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ENGLISH

全国专业技术人员职称英语等级考试

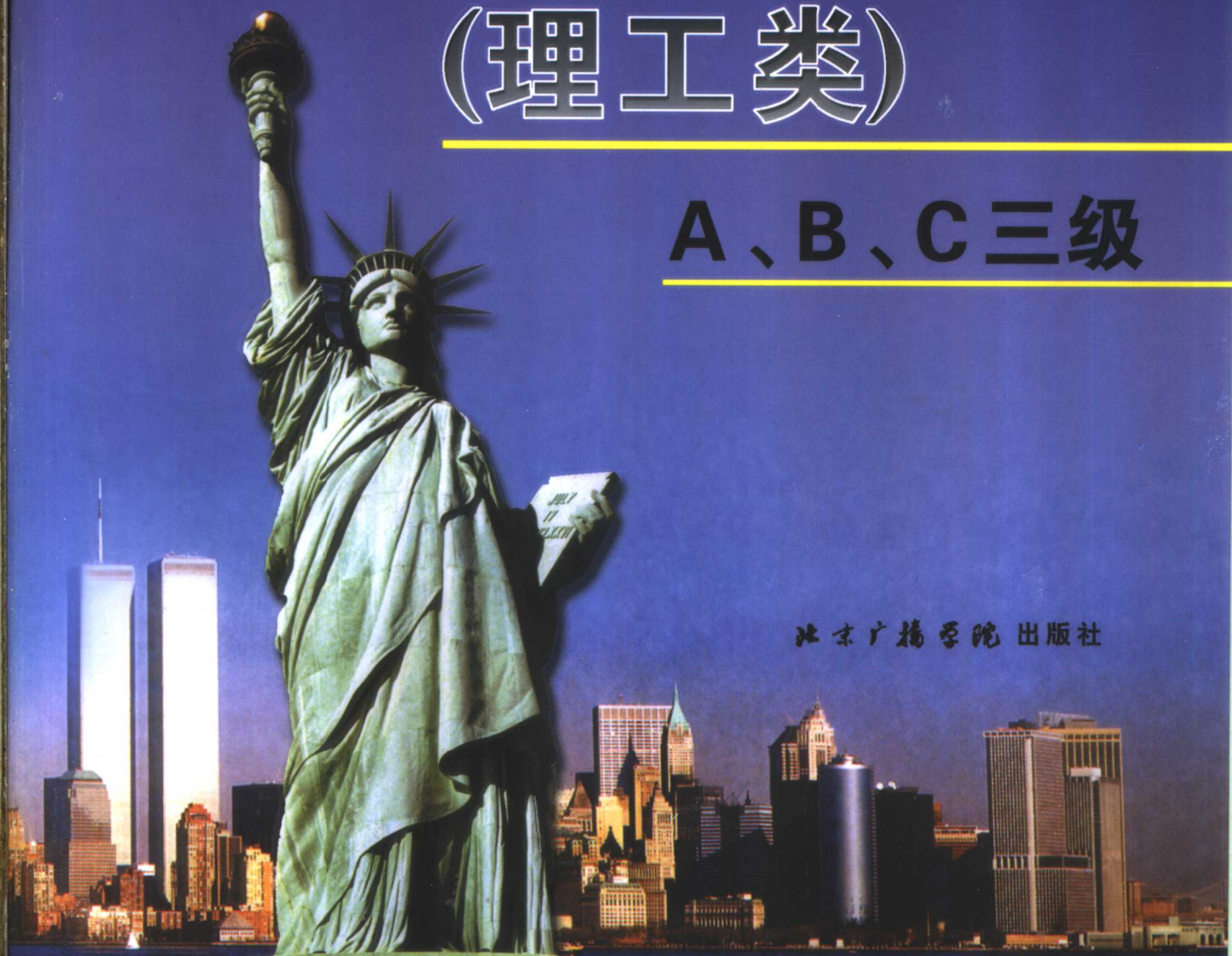
# 命题预测试卷

职称英语等级考试命题研究组 审定  
北京外国语大学 胡利平 主编

## (理工类)

### A、B、C三级

北京广播学院出版社



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# 前 言

全国专业技术人员职称英语等级考试,是由国家人事部组织实施的一项外语考试。根据英语在不同专业领域活动中的应用特点,结合专业技术人员掌握和应用英语的实际情况,对申报不同级别职称的专业技术人员的英语水平提出了不同的要求。全国专业技术人员职称英语等级考试共分三个专业类别:综合类、理工类、卫生类。每个专业类别的考试各分 A、B、C 三个等级。

