

# 大学英语 水平测试 集注



## 三级

栗长江 主编

北京理工大学出版社

# 大学英语水平测试集注

## (三级)

主 编	栗长江		
副主编	孙彩花		
编 者	王海涛	孙彩花	李 靖
	孟桂新	栗长江	梁文霞

北京理工大学出版社

## 内 容 简 介

本书是以上海外语教育出版社出版的《大学英语》第3册教材及最新修订的《大纲》为蓝本,在参考目前流行的几种大学英语教材(新英语教程、核心英语等)、认真总结教学经验的基础上编写而成的。全书按四级考试最新题型设计出12套模拟试题,每套试题包括词汇与语法结构、阅读理解、翻译(英译汉)、完形填空、短文写作等五种题型,每套试题后都配有答案及详细的注释,供考生自评、解惑之用。

本书旨在帮助学生掌握基本知识,把握应试技巧,提高综合运用英语的能力。虽然不提倡“题海战术”,但适量做些练习题,对巩固、深化所学知识是大有裨益的。

本书适合于大学二年级学生、大学专科生、自学考试者、成人高校学员及广大英语爱好者参考使用。

## 图书在版编目(CIP)数据

大学英语水平测试集注(三级)/栗长江主编. —北京:北京理工大学出版社,1999.7  
ISBN 7-81045-556-7

I. 大… I. 栗… III. 英语-高等学校-水平考试-学习参考资料 IV. H31

中国版本图书馆CIP数据核字(1999)第11184号

责任编辑:刘京凤 责任校对:陈玉梅

北京理工大学出版社出版发行  
(北京市海淀区白石桥路7号)

邮政编码 100081 电话(010)68912824

各地新华书店经售

国防科工委印刷厂印刷

787毫米×1092毫米 16开本 12.25印张 269千字

1999年7月第1版 1999年7月第1次印刷

印数:1—6000册 定价:14.50元

※图书印装有误,可随时与我社退换※

## 前 言

学生做适当适量的练习题，对于巩固、深化所学知识是大有裨益的。学生们经过高考走进大学，大大松了一口气——从茫茫题海中摆脱出来，顿感轻松了许多。因此，在进入大学之后，可以说大多数学生已经很少或几乎不做测试题了，这样所学的知识往往并不是很扎实。鉴于此，笔者希望学生买些有关书籍适当做些练习题，以补缺陷。可是学生们买回来的书使我愕然，因为大多数学生买回的都是四级或者六级的书，甚至还有英语专业四级的书，在一年级便做此类题目未免早矣！为此，笔者特地走访了几家书店，四、六级的书不下几十种，唯不见一、二、三级的书籍，但学生们并不是不需要此类的辅导用书，这便是促使笔者编写这套书的最大动机。

这套书包括三册（按一级、二级、三级分册），与《大学英语》一、二、三册同步使用，采用最新题型，旨在帮助学生不断巩固所学英语语言基础知识，提高运用英语语言的基本技能，增强参加四、六级考试的应试能力，从平时抓起，为顺利通过四、六级考试打下良好的铺垫。

本书是其中的第三册，共有 12 套模拟试题，内容包括：词汇与语法结构、阅读理解、翻译（英译汉）、完形填空、短文写作等五部分，并配有答案及详细的注释，供学生自评、解惑之用。

