••••				• 48
Test	3	•••••	• • • • • • • • • • • • • • • • • • • •			••••••			• • • • • • • • • • • • • • • • • • • •	• 58
Test	4				• • • • • • • • • • • • • • • • • • • •	••••••			• • • • • • • • • • • • • • • • • • • •	• 69
Test	5	•••••	• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •	••••••			• • • • • • • • • • • • • • • • • • • •	· 80
Test	6		• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •	••••••		• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• 91
Test	7	••••••		· · · · · · · · · · · · · · · · · · ·						101
Test	8	• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •			••••••	••••••		112
Test	9			• • • • • • • • • • • • • • • • • • • •						122
Test	10			• • • • • • • • • • • • • • • • • • • •						
Test	11	•••••		• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •	••••••	••••••	• • • • • • • • • • • • • • • • • • • •	143
Test	12			• • • • • • • • • • • • • • • • • • • •			••••••	••••••	• • • • • • • • • • • • • • • • • • • •	154
Scripts	for I	Listening (Comprehen	sion and K	ey to Colles	ge English	Tests ···	••••••	•••••	165
Test	1			• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •		••••••	•••••	165
Test	2	• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •	••••••	••••••	• • • • • • • • • • • • • • • • • • • •	176
Test	3	•••••		• • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •	•••••	••••••	• • • • • • • • • • • • • • • • • • • •	186
Scripts	for I	Listening	Comprehen	sion and K	ey to Mode	l Tests ···	••••••	· · · · · · · · · · · · · · · · · · ·	••••	197
Test	1			• • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •	••••••	•••••	• • • • • • • • • • • • • • • • • • • •	197
Test	2	• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •	•••••	•••••	• • • • • • • • • • • • • • • • • • • •	210
Test	~			• • • • • • • • • • • • • • • • • • • •						
Test	4							•••••	• • • • • • • • • • • • • • • • • • • •	233
Test	5									
Test	6									256
- -									. 1	

Test	7		267
	-		
Test	9	······································	288
Test	10		301
Test	11		311
Test	12		324

College English Tests



试卷一

Part T

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.

B) 3 hours.

C) 4 hours.

D) 5 hours.

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

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.

- 1. A) The flight has been canceled.
 - C) The plane is on time.
- 2. A) He is not to blame.
 - C) He will accept all responsibility.
- 3. A) The man is a forgetful person.
- - B) The typewriter is not new.
 - C) The man can have the typewriter later.
 - D) The man misunderstood her.
- 4. A) There will be heavy fog in all areas.
 - B) There will be heavy rain by midnight.
 - C) There will be heavy fog in the east.
 - D) There will be fog in all areas by midnight.
- 5. A) She's scornful.

B) She's angry.

B) The plane is late.

- D) The tickets for this flight have been sold out.
- B) It was his fault.
- D) He will be more careful next time.

C) She's sympathetic.

- D) She's worried.
- 6. A) He likes the job of a dish-washer because it pays well.
 - B) He thinks it's important to have a good job from the beginning.
 - C) He hates to be a dish-washer because it's boring.
 - D) He would work as a dish-washer in summer if he has to.
- 7. A) She must learn to understand John's humor better.
 - B) She enjoys John's humor a great deal.
 - C) She doesn't appreciate John's humor.
 - D) She thinks John is not funny enough.
- 8. A) Joan may have taken a wrong train.
 - B) Joan won't come to the conference.
 - C) Joan will miss the next conference.
 - D) Joan may be late for the opening speech.
- 9. A) She has been dismissed for her poor performance.
 - B) She has been fired by the company.
 - C) She has been granted leave for one month.
 - D) She has been offered a new job.
- 10. A) It will last for two weeks.
- B) It has come to a halt.
- C) It will end before long.
- D) It will probably continue.

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) She was an office worker.
- B) She was a physician.

C) She was a cleaner.

- D) She was a social worker.
- 12. A) Because she could not sleep well at night.
 - B) Because she hoped to earn more money.
 - C) Because she could not find a daytime job.
 - D) Because she needed a change and a lighter job.
- 13. A) She works six nights every fortnight.
 - B) She does not take part in social activities in her working days.
 - C) She has been a night nurse in a hospital for about 25 years.
 - D) She is not satisfied with her present job.