职称英语等级考试的测试重点,是考查应试者的阅读理解能力。自实行全国统一考试以来,经多年的考试实践经验总结,不同专业类别的 A、B、C 级考试其试题题型、题量、考试重点及评价目标已趋于统一和稳定,国家人事部人事考试中心也组编了职称英语考试指定用书,作为应试者学习、辅导培训和统考命题的依据。

大量成功的事实说明,在实际应试备考复习过程中,仅仅阅读指定用书是远远不够的,为了应试成功,取得理想成绩,必须研读相关辅导教材,在理解、掌握考试大纲规定内容的基础上,大量地做练习题,通过大量的做练习,理解考试内容,抓住考试重点,提高考试技巧,便能举一反三,事半功倍。正是为此目的,由北京外国语大学的专家、教授主笔,精心编写了这套以高质量、高水平、高命中率为特色的命题预测试卷,以满足广大应试者积极备考的需要。

本系列职称英语等级考试命题预测试卷分三个专业类别,即综合类、理工类、卫生类,每个类别分 A、B、C 三个等级,每个级别各五套命题预测题,其题型、题量、难易程度与国家统考完全一致。每道预测题,不仅给出标准答案,而且有解析,阐述了该答案的依据和思路,使考生既知其然,又知其所以然,是不可多得的优秀辅导用书。

由于编写时间仓促,难免有疏漏或不当之处,敬请广大应试者,读者和同仁批评指正。

职称英语等级考试命题研究组

2004 年 3 月

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# 第一部分 职称英语等级考试理工类

## A、B、C 级命题预测试卷

全国专业技术人员职称英语等级考试

理工类

A 级

### 命题预测试卷(一)

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

下面共 15 个句子,每个句子中均有 1 个词或短语划有底横线,请从每个句子后面所给的 4 个选项中选择 1 个与划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. They promised to abide by the rules of the contest.

A. catch

B. follow

C. implement

D. measure

2. If you want to reserve a room, you'd better to phone the hotel in advance.

A. beforehand

B. afterwards

C. upward

D. backward

3. The cardinal rule in working with large powerful animals is never to take any risks.

A. strict

B. minor

C. important

D. final

4. It's rare for the villagers to meet notables in their remote village.

A. leaders

B. gangsters

C. robbers

D. celebrities

5. It's shameful of you to deceive the teacher.  
A. cheat  
B. rebel  
C. defy  
D. revenge
6. He's regarded as being rather eccentric.  
A. normal  
B. crazy  
C. unusual  
D. mad
7. He has been deeply fascinated by her.  
A. attracted  
B. indulged  
C. deceived  
D. hated
8. This is a genuine Chinese painting drawn by Qi Baishi.  
A. false  
B. expensive  
C. real  
D. native
9. We aim to do better at harnessing the skills and talents of our workforce.  
A. developing  
B. using  
C. improving  
D. cultivating
10. After the death of her only son, the old woman became insane.  
A. cruel  
B. kind  
C. mad  
D. silent
11. The company accepts no liability for damages caused by bad weather.  
A. reason  
B. delay  
C. risk  
D. responsibilities
12. The number of population around the globe has multiplied during the past centuries.  
A. increased  
B. decreased  
C. stopped  
D. developed
13. Don't find fault with her. After all, she is a novice.  
A. beginner  
B. freshman  
C. veteran  
D. leader
14. She blames me for causing her failure in the exam. That's outrageous.  
A. rude  
B. funny  
C. unreasonable  
D. interesting
15. There are many parallels between the two attacks.  
A. similarities  
B. differences  
C. gaps  
D. equalities



## 第2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,短文后列了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;如果该题提供的是错误信息,请在答题卡上把B涂黑,如果该句的信息文章中并没有提及,请在答题卡上把C涂黑。

Every day 25 million U. S. children ride school buses. The safety record for these buses is much better than for passenger cars; but nevertheless, about 10 children are killed each year riding on large school buses, and nearly four times that number are killed outside buses in the loading zones. By and large, however, the nation's school children are transported to and from school safely.

Even though the number of school bus *casualties* (伤亡事故) is not large, the safety of children is always of intense public concern. While everyone wants to see children transported safely, people are divided about what needs to be done — particularly whether seat belts should be *mandatory* (强制性的).