本书可配合课堂学习使用，也可作为平时或阶段训练之用，还可供广大同等水平的学习者自测、提高之用。

应该提起读者注意的是“题无止境”，量变的不是做了多少道题，而是通过一道题掌握一类题，掌握灵活运用英语的能力。

由于时间及水平有限，书中不当之处在所难免，诚请广大读者及外语界同行不吝批评、指正。

编 者

1999 年 4 月于北京

# 目 录

College English Test 1 .....	( 1 )
答案及注释 .....	( 11 )
College English Test 2 .....	( 16 )
答案及注释 .....	( 25 )
College English Test 3 .....	( 30 )
答案及注释 .....	( 39 )
College English Test 4 .....	( 44 )
答案及注释 .....	( 52 )
College English Test 5 .....	( 57 )
答案及注释 .....	( 66 )
College English Test 6 .....	( 71 )
答案及注释 .....	( 80 )
College English Test 7 .....	( 84 )
答案及注释 .....	( 94 )
College English Test 8 .....	( 98 )
答案及注释 .....	( 106 )
College English Test 9 .....	( 110 )
答案及注释 .....	( 119 )
College English Test 10 .....	( 123 )
答案及注释 .....	( 132 )
College English Test 11 .....	( 136 )
答案及注释 .....	( 144 )
College English Test 12 .....	( 150 )
答案及注释 .....	( 158 )
附录：常考重点词构成的词组 .....	( 163 )

# College English Test 1

## (Band Three)

### Part I Vocabulary and Structure (15%)

**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 that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

1. Can you \_\_\_\_\_ to it that no one touches this machine?  
A. ensure.                      B. assure.                      C. see.                      D. guarantee.
2. There is no \_\_\_\_\_ in going to school if you are not willing to learn.  
A. reason                      B. purpose                      C. aim                      D. point
3. With all the books he needed \_\_\_\_\_, Jack left the bookstore for home.  
A. buying                      B. to be bought                      C. bought                      D. to have been bought
4. It's on the top shelf, and it is \_\_\_\_\_.  
A. for distance                      B. for touch  
C. out of reach                      D. out of attempt
5. If a leader makes decisions without conducting investigations, he is being \_\_\_\_\_.  
A. rude                      B. reckless                      C. arbitrary                      D. ignorant
6. We cannot expect him to continue these activities under such unfavorable \_\_\_\_\_.  
A. consequences                      B. excuses                      C. positions                      D. circumstances
7. During their occupation of China, the Japanese invaders \_\_\_\_\_ many horrible crimes against the Chinese people.  
A. made                      B. committed                      C. took                      D. conducted
8. They climbed inside the wooden framework of the horse's gigantic body and waited, knowing that this desperate venture would end either in their own deaths \_\_\_\_\_ the destruction of Troy.  
A. and                      B. and in                      C. or                      D. or in
9. For while these great warriors lay \_\_\_\_\_ inside the horse, the Greek army had boarded their ships by night and sailed away.  
A. hiding                      B. to hide                      C. hidden                      D. and hide
10. The people came out of the city, singing and dancing and offering thanks to the gods \_\_\_\_\_ was their deliverance.  
A. for what they imagined                      B. to their imagination

- C. to that they imagined                      D. for they imagined
11. In particular they wondered at the huge horse and made all kinds of guesses \_\_\_\_\_ the purpose for which it had been made.  
A. to                      B. for                      C. as to                      D. with to
12. Many other events were to confirm them \_\_\_\_\_.  
A. their folly                      B. to their folly  
C. in their folly                      D. by their folly
13. What do you think has \_\_\_\_\_ Mary \_\_\_\_\_ her parents.  
A. changed/away                      B. turned/away  
C. turned/against                      D. forced/for
14. The dispute at the moment \_\_\_\_\_ whether we should go on with the experiment.  
A. revolves against                      B. revolves around  
C. centers to                      D. centers for
15. \_\_\_\_\_ in 1635, the Boston Latin School is the oldest public school in the United States.  
A. Founded                      B. Founding                      C. To found                      D. Having found
16. The jury \_\_\_\_\_ Peter of having committed the crime and he was sentenced to life imprisonment.  
A. confirmed                      B. assured                      C. accused                      D. charged
17. Mr. Smith was \_\_\_\_\_ the Peace Prize for his great contributions to the peace progress in the Middle East.  
A. informed                      B. rewarded                      C. awarded                      D. offered
18. Mrs Clemens \_\_\_\_\_ the taxi driver \$5 for being so polite and helpful.  
A. awarded                      B. granted                      C. assigned                      D. tipped
19. The old lady has bought a pair of spectacles, which she can never \_\_\_\_\_ when doing some sewing.  
A. do with                      B. do up                      C. do away                      D. do without
20. Anyone who is dreaming of a journey to the moon can get a little foretaste of it \_\_\_\_\_ about on the dead volcanic cones of Easter Island.  
A. in climb                      B. in climbing  
C. in the climbing                      D. by climbing
21. In the modern world salt has many uses \_\_\_\_\_ the dining table.  
A. out of                      B. outside of  
C. away from                      D. beyond
22. It is highly desirable that a new President \_\_\_\_\_ for the university.  
A. be appointed                      B. appoint  
C. will be appointed                      D. is appointed
23. A man's character \_\_\_\_\_ be judged by the jokes he tells.  
A. can                      B. will                      C. is to                      D. is going to