Passage Two

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

- 14. A) A small town in Britain.
- B) A new type of jail.

C) A labour camp.

- D) A big gymnasium in Scotland.
- 15. A) Women criminals in Scotland.
 - B) Criminals who are given long sentences.
 - C) Criminals who are given short sentences.
 - D) Criminals in Scotland.
- 16. A) The reward the prisoners get for their work.
 - B) The comfortable accommodation.
 - C) The way the prisoners are treated.
 - D) The officers' sympathy for the prisoners.
- 17. A) To give the prisoners more freedom.
 - B) To help the prisoners keep their self-respect.
 - C) To help the prisoners develop the sense of independence.
 - D) To turn the prisoners into skilled workers.

Passage Three

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

18. A) On an airplane...

- B) Near the terminal building.
- C) In a coach to the city.
- D) In the waiting room.
- 19. A) Near the airport hotel.
- B) At the travellers' information desk.
- C) Outside the Customs Hall.
- D) In the center of the city.
- 20. A) The departure tax they have to pay on their next international flight.
 - B) The distance they have to travel from the airport to the city center.
 - C) The prices the major hotels charge.
 - D) The place where taxis are waiting to be hired.

Part I

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

Questions 21 to 25 are based on the following passage.

Material culture refers to the touchable, material "things"—physical objects that can be seen, held, felt, used—that a culture produces. Examining a culture's tools and technology can tell us about the group's history and way of life. Similarly, research into the material culture of music can help us to understand the music-culture. The most vivid body of "things" in it, of course, are musical instruments. We cannot hear for ourselves the actual sound of any musical

performance before the 1870s when the *phonograph* (留声机) was invented, so we rely on instruments for important information about music-cultures in the remote past and their development. Here we have two kinds of evidence: instruments well preserved and instruments pictured in art. Through the study of instruments, as well as paintings, written documents, and so on, we can explore the movement of music from the Near East to China over a thousand years ago, or we can outline the spread of Near Eastern influence to Europe that resulted in the development of most of the instruments in the symphony orchestra.

Sheet music or printed music, too, is material culture. Scholars once defined folk music-cultures as those in which people learn and sing music by ear rather than from print, but research shows mutual influence among oral and written sources during the past few centuries in Europe, Britain, and America. Printed versions limit variety because they tend to standardize any song, yet they stimulate people to create new and different songs. Besides, the ability to read music notation (乐谱) has a far-reaching effect on musicians and, when it becomes widespread, on the music-culture as a whole.

One more important part of music's material culture should be singled out: the influence of the electronic media—radio, record player, tape recorder, television, and videocassette, with the future promising talking and singing computers and other developments. This is all part of the "information revolution," a twentieth-century phenomenon as important as the industrial revolution was in the nineteenth. These electronic media are not just limited to modern nations, they have affected music-cultures all over the globe.

- 21. Research into the material culture of a nation is of great importance because _____.
 - A) it helps produce new cultural tools and technology
 - B) it can reflect the development of the nation
 - C) it helps understand the nation's past and present
 - D) it can demonstrate the nation's civilization
- 22. It can be learned from this passage that _____.
 - A) the existence of the symphony was attributed to the spread of Near Eastern and Chinese
 - B) Near Eastern music had an influence on the development of the instruments in the symphony orchestra
 - C) the development of the symphony shows the mutual influence of Eastern and Western music
 - D) the musical instruments in the symphony orchestra were developed on the basis of Near Eastern music
- 23. According to the author, music notation is important because _____.
 - A) it has a great effect on the music-culture as more and more people are able to read it
 - B) it tends to standardize folk songs when it is used by folk musicians
 - C) it is the printed version of standardized folk music
 - D) it encourages people to popularize printed versions of songs

- 24. It can be concluded from the passage that the introduction of electronic media into the world of music _____.
 - A) has brought about an information revolution
 - B) has speeded up the advent of a new generation of computers
 - C) has given rise to new forms of music culture
 - D) has led to the transformation of traditional musical instruments
- 25. Which of the following best summarizes the main idea of the passage?
 - A) Musical instruments developed through the years will sooner or later be replaced by computers.
 - B) Music cannot be passed on to future generations unless it is recorded.
 - C) Folk songs cannot be spread far unless they are printed on music sheets.
 - D) The development of music culture is highly dependent on its material aspect.