Proponents of seat belts on school buses — many of them parents and medical organizations — argue that seat belts are necessary not only to reduce fatality and injury, but also to teach children lessons about the importance of using them routinely in any moving vehicle. A side benefit, proponents point out, is that seat belts help keep children in their seats, away from the bus driver.

Opponents of seat belt installation suggest that children are already well protected by the school buses that adhere to the National Highway Traffic Safety Administration's (NHTSA) safety requirements set in 1977. They also believe that many children won't wear seat belts anyway, and that they may damage the belts or use them as weapons to hurt other children.

A new Research Council report on school bus safety suggests that there are alternate safety devices and procedures that may be more effective and less expensive. For example, the study committee suggested that raising seat backs four inches may have the same safety effectiveness as seat belts.

The report sponsored by the Department of Transportation at the request of Congress, reviews seat belts extensively while taking a broader look at safety in and around school buses.

16. Each year, children killed outside buses in the loading zones are about 10.

A. Right                      B. Wrong                      C. Not Mentioned

17. National Highway Traffic safety Administration has the greatest degree of control of the school buses safety.

A. Right                      B. Wrong                      C. Not Mentioned

18. The Department of Transportation may either take the idea of seat belts or other measures when it reviews the whole situation.

A. Right                      B. Wrong                      C. Not Mentioned

19. The best title of the passage may be Making School Buses Even Safer for Children.

A. Right                      B. Wrong                      C. Not Mentioned

20. Most children in U.S ride school buses to school.

A. Right                      B. Wrong                      C. Not Mentioned

21. The number of school bus casualties is increasing year by year.

A. Right                      B. Wrong                      C. Not Mentioned

22. Some children on a school bus like to leave their seats and disturb the bus-driver.

A. Right                      B. Wrong                      C. Not Mentioned

### 第 3 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 ~ 5 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。

#### Do Animals Communicate?

1. When we think of communication, we normally think of using words-talking face-to-face, writing messages and so on. But in fact we communicate far more in other ways. Our eyes and facial expressions usually tell the truth even when our words do not.

2. Then there are gestures, often unconscious: raising the eyebrows, rubbing the nose, shrugging the shoulders<sup>①</sup>, tapping the fingers, nodding and shaking the head. There is also the even more subtle<sup>②</sup> "body-language" of posture: are you sitting-or standing-with arms or legs crossed? Is that person standing with hands in pockets, held in front of the body or hidden behind? Even the way we dress and the colors we wear communicate things to others.

3. So, do animals communicate? Not in words, although a parrot might be trained to repeat words and phrases which it does not understand. But, as we have learnt, there is more to communication than words.

4. Take dogs for example. They bare their teeth to warn, wag their tails to welcome and stand firm, with hair erect, to challenge. These signals are surely the canine<sup>③</sup> equivalent<sup>④</sup> of the human body-language of facial expression, gesture and posture.

5. Color can be an important means of communication for animals. Many birds and fish change color, for example, to attract partners during the mating<sup>⑤</sup> season. And mating itself is commonly preceded<sup>⑥</sup> by a special dance in which both partners participate.

6. Here, again, there are striking similarities to youngsters who dress up to meet partners at discotheques<sup>⑦</sup>, where the music is often too loud for verbal communication. Communication there takes place through appearance and movement.

7. The most elaborate<sup>⑧</sup> dances in the animal kingdom are those which bees use to communicate. With body movements alone they can tell other bees the direction and distance of a newly - discovered food source.

8. All these examples may suggest instinctive<sup>⑨</sup> rather than intelligent communication. But human body-language is largely instinctive, too. And, in many ways, body-language says far more than intelligent, verbal communication ever can.

**Notes :**

① shrug the shoulder 耸肩

② subtle a. 微妙的

③ canine a. 犬的

④ equivalent n. 等价物

⑤ mate v. 交配

⑥ precede v. 优先; 前导

⑦ discotheque n. 迪斯科舞厅

⑧ elaborate a. 精巧的; 复杂的

⑨ instinctive a. 本能的

23. Paragraph 2 \_\_\_\_\_

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

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

26. Paragraph 7 \_\_\_\_\_

A. Communication among bees.

B. Bees can dance well.

C. Color in communication.

D. Gestures and postures of humans.

E. How dog communicate?

F. Body language.

27. Gestures like rubbing the nose are often \_\_\_\_\_.

28. when a dog wag its tail, it means \_\_\_\_\_.