24. \_\_\_\_\_ 1998 did the university begin to enroll foreign students.  
A. Only in            B. As early as            C. Not until            D. Not since
25. They don't object \_\_\_\_\_ the meeting until Friday.  
A. to our postponing            B. for postponing  
C. that we postpone            D. to postpone
26. The population of some urban cities has \_\_\_\_\_ doubled in the past several years.  
A. larger than            B. as great as            C. more than            D. as many as
27. You could find he was surprised from the \_\_\_\_\_ on his face.  
A. shock            B. appearance            C. sight            D. look
28. No \_\_\_\_\_ woman would go alone to a bar like that one.  
A. respectable            B. respectful            C. respecting            D. respective
29. They can employ a guide to \_\_\_\_\_ them on their way up the mountain.  
A. guide            B. conduct            C. lead            D. bring
30. It \_\_\_\_\_ that Rosemont's insurance company decided that fighting Rudman's civil rights suit wasn't worth the legal expense.  
A. turned away            B. turned against  
C. turned out            D. turned to

## Part II Reading Comprehension (40%)

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

On the night of July 6, 1943, a plane took off from an Air Force base in England to intercept German fighters over the English Channel. Piloting the plane was Captain Thomas Nash. Looking westward, Nash saw twelve orange lights in a row, moving at a fantastic rate of speed. A veteran flyer, he had never seen anything like them. Thinking they might be a new German weapon, he decided to give chase. But when he swung the plane around and headed directly for the lights, they vanished.

Captain Nash may have been the first to see such orange lights but he wasn't the last. His experience was repeated many times by pilots during World War II, both in Europe and the Far East.

What were they? No one knows for sure, but there is an interesting theory to account for them. According to this theory, the orange lights are space animals—animals specially adapted to life in the upper atmosphere just as some creatures are adapted to life at the bottom of the sea.



These space animals, the theory says, live so far up in the atmosphere that they are not visible from the earth. They feed partly on the air and partly on energy from sunlight. Being almost pure energy themselves, they can regulate their bodies to glow at night. During the day they become invisible.

Prior to World War II, continues the theory, there was little radiated energy available on the earth's surface. Then came the development of rockets, atomic reactors and hydroelectric plants. The space creatures are attracted to these sources of energy for food. At night when there is no energy from sunlight, they descend into the lower levels in search of a meal. They may even drift into the range of human eyesight. This explains the fact that they have been sighted periodically from the earth since 1943.

31. The best statement of the main idea of this passage is that \_\_\_\_\_.  
A. Captain Nash saw twelve orange lights traveling at a fantastic rate of speed  
B. Captain Nash may have been the first to see light in space  
C. according to an interesting theory, the orange lights are space animals  
D. the mysteries of nature can be fully explained
32. The strange orange lights were first spotted \_\_\_\_\_.  
A. from the ground  
B. from a rocket ship  
C. during World War I  
D. during World War II
33. The theory says that during the daytime the space animals \_\_\_\_\_.  
A. glow brightly in the sky  
B. are invisible  
C. can be spotted from the earth  
D. visit the earth's surface
34. If the space animal theory is correct, the creatures descend to the lower regions in order to \_\_\_\_\_.  
A. escape detection  
B. arouse curiosity  
C. search for man-made energy  
D. make contact with man
35. The space animal theory would seem to suggest that \_\_\_\_\_.  
A. living creatures are extremely adaptable  
B. life in space is impossible for man  
C. the fittest creatures always survive  
D. life cannot exist in the depth of the sea