Passage Two

Questions 26 to 30 are based on the following passage.

The question of whether war is inevitable is one which has concerned many of the world's great writers. Before considering this question, it will be useful to introduce some related concepts. Conflict, defined as opposition among social entities directed against one another, is distinguished from competition, defined as opposition among social entities independently striving for something which is in inadequate supply. Competitors may not be aware of one another, while the parties to a conflict are. Conflict and competition are both categories of opposition, which has been defined as a process by which social entities function in the disservice of one another. Opposition is thus contrasted with cooperation, the process by which social entities function in the service of one another. These definitions are necessary because it is important to emphasize that competition between individuals or groups is inevitable in a world of limited resources, but conflict is not. Conflict, nevertheless, is very likely to occur, and is probably an essential and desirable element of human societies.

Many authors have argued for the inevitability of war from the premise that in the struggle for existence among animal species, only the fittest survive. In general, however, this struggle in nature is competition, not conflict. Social animals, such as monkeys and cattle, fight to win or maintain leadership of the group. The struggle for existence occurs not in such fights, but in the competition for limited feeding areas and for the occupancy(占有) of areas free from meat-eating animals. Those who fail in this competition starve to death or become victims to other species. This struggle for existence does not resemble human war, but rather the competition of individuals for jobs, markets, and materials. The essence of the struggle is the competition for the necessities of life that are insufficient to satisfy all.

Among nations there is competition in developing resources, trades, skills, and a satisfactory way of life. The successful nations grow and prosper(繁荣); the unsuccessful decline. While it is true that this competition may induce efforts to expand territory at the expense of others, and thus lead to conflict, it cannot be said that war-like conflict among nations is inevitable, although

COIII	petition is.				
26.	In the first paragraph, the author gives the definitions of some terms in order to				
	A) argue for the similarities between animal societies and human societies				
	B) smooth out the conflicts in human societies				
	C) distinguish between two kinds of opposition				
	D) summarize the characteristic features of opposition and cooperation				
27.	According to the author, competition differs from conflict in that				
	A) it results in war in most cases				
	B) it induces efforts to expand territory				
	C) it is a kind of opposition among social entities				
	D) it is essentially a struggle for existence				
28.	The phrase function in the disservice of one another (line 7, para.1) most probably means				
	A) between each other				
	A) betray each other B) harm one another C) half to call house with out of the control of the				
20	C) help to collaborate with each other D) benefit one another				
29.	The author indicates in the passage that conflict				
	A) is an inevitable struggle resulting from competition				
	B) reflects the struggle among social animals				
	C) is an opposition among individual social entities				
	D) can be avoided				
30.	The passage is probably intended to answer the question""				
	A) Is war inevitable?				
	B) Why is there conflict and competition?				
	C) Is conflict desirable?				
	D) Can competition lead to conflict?				

Passage Three

Questions 31 to 35 are based on the following passage.

As Dr Samuel Johnson said in a different era about ladies preaching, the surprising thing about computers is not that they think less well than a man, but that they think at all. The early electronic computer did not have much going for it except a marvellous memory and some good math skills. But today the best models can be wired up to learn by experience, follow an argument, ask proper questions and write poetry and music. They can also carry on somewhat puzzling conversations.

Computers imitate life. As computers get more complex, the imitation gets better. Finally, the line between the original and the copy becomes unclear. In another 15 years or so, we will see the computer as a new form of life.

The opinion seems ridiculous because, for one thing, computers lack the drives and emotions of living creatures. But drives can be programmed into the computer's brain just as nature programmed them into our human brains as a part of the equipment for survival.