29. During the mating season, birds \_\_\_\_\_.

30. With dancing, bees can tell \_\_\_\_\_.

A. Welcome and friendliness

B. newly-discovered food source

C. the danger

D. unconscious

E. change color

F. move their body

**第 4 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, 每道题后面有 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

Passage 1

Psychologist George Spilich and colleagues at Washington college in Chestertown, Maryland, decided to find out whether, as many smokers say, smoking helps them to “think and concentrate.” Spilich put young non-smokers, active smokers and smokers *deprived* (被剥夺) of cigarettes through a series of tests.

In the first test, each *subject* (试验对象) sat before a computer screen and pressed a key as soon as he or she recognized a target letter among a grouping of 96. In this simple test, smokers, deprived smokers and non-smokers performed equally well.

The next test was more complex, requiring all to scan sequences of 20 identical letters and respond the instant one of the letters transformed into a different one. Non-smokers were faster, but under the stimulation of *nicotine* (尼古丁), active smokers were faster than deprived smokers.

In the third test of short-term memory, non-smokers made the fewest errors, but deprived smokers committed fewer errors than active smokers.

The fourth test required people to read a passage, then answer questions about it. Non-smokers remembered 19 percent more of the most important information than active smokers, and deprived smokers bested those who had smoked a cigarette just before testing. Active smokers tended not only to have poorer memories but also had trouble separating important information from insignificant details.

“As our tests became more complex,” sums up Spilich, “nonsmokers performed better than smokers by wider and wider margins”. He predicts, “smokers might perform adequately at many jobs—until they got complicated. A smoking airline pilot could fly adequately if no problems arose, but if something went wrong, smoking might damage his mental capacity.”

31. The purpose of George Spilich's experiments is \_\_\_\_\_.

- A. to test whether smoking has a positive effect on the mental capacity of smokers
- B. to show how smoking damages people's mental capacity
- C. to prove that smoking affects people's regular performance
- D. to find out whether smoking helps people's short-term memory

32. George Spilich's experiment was conducted in such a way as to \_\_\_\_\_.

- A. compel the subjects to separate major information from minor details
- B. put the subjects through increasingly complex tests
- C. check the effectiveness of nicotine on smokers
- D. register the prompt responses of the subjects

33. The word “bested” (Line 3, Para. 5) most probably means \_\_\_\_\_.

- A. beat
- B. envied
- C. caught up with
- D. made the best of

34. Which of the following statements is true?

- A. Active smokers in general performed better than deprived smokers.

- B. Active smokers responded more quickly than the other subjects.  
 C. Non-smokers were not better than other subjects in performing simple tasks.  
 D. Deprived smokers gave the slowest responses to the various tasks.
35. We can infer from the last paragraph that \_\_\_\_\_.
- A. smokers should not expect to become airline pilots  
 B. smoking in emergency cases causes mental illness  
 C. no airline pilots smoke during flights  
 D. smokers may prove unequal to handling emergency cases

## 第二篇

## Passage 2

Today, more and more people are using credit cards instead of money to buy the things they need. Almost anyone who has a steady income and a continuous work record can apply for a credit card.

If you have a credit card, you can buy a car, eat a dinner, take a trip, and even get a haircut by charging the cost to your account. In this way you can pay for purchases a month or two later, without any extra charge. Or you may choose to spread out your payments over several months and pay only part of the total amount each month. If you do this, the credit card company or the bank who *sponsors* (经办) the credit card will add a small service charge to your total bill. This is very convenient for the customer. With the credit card in your wallet or purse, you don't have to carry much cash. This saves your trips to the bank to cash checks or withdraw cash. Also if you carry credit cards instead of a lot of cash, you don't have to be concerned about losing your money through carelessness or theft. The card user only has to worry about paying the final bill. This of course can be a problem if you charge more than you can pay for.

Credit cards are big business. Americans spend \$16 billion a year on cards and there are already 590 million of them in circulation. Many banks sponsor their own credit card companies and issue cards free to their customers. Other credit card companies charge their member annual *dues* (费用). The stores that accept credit cards must pay a small fee to the credit card company—a percentage of the purchase price of the merchandise or service. In turn, the credit card company promptly pays the store for the merchandise or service. Credit card companies make a profit from the fees they charge the store and also from the fees collected from customers who pay for their charges in monthly installments. However, credit card companies sometimes have problems collecting undue payments from unreliable customers. Also the use of stolen, lost, or counterfeit credit cards by criminals has become a big headache for the credit card company that is responsible for the goods and services illegally charged to its customers' account.