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

Most growing plants contain much more water than all other materials combined. C. R. Barnes has suggested that it is as proper to term the plant a water structure as to call a house composed mainly of brick a brick building. Certain it is that all essential processes of plant growth and development occur in water. The mineral elements from the soil that are usable by the plant must be dissolved in the soil solution before they can be taken into the root. They are carried to all parts of the growing plant and are built into essential plant materials

while in a dissolved state. The carbon dioxide ( $\text{CO}_2$ ) from the air may enter the leaf as a gas but is dissolved in water in the leaf before it is combined with a part of the water to form simple sugars—the base material from which the plant body is mainly built. Actively growing plant parts are generally 75 to 90 percent water. Structural parts of plants, such as woody stems no longer actively growing, may have much less water than growing tissues.

The actual amount of water in the plant at one time however, is only a very small part of what passes through it during its development. The processes of photosynthesis, by which carbon dioxide and water are combined—in the presence of chlorophyll (叶绿素) and with energy derived from light—to form sugars, require that carbon dioxide from the air enter the plant. This occurs mainly in the leaves. The leaf surface is not solid but contains great numbers of minute openings, through which the carbon dioxide enters. The same structure that permits the one gas to enter the leaf, however, permits another gas—water vapor—to be lost from it. Since carbon dioxide is present in the air only in trace quantities (3 to 4 parts in 10,000 parts of air) and water vapor is near saturation in the air spaces within the leaf (at  $80^\circ\text{F}$ , saturated air would contain about 186 parts of water vapor in 10,000 parts of air), the total amount of water vapor lost is many times the carbon dioxide intake. Actually, because of wind and other factors, the loss of water in proportion to carbon dioxide intake may be even greater than the relative concentrations of the two gases. Also, not all of the carbon dioxide that enters the leaf is synthesized into carbohydrates.

36. A growing plant needs water for all of the following except \_\_\_\_\_.  
A. forming sugars  
B. sustaining woody stems  
C. keeping green  
D. producing carbon dioxide
37. The essential function of photosynthesis in terms of plant needs is \_\_\_\_\_.  
A. to form sugars  
B. to derive energy from light  
C. to preserve water  
D. to combine carbon dioxide with water
38. The second paragraph uses facts to develop the essential idea that \_\_\_\_\_.  
A. a plant efficiently utilizes most of the water it absorbs  
B. carbon dioxide is the essential substance needed for plant development  
C. a plant needs more water than is found in its composition  
D. the stronger the wind, the more the water vapor loss
39. According to the passage, which of the following statements is TRUE?  
A. The mineral elements will not be absorbed by the plant unless they are dissolved in its root.  
B. The woody stems contain more water than the leaves.  
C. Air existing around the leaf is found to be saturated.  
D. Only part of the carbon dioxide in the plant is synthesized.
40. This passage is mainly about \_\_\_\_\_.  
A. the functions of carbon dioxide and water

- B. the role of water in a growing plant
- C. the process of simple sugar formation
- D. the synthesis of water with carbon dioxide

**Questions 41 to 45 are based on the following passage:**

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character ... I have a dream that one day the state of Alabama ... will be transformed into a situation-- where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers ...

This is our hope. This is the faith with which I return to the south. With this faith we will be able to hew out of the mountain of despair a stone of hope ... With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, "My country, 'tis of thee (你), sweet land of liberty, of thee I sing; land where my fathers died, land of the pilgrims' (朝圣者) pride, from every mountainside, let freedom ring" ...