Computers match people in some roles, and when fast decisions are needed in a crisis, they often surpass them. Having evolved when the pace of life was slower, the human brain has an inherent defect that prevents it from absorbing several streams of information simultaneously and acting on them quickly. Throw too many things at the brain at one time and it freezes up.

We are still in control, but the capabilities of computers are increasing at a fantastic rate, while raw human intelligence is changing slowly, if at all. Computer power has increased ten times every eight years since 1946. In the 1990s, when the sixth generation appears, the reasoning power of an intelligence built out of silicon will begin to match that of the human brain.

That does not mean the evolution of intelligence has ended on the earth. Judging by the past, we can expect that a new species will arise out of man, surpassing his achievements as he has surpassed those of his predecessor. Only a carbon chemistry enthusiast would assume that the new species must be man's flesh-and-blood descendants. The new kind of intelligent life is more likely to be made of silicon.

- 31. What do you suppose was the attitude of Dr Samuel Johnson towards ladies preaching?
 - A) He believed that ladies were born worse preachers than man.
 - B) He was pleased that ladies could preach, though not as well as men.
 - C) He disapproved of ladies preaching.
 - D) He encouraged ladies to preach.
- 32. Today, computers are still inferior to man in terms of _____.
 - A) decision making

- B) drives and feelings
- C) growth of reasoning power
- D) information absorption
- 33. In terms of making decisions, the human brain cannot be compared with the computer because _____.
 - A) in the long process of evolution the slow pace of life didn't require such an ability of the human brain
 - B) the human brain is influenced by other factors such as motivation and emotion
 - C) the human brain may sometimes freeze up in a dangerous situation
 - D) computers imitate life while the human brain does not imitate computers
- 34. Though he thinks highly of the development of computer science, the author doesn't mean that _____.
 - A) computers are likely to become a new form of intelligent life
 - B) human beings have lost control of computers
 - C) the intelligence of computers will eventually surpass that of human beings
 - D) the evolution of intelligence will probably depend on that of electronic brains
- 35. According to the passage, which of the following statements is TRUE?
 - A) Future man will be made of silicon instead of flesh and blood.
 - B) Some day it will be difficult to tell a computer from a man.
 - C) The reasoning power of computers has already surpassed that of man.
 - D) Future intelligent life may not necessarily be made of organic matter.

Passage Four

Questions 36 to 40 are based on the following passage.

Video recorders and photocopiers, even ticket machines on the railways, often seem unnecessarily difficult to use. Last December I bought myself a video cassette recorder(VCR)described as "simple to use". In the first three weeks I failed repeatedly to program the machine to record from the TV, and after months of practice I still made mistakes. I am not alone. According to a survey last year by Ferguson, the British manufacturer, more than one in four VCR owners never use the *timer*(定时器) on their machines to record a programme: they don't use it because they've found it far too hard to operate.

So why do manufacturers keep on designing and producing VCRs that are awkward to use if the problems are so obvious? First, the problems we notice are not obvious to technically minded (有技术思想的) designers with years of experience and trained to understand how appliances work. Secondly, designers tend to add one or two features at a time to each model, whereas you or I face all a machine's features at once. Thirdly, although finding problems in a finished product is easy, it is too late by then to do anything about the design. Finally, if manufacturers can get away with selling products that are difficult to use, it is not worth the effort of any one of them to make improvements.

Some manufacturers say they concentrate on providing a wide range of features rather than on making the machines easy to use. But that gives rise to the question, "Why can't you have features that are easy to use?" The answer is you can.

Good design practice is a mixture of specific procedures and general principles. For a start, designers should build an original model of the machine and try it out on typical members of the public—not on colleagues in the development laboratory. Simple public trials would quickly reveal many design mistakes. In an ideal world, there would be some ways of controlling quality such as that the VCR must be redesigned repeatedly until, say, 90 percent of users can work 90 percent of the features correctly 90 percent of the time.