36. The main purpose of this text is \_\_\_\_\_.
- A. to give you some instructions on how to use the credit cards  
 B. to promote the sale of credit cards  
 C. to persuade you not to buy credit cards  
 D. to explain credit card economy
37. Why are more and more people using credit card?

- A. Because everyone can apply for the credit.
  - B. Because they are becoming richer and richer.
  - C. Because it is cheap to buy goods by using a credit card.
  - D. Because it is convenient for them to buy goods.
38. According to the author, which of the following statements is NOT true?
- A. With a credit card you can pay for purchases two months later.
  - B. With a credit card you can charge the cost to your account.
  - C. With a credit card you don't have to be worried about a thief.
  - D. With the credit card you don't have to worry about your final bill.
39. In the text, "Credit cards are big business" means that \_\_\_\_\_.
- A. credit card banks earn a lot of money
  - B. credit cards are sold at a high price
  - C. every customer has bought a credit card
  - D. customers must pay a lot of money to the credit card companies
40. The credit companies have difficulties in \_\_\_\_\_.
- A. charging a little money from the stores that accept credit cards
  - B. finding the owners of lost credit cards
  - C. gathering overdue payments
  - D. charging a little money from their customers' account for the service

### 第三篇

#### Passage 3

Intelligence tests are chiefly measures of scholastic *aptitude*<sup>①</sup>. Most educators and psychologists regard them as reasonable and good predictors of academic success. Indeed, a strong relationship between IQ and academic achievement is built into intelligence tests, and that what we have come to mean by intelligence is the probability of acceptable school performance. While errors in prediction are usually not large for groups, it is possible that the use of an IQ test score alone for a single individual may result in a relatively large error in prediction. Further, an individual's IQ, unlike his or her blood type, is not fixed or unchanging. It varies from time to time even under ideal testing conditions. Plus, it is *amenable*<sup>②</sup> to modification by environmental *interventions*.<sup>③</sup>

It is not possible to predict success in all of life's *endeavors*<sup>④</sup> from a test designed to predict academic success. The more the real-life situation differs from that of the school environment, the less valid the scores from intelligence tests will be in making predictions about an individual's future performance (and thus the less willing we should be to make inferences about a person's intelligence in a nonschool area of functioning). For instance, intelligence tests are not necessarily relevant to various occupations requiring mechanical and artistic talents. Nor are intelligence tests designed to tell us about children's curiosity, their ability to get along with people, or their chances to become active and responsible members of society.

Proponents of intelligence testing say that knowledge of general aptitude scores can assist a teacher in

making decisions about the kind and level of material with which to provide each student. They argue that good teaching dictates that teachers design instructional strategies in accordance with the differing aptitude of their students. When combined with other test results and classroom observations, an IQ score can prove to be a helpful tool. However, it is crucial that teachers recognize that a single IQ score provides, at best, an exceedingly tentative estimate of a student's scholastic aptitude.

**Notes:**

- ① **aptitude**['æptitjʊd] *n.* 自然倾向;能力
- ② **amenable**['əminəbl] *adj.* 顺从的,服从的
- ③ **intervention**[intə'venʃən] *n.* 干涉,干预,妨碍
- ④ **endeavor**[in'devə] *v. & n.* 努力,尽力

41. The passage is intended to \_\_\_\_\_.  
 A. give a relatively perfect definition to "intelligence"  
 B. tell the relationship between an individual's IQ test score and his academic performance  
 C. suggest a correct attitude toward IQ tests  
 D. show how to make an IQ test predict an individual's ability with less errors
42. According to the first paragraph, which of the following is true?  
 A. A person's IQ score remains constant regardless of changes in testing conditions.  
 B. One who scores high in an IQ test is bound to be a successful student.  
 C. The use of IQ scores to predict an individual's future success is not so reliable.  
 D. IQ tests are useful to test the ability of a group, but not the ability of an individual.
43. In the author's opinion, the higher validity of IQ tests can be achieved if \_\_\_\_\_.  
 A. the tests involve some mechanical skills  
 B. what are tested matches a candidate's future career  
 C. the tests are taken without environmental interventions  
 D. an individual's personality is taken into consideration
44. The author's attitude toward intelligence test is \_\_\_\_\_.  
 A. doubtful                      B. neutral  
 C. positive                      D. objective
45. The word "tentative" in the last line means \_\_\_\_\_.  
 A. not definite or decisive    B. moderate  
 C. not precise of sensible    D. revealing

**第5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来的位置,以恢复文章原貌。请将答案涂在答题卡相应的位置上。

**Some Facts About America's Education**

Beyond high school, Americans have many chances for higher education. In contrast to other countries the US has no national college entrance exam. 46 Universities decide which tests students must take. In addition to test scores, university officials also consider applicants' high school grades and other activities. Universities give scholarships and financial aid to help many who cannot afford the high tuition costs. Students with less academic goals may enroll in vocational schools or community colleges.