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles (异教徒), Protestants (新教徒) and Catholics (天主教徒), will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

41. According to the passage, the state of Alabama has a serious problem of \_\_\_\_\_.  
 A. steady increase of black population    B. human rights  
 C. religious clashes    D. racial discrimination
42. Why does the author return to the south?  
 A. Because the south is better off.  
 B. Because people in the south are gentlemanly.  
 C. Because he believes the white and the black can be equal in the future.  
 D. Because in the south he could work together with the whites.
43. The author of the article must be \_\_\_\_\_.  
 A. a white    B. a man of noble mind  
 C. a black    D. both B and C
44. The author hopes that \_\_\_\_\_.  
 A. all people are richer and happier than before  
 B. all people should return to the south to experience freedom  
 C. all people, regardless of their colors, should be equal  
 D. all people should have faith in the future

45. The best title for this passage is \_\_\_\_\_.

- A. My Four Children and the Future      B. A look at the Future  
C. Color and Character                      D. I Have a Dream ...

**Questions 46 to 50 are based on the following passage:**

Summarizing is the basic output skill for university and college work because all the 'higher' forms of speech and writing depend on it. To summarize effectively, you must pick out the key words and ideas—of a passage, a chapter, a story, a lecture, a discussion, a syllabus topic—and then link them up in continuous speech or writing for smooth transmission to someone else's mind. The aim is to be brief and to the point.

The skill has many applications and can be developed in many ways. For example, trying to sum up what you have read or heard accurately, briefly and in your own words, is an excellent way to test (and increase) your comprehension in study sessions, while conversations and letter writing provide countless everyday opportunities for practice. Essay or examination instructions to define, describe, list or explain are really asking you to sum up what you know on some aspect of the course. More searching questions which ask you to discuss, comment on, compare, assess, criticize or justify require you first to sum up the relevant facts and ideas, in order to interpret, judge or apply them in some way. To make responsible judgments based on facts, to discuss ideas intelligently or to persuade other people to your point of view, you must be able to state what the key facts are and express clearly the ideas you are discussing.

One of the most important uses of summary in higher education is in making notes on library research. Facts and ideas in written assignments may be drawn from various sources (which you must acknowledge) but they must be blended skilfully to form a unified whole and there should be only one style—your own. By taking most of your notes in summary form you eliminate the risk of plagiarism or a clash of styles and you also make your writing task much easier.

Plagiarism, as most students know, means stealing someone else's words or ideas and presenting them as if they were your own. It is a serious offence with severe penalties such as a failing grade for the course or dismissal from the university. What many students do not realize is that poor notemaking techniques—such as copying instead of summarizing—can lead to plagiarism even when there is no conscious intent to deceive. Other students mistakenly think that acknowledging the sources and putting quotation marks around all the copied bits will be enough to make their papers acceptable. They do not realize that stringing together chunks of other people's writing can never produce an original or forceful argument or a smooth and pleasing style.

46. The emphasis in the passage is on the relationship between summarizing and \_\_\_\_\_.

- A. reading    B. research papers



be judged by the color of their skin, but by the content of their character. (Passage 3, Para. 1)

---

54. This will be the day when all of God's children will be able to sing with new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing; land where my fathers died, land of the pilgrims' pride, from every mountainside, let freedom ring." (Passage 3, Para. 3)
- 

55. For example, trying to sum up what you have read or heard accurately, briefly and in your own words, is an excellent way to test (and increase) your comprehension in study sessions, while conversations and letter writing provide countless everyday opportunities for practice. (Passage 4, Para. 2)
- 

#### Part IV Cloze (10%)

**Directions:** There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D on the right side of the paper. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

"Maybe when I'm a hundred, I'll get used to having everything I do 56 for granted," a young homemaker confided to her neighbor. "If Bill would 57 me once in a while, he'd make my life much happier."

Few of us realize how much we need 58. Yet we must bask in the warmth of approval now and then 59 lose our self-confidence.

All of us 60 to feel needed and admired. But unless we hear words of praise from someone else, 61 can we know that we are valued friends or co-workers?