- 36. The author had trouble operating his VCR because _____.
 - A) he had neglected the importance of using the timer
 - B) the machine had far more technical features than necessary
 - C) he had set about using it without proper training
 - D) its operation was far more difficult than the designer intended it to be
- 37. According to the author, manufacturers _____.
 - A) should add more useful features to their machines
 - B) often fail to make their products easy to use
 - C) should make their appliances as attractive as possible
 - D) often fail to provide proper training in the use of their products
- 38. It seems that manufacturers will remain reluctant to make improvements unless
 - A) they can do so at a very low cost
 - B) they find their machines hard to operate

	C) they have diff	ficulty selling their pro	ducts	
	D) they receive a	lot of complaints abou	t their machines	•
39.	According to the	passage, before a VCF	R is sold on the market,	its original model should be
	tried out			
	A) among ordina	ry consumers who are	not technically minded	
		who are technically m		
		enced technicians and p		
		who are in charge of j		
40.	One of the reason	ns why VCRs are so di	fficult to use is that	·•
			the operational complex	
	_	eatures provided is unl		
		eal way of controlling o		
Y :		soften ignore the com		
	_			
Pa	ırt Ⅲ	Vocabular	y and Structure	(20 minutes)
				•
Dire				are four choices marked A), B),
				ark the corresponding letter on the
41		with a single line through		
41.			the building but he den	ied in the area on the
	night of the fire.		C) h	D) 1
12	A) to be	B) to have been	C) having been	
72.			very in his opening speed	
13		B) enhanced	C) elevated	D) clapped
73.	to traffic		ir, for it was completed	y deserted, and in any case
	A) inadequate	B) inaccessible	C) incompatible	D) insignificant
11	·			its burning temperature.
77.	_			D) would be heated
45				ocal people were into
75.	_	e was a good person.	solon, dictatore many h	nto
	A) betrayed	B) driven	C) deceived	D) convinced
46	•			o be printed is me.
70.	A) above	B) outside	C) beside	D) beyond
47		•	y an obvious increase in	•
47.	A) degraded	B) depressed	C) reduced	
10				D) lessened
40.				sor is to a professor,
		almost equally knowled		D) infi
	A) attached	B) subsidiary	C) previous	D) inferior

This book will show	w the readers	can be used in other	contexts.
A) how that they l	have observed	B) that h	now they have observed
C) how what they	have observed	D) that t	hey have observed
The plane,	its bombs exploding	as it hit the ground.	
A) smashed			D) crashed
He believed that th			
A) griefs			D) sorrows
your opinion	ns are worth consider		
_			•
A) As	B) Since	C) Provided	D) While
Although Asian cou			
_			
		inight, it is boine	what surprising now relatively
	_	C) Giving	D) Having given
			D) companions
			D) formerly
		=	· ·
			D) on
•			
		uncertain, the	scientists warned against treat-
		C) somewhat	D) anyway
			· -
			D) cope with
•			<u>-</u>
			ause-and-effect relationship be-
	una cancer reman		
A) to be shown		B) to have shown	
A) to be shownC) to have been shown	nwn	B) to have shown	* • • • • • • • • • • • • • • • • • • •
C) to have been sho		D) being shown	
C) to have been sho The economic crises	in that country have	D) being shown threatened the	_ of the government.
C) to have been sho The economic crises A) stability	in that country have B) capability	D) being shown threatened theC) persistence	_ of the government. D) permanence
C) to have been sho The economic crises A) stability Although most birds	in that country have B) capability s have only a negligib	D) being shown threatened the C) persistence le sense of smell, the	_ of the government. D) permanence sy have vision.
C) to have been sho The economic crises A) stability Although most birds A) vigorous	in that country have B) capability s have only a negligib B) exact	D) being shown threatened the C) persistence le sense of smell, the C) acute	_ of the government. D) permanence y have vision. D) vivid
C) to have been sho The economic crises A) stability Although most birds A) vigorous Rebecca me	in that country have B) capability s have only a negligib	D) being shown threatened the C) persistence le sense of smell, the C) acute	_ of the government. D) permanence y have vision. D) vivid
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	A) how that they let C) how what they The plane, A) smashed He believed that they and the believed that they are griefs your opinion importance on themy and abolish. Although Asian contries, there have be also also as a small the German end and the German end are also as a small the German end are also as a small the German end are griefly as a small that they are also are griefly as a cry wolf. A) preliminarily I don't think that they are also are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly as a cry wolf. A) anyhow The United States in the German end are griefly any any any any any any any any any an	A) how that they have observed C) how what they have observed The plane, its bombs exploding A) smashed B) crushed He believed that the greatest of his A) griefs B) misfortunes your opinions are worth consider importance on them. A) As B) Since The local government leaders are making A) abolish B) tackle Although Asian countries are generally tries, there have been several notable ex. A) conservative B) confidential the claim about German economesmall the German economy actually is. A) To give B) Given Although the two players are in the girl was a shop assistant, sheaf A) partners B) enemies The girl was a shop assistant, sheaf A) preliminarily B) presumably I don't think that this question is subore A) with B) to While admitting that this forecast was ing it as a cry wolf. A) anyhow B) somewhere The United States is trying to the A) put up with B) submit to Some people viewed the findings with can tween passive smoking and cancer remains	C) how what they have observed The plane, its bombs exploding as it hit the ground. A) smashed B) crushed C) plunged He believed that the greatest of his was that he'd new that he committee find insorted in possible for the committee find in the new that the new that he he he'd new that he he'd new that he serious problems crant he serious problems crant he he serious problems crant he