The American style of education, compared to that of other countries, is quite informal. 47 American teachers encourage students to think for themselves. Instead of grading students only on test scores, teachers evaluate papers, group projects and class participation as well. Students often have to think creatively to solve problems—not just memorize facts. 48 In this way, classrooms illustrate the American emphasis on individual responsibility.

Freedom of choice is another American value not absent from school life. 49 These electives allow students to study subjects that interest them. The menu of choices might include typing, band and home economics, as well as special academic classes. Other activities occupy students' time after school hours. Most schools have sports teams, clubs and publications that give students valuable experiences.

50 Teachers in America fight to control cheating and *plagiarism*<sup>①</sup>. Drugs, violence, sex and peer pressure interfere with students' education. Test scores are declining. In light of these issues, American teachers have an important and challenging job. They must instill cultural and moral values, as well as knowledge, in young American citizens.

Notes:

① *plagiarism* ['pleidʒəraizəm] *n.* 剽窃

- A. In fact, the casual class atmosphere often amazes international students.
- B. In addition to their required course, high school and college students may choose elective course.
- C. The American system of education is far from perfect.
- D. Instead, private companies give exams to students.
- E. Students have to work out every problem by themselves.
- F. Students also learn how to do research by using resource materials to find their own answers.

第 6 部分:完形填空(第 51 ~ 65 题,每题 1 分,共 15 分)

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

Though *salivation* (分泌唾液) is 51, Pavlov noticed that dog would salivate not just when it was eating, 52 when it saw the man who usually 53 it. In Pavlov's early experiments he simply showed the dog some bread, which he then 54 it to eat. After a while the 55 of the experimenter was enough to make the dog salivate. We cannot call this a natural reflex 56 a dog does not normally salivate at the sight of man. It is 57 psychologists call a "*conditioned response*" (条件反射反应). The dog has been taught, or "conditioned", to salivate when he sees the man.



Having decided to study this, Pavlov 58 scientific methods for doing so. In order to make sure the experimenter did not 59 the dog and experimenter were put in separate rooms. Pavlov even put the dog in a kind of frame to make it stand still. He invented a system of tubes for giving the dog food, and watched what happened from outside the room. He found that he could 60 the dog to salivate at almost any event—when a bell rang or a light flashed, for example—as long as this event was 61 by food.

The American psychologist Skinner developed this idea of conditioning. He could condition animals to do quite 62 things by using a technique he called “shaping”. He could teach pigeons, for example, to play table tennis. At first he gave them a 63 for knocking the ball a short distance 64 the right direction. Slowly he increased the distance they must knock the ball before getting the reward, and eventually they received it 65 when they knocked the ball past their opponent.

- |                  |               |                |                 |
|------------------|---------------|----------------|-----------------|
| 51. A. usual     | B. unusual    | C. funny       | D. natural      |
| 52. A. but       | B. but also   | C. then        | D. and          |
| 53. A. feed      | B. looked to  | C. fed         | D. took care of |
| 54. A. allowed   | B. promised   | C. permitted   | D. forced       |
| 55. A. look      | B. appearance | C. sight       | D. small        |
| 56. A. because   | B. when       | C. before      | D. some         |
| 57. A. that      | B. what       | C. which       | D. while        |
| 58. A. created   | B. invented   | C. developed   | D. refined      |
| 59. A. disturb   | B. attract    | C. anger       | D. satisfy      |
| 60. A. condition | B. make       | C. train       | D. help         |
| 61. A. provided  | B. followed   | C. supplied    | D. compensate   |
| 62. A. simple    | B. easy       | C. complicated | D. interesting  |
| 63. A. reward    | B. medal      | C. model       | D. beat         |
| 64. A. at        | B. for        | C. in          | D. on           |
| 65. A. only      | B. just       | C. single      | D. yet          |