Anyone who wants to improve his relationships with others need 62 show a sympathetic understanding. The way to express this understanding and 63 others the feeling of importance and worthiness boils down to this: always look for something in the other person you can admire and praise 64 him about it.

We each have a 65 picture of ourselves, a self-image. To find life reasonably satisfying, that self-image must be one we can live with, one we can like. When we are 66 our self-image, we feel confident and free to be ourselves. We function at our best. When we are ashamed 67 our self-image, we attempt to hide it 68 express it. We become hostile

and hard to get along with.

A miracle happens to the person whose self-esteem has been 69. He suddenly likes other people better. He is kinder and more cooperative with 70 around him. Praise is the polish that helps keep his 71 bright and sparkling.

What has this to do with your giving praise? A lot. You have the ability to perform that kind of miracle in another person. When you 72 to his self-esteem, you make him want to like you and to cooperate with you.

In a classic bit of advice, Lord Chesterfield suggested to his son that he 73, the example of the Duke de Nivernois: "You will perceive that 74 makes people pleased with him by making them first pleased 75 themselves."

- |                         |                   |                    |                    |
|-------------------------|-------------------|--------------------|--------------------|
| 56. A. take             | B. taking         | C. to take         | D. taken           |
| 57. A. complete         | B. compete        | C. compliment      | D. supplement      |
| 58. A. encouragement    | B. courage        | C. criticism       | D. self-confidence |
| 59. A. and              | B. or             | C. to              | D. without         |
| 60. A. like             | B. need           | C. ought           | D. have            |
| 61. A. what             | B. how            | C. why             | D. who             |
| 62. A. only             | B. to             | C. a               | D. badly           |
| 63. A. to take          | B. to make        | C. to lend         | D. to give         |
| 64. A. or ask           | B. and ask        | C. or tell         | D. and tell        |
| 65. A. vivid            | B. physical       | C. mental          | D. detailed        |
| 66. A. ashamed of       | B. anxious of     | C. proud of        | D. fond of         |
| 67. A. of               | B. with           | C. for             | D. to              |
| 68. A. rather to        | B. rather than    | C. instead         | D. but not         |
| 69. A. earned           | B. made           | C. raised          | D. aroused         |
| 70. A. he               | B. those          | C. men             | D. women           |
| 71. A. self-realization | B. self-appraisal | C. self-evaluation | D. self-image      |
| 72. A. put              | B. take           | C. bring           | D. add             |
| 73. A. take             | B. follow         | C. learn           | D. imitate         |
| 74. A. he               | B. they           | C. what            | D. that            |
| 75. A. with             | B. of             | C. to              | D. for             |

**Part V Writing (15%)**

**Directions:** For this part, you are allowed 30 minutes to write a composition on the topic **Environmental Pollution**. You should write at least 100 words.

## 答案及注释

### Part 1

1. A see to it that ... 或 see that ... 为固定搭配, 意为“确保……, 务必使……”。
2. D There's no point in doing sth 为固定句式, 意为“做某事没意义”。
3. C with 在本句引导的是独立结构, 即“with+n+p. p.”, he needed 为定语从句, 修饰 books, 主干结构为: with all the books bought.
4. C out of reach 意为“伸手够不到”, “伸手可及”用 within reach.
5. C 不作调查便作决定当然是“武断”了。rude 意为“粗鲁”; reckless 意为“鲁莽”; ignorant 意为“无知”, 均不合题意。
6. D under ... circumstances 为固定短语, under such unfavorable circumstances 意为“在这种不利条件下”。类似的短语如 under no circumstances, 意为“在任何情况下都不……”。
7. D commit ... crimes 意为“犯下……罪行”, 其它均不能与 crimes 构成搭配。
8. D 此句 would 后的结构为 either in ... or in ...。
9. C For while these great warriors lay hidden inside the horse = For while these great warriors lay inside the horse + For while these great warriors were hidden inside the horse.
10. A they imagined 为插入语, 总体结构为 offering thanks to the gods for what was their deliverance. for 在此表原因。
11. C as to 意为“至于”, 正合题意。
12. C confirm sb in ... 意为“在……方面使某人确信……”。课文原句: I thus appeared to them to be quite familiar with this sort of situation, and it confirmed them in their belief that I was a thoroughly disreputable character.
13. C turn against 意为“对抗……, 使对……有敌意”, 正合句意。句中的 do you think 为插入语。
14. B revolve around 意为“围绕……, 以……为主题”, 正合句意。
15. A 此句为过去分词短语作状语。
16. C accuse sb of sth/doing sth 为固定短语, 意为“控告某人做了某事”, 意近 charge sb with sth.
17. C be awarded 意为“被授予……”, 正合句意。
18. D tip 意为“给小费”, 正合句意。
19. D do without 意为“没有……就设法对付”, 类似的还有 begin without, go without 等。
20. D by doing sth 意为“通过做……”, 正合句意。
21. D beyond 意为“在……之外”。本句意为: “在现代社会, 盐除了用于餐桌外, 还有许多其它用途。”
22. A desirable 后面的 that 从句需用虚拟语气, 其形式为“(should)+动词原形”。根据句意, 动词应用被动式。



23. A 根据句意应选用情态动词。本句意为：“一个人的性格可以通过他讲的故事作出判断。”
24. C 根据句意应选 Not until, 句子倒装。本句意为：“直到 1998 年这所大学才开始招收外国学生。”
25. A object 在本句意为“反对”，后接介词 to 引导的介词短语。“our”为其后面动名词的逻辑主语。
26. C 根据句意应选用 more than. more than doubled 意为“翻了一翻还要多”。A、B、D、均为比较级或原级形式，不能修饰过去分词 doubled。
27. D 这句话的意思是说，从其脸上的表情可以看出他很惊奇。选 look（表情）符合句意。shock 意为“震动、震惊”；appearance 意为“外表”；sight 意为“看见；视力”，均不合句意。
28. A respectable 意为“值得尊敬的”；respectful 意为“对别人很尊敬的”；respecting 意为“鉴于”；respective 意为“各自的”，根据句意选 A。
29. C lead 指“走在前面引路”；guide 和 conduct 意为“陪同……到目的地”；conduct 作 lead 或 guide 解时，通常含有“强迫”的味道；bring 意为“带来”，根据句意，C 最合适。
30. C turn away 意为“把……赶走”；turn against 意为“对抗，反对”；turn out 意为“结果……”；turn to 意为“向……寻求帮助”，根据句意用“turn out”。It turned out that ...构成固定句型，that 从句陈述“结果”。

#### Part I

31. C 文中主要用 interesting theory 来解释了那些黄光是“space animals”。
32. D 文中有“Captain Nash may have been the first to see such orange lights”，而他看到 orange lights 时是 July 6, 1943；文中最后有“This explains the fact that they have been sighted periodically from the earth since 1943. 说明作者认为首先见到 orange lights 的时间应是 1943 年，时值二战期间。
33. B 文中有“During the day they become invisible”，正好回答了这一问题。
34. C “... they descend into the lower levels in search of a meal”，从上下文看它们的 meal 主要是“rockets, atomic reactors, hydroelectric plants”等，均属“man-made energy”。
35. A 这种 animal “feed on the air and partly on energy from sunlight”，而且还可以靠 man-made energy 生存，足以看出其适应生活的能力非常之强。
36. D 文中有“The carbon dioxide from the air may enter the leaf as a gas but is dissolved in water in the leaf before it is combined with a part of the water to form simple sugars.”可见成长中的植物需要水并非是“producing carbon dioxide”，相反，是吸收二氧化碳。
37. A 文中有“The processes of photosynthesis, by which carbon dioxide and water are combined ... to form sugars, ...”，可见，photosynthesis 的基本作用是“to form sugars”。
38. C 文中第一段指出“Most growing plants contain much more water than all other mate-