OJ. By moving the rade	ar beam around slo	owly in circles, we can	the surroundings.
A) explore	B) expose	C) exploit	D) expand
66. The Washington M	Ionument is a holl	ow shaft without a break_	its surface except for
the tiny entrance.			
A) in	B) with	C) from	D) to
67. The traffic police w	ere searching for e	vidence to prove the accused	man's, but in vain.
A) mistake	B) guilt	C) fault	D) defect
68. The world's great	est sporting event	, the Olympic Games, uph	olds the amateur ideal that
matters is n	not winning but pa	articipating.	
A) anything	B) it	C) what	. D) everything
69. Very few scientists	completely	y new answers to the world	's problems.
A) come up with	B) come out	C) come round	D) come up to
70. The police are susp	icious his v	words because he already ha	s a record.
A) to	B) at	C) on	D) of
		试卷二	
Part IV	Erro	or Correction	(15 minutes)
numbered line.			
and put the corr word in the corr	ections in the blank pr esponding blank. If	rovided. If you change a word, you add a word, put an inserti	e a word. Mark out the mistakes cross it out and write the correct on mark $($
and put the correspond in the correspond write the metallic blank. Example:	ections in the blank pr responding blank. If issing word in the bla	rovided. If you change a word, you add a word, put an inserti ink. If you delete a word, cross	cross it out and write the correct on mark (Λ) in the right place
and put the correspond in the correspond write the metallic blank. Example:	ections in the blank pr responding blank. If issing word in the bla	rovided. If you change a word, you add a word, put an inserti	cross it out and write the correct on mark (Λ) in the right place
and put the correword in the correand write the metalliank. Example: Television is rapidle	responding blank. If issing word in the bla	rovided. If you change a word, you add a word, put an inserti ink. If you delete a word, cross	cross it out and write the correct on mark (\(\) in the right place it out and put a slash(/) in the 1. time/times/period 2/
and put the correword in the correand write the metalliank. Example: Television is rapidle	responding blank. If issing word in the bla by becoming the li- having used for	rovided. If you change a word, you add a word, put an insertion. If you delete a word, cross terature of our periods.	cross it out and write the correct on mark (\land) in the right place it out and put a slash $(\)$ in the 1 . time/times/period
and put the correword in the correand write the mand write the mand blank. Example: Television is rapidle Many of the arguments a school subject are valid Most studies suggestame job and have the	responding blank. If issing word in the bla by becoming the li- having used for d for A study of tel est that when w	rovided. If you change a word, you add a word, put an insertion. If you delete a word, cross terature of our periods. the study of literature as levision.	cross it out and write the correct on mark (\(\Lambda\)) in the right place it out and put a slash(/) in the 1. time/times/period 2 3 the
and put the correword in the correand write the mand write the mand blank. Example: Television is rapidle Many of the arguments a school subject are valid Most studies suggestame job and have the	responding blank. If issing word in the bla by becoming the li- having used for d for A study of tel est that when w	rovided. If you change a word, you add a word, put an insertion. terature of our periods. the study of literature as levision.	cross it out and write the correct on mark (\(\) in the right place it out and put a slash (/) in the 1. time/times/period 2 3 the
and put the correword in the correand write the metallank. Example: Television is rapidle Many of the arguments a school subject are valided Most studies suggestate job and have the similar. Most of the	responding blank. If issing word in the blank by becoming the li- having used for d for A study of tel sest that when we same experience, dollar differences	rovided. If you change a word, you add a word, put an insertion. If you delete a word, cross terature of our periods. the study of literature as levision.	cross it out and write the correct on mark (\(\) in the right place it out and put a slash (/) in the 1. time/times/period 2 3 the
and put the correword in the correand write the metablank. Example: Television is rapidle Many of the arguments a school subject are valided as a school sub	responding blank. If issing word in the blank by becoming the li- having used for d for study of tel est that when w same experience, dollar differences hore recently empether women who	rovided. If you change a word, you add a word, put an insertion. terature of our periods. the study of literature as levision. comen and men do the pay rates tend to be stem from fact that ployed and have more to have started a career	cross it out and write the correct on mark (\(\Lambda\)) in the right place it out and put a slash(/) in the 1. time/times/period 2 3 the
and put the correword in the correword in the correand write the mandal blank. Example: Television is rapidle Many of the arguments a school subject are valided Most studies suggestame job and have the similar. Most of the women tend to be manyears on the job. When will attain pay equality	responding blank. If issing word in the blank by becoming the li- having used for d for \(\Lambda \) study of tel test that when w same experience, dollar differences fore recently empether women who with men rest o	rovided. If you change a word, you add a word, put an insertion. If you delete a word, cross terature of our periods. the study of literature as levision. Tomen and men do the pay rates tend to be stem from fact that ployed and have more on have started a career on at least two factors.	cross it out and write the correct on mark (\(\) in the right place it out and put a slash (/) in the 1. time/times/period 2 3 the
and put the correword in the correand write the metablank. Example: Television is rapidle Many of the arguments a school subject are valided as a school sub	responding blank. If issing word in the blank blank is issued for a study of telest that when we same experience, dollar differences wore recently empether women who with men rest of the continue part is	rovided. If you change a word, you add a word, put an insertion. If you delete a word, cross terature of our periods. the study of literature as levision. Tomen and men do the pay rates tend to be stem from fact that ployed and have more on have started a career on at least two factors. time at their jobs after	cross it out and write the correct on mark (\Lambda) in the right place it out and put a slash(/) in the 1. time/times/period 2
and put the correword in the correand write the manblank. Example: Television is rapidle Many of the arguments a school subject are valided as a school subj	ections in the blank processions word in the blank of issing word in the blank by becoming the limited having used for a differences where the experience, dollar differences where women who with men rest of the continue part to break in their empressions.	rovided. If you change a word, you add a word, put an insertion. If you delete a word, cross the study of literature as levision. Tomen and men do the pay rates tend to be stem from fact that ployed and have more on at least two factors. It time at their jobs after ployment, or a decision	cross it out and write the correct on mark (\(\Lambda\)) in the right place it out and put a slash (/) in the 1. time/times/period 2. / 3 71 72 73
and put the correword in the correand write the manblank. Example: Television is rapidle Many of the arguments a school subject are valided as a school subj	ections in the blank processions word in the blank issing word in the blank by becoming the like having used for a d for a study of telest that when we same experience, dollar differences wore recently empether women who with men rest of a continue part to break in their empirical slow its rai	rovided. If you change a word, you add a word, put an insertion. If you delete a word, cross terature of our periods. the study of literature as levision. Tomen and men do the pay rates tend to be stem from fact that ployed and have more on at least two factors. It time at their jobs after ployment, or a decision sees and promotions—	cross it out and write the correct on mark (\(\) in the right place it out and put a slash (/) in the 1. time/times/period 2